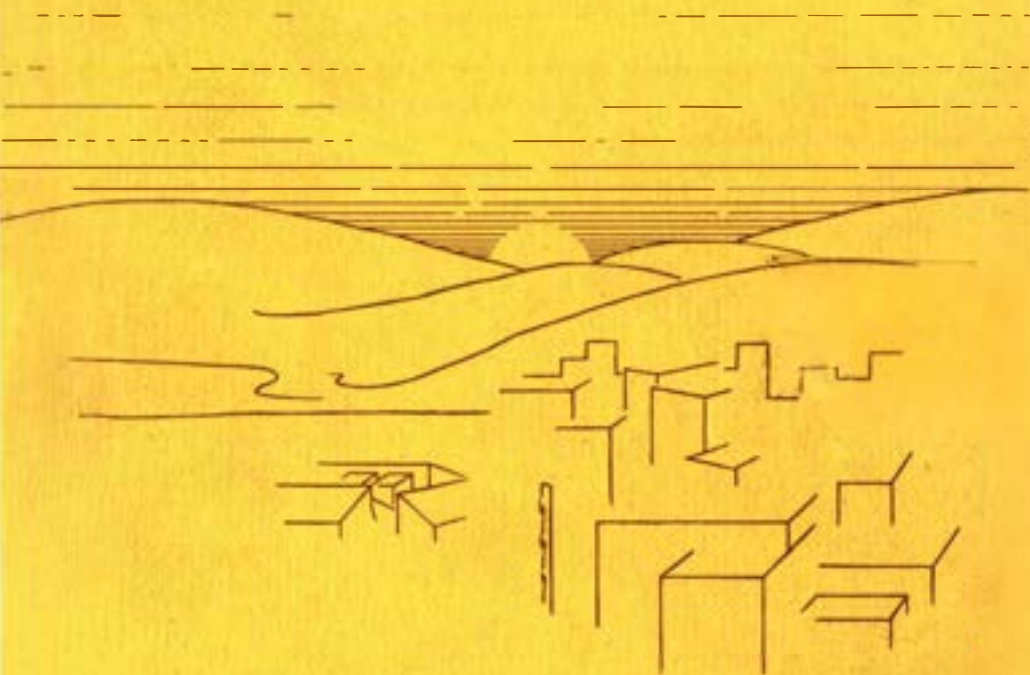


SONOMA **State College**



Catalog
1978-79

SONOMA STATE COLLEGE

CATALOG 1978–79

1801 East Cotati Avenue • Rohnert Park, CA 94928

SONOMA STATE COLLEGE

1801 East Cotati Avenue, Rohnert Park, California 94928

All College offices may be dialed directly from off-campus telephones. The telephone numbers of major offices are listed in the public telephone directory under the name of the College. The general information number for the College is (707) 664-2880.

Copies of the Sonoma State College Catalog may be purchased at the College Bookstore or ordered by mail. The price per copy is \$2.75 plus sales tax. For mail orders, send check or money order made payable to the Sonoma State College Bookstore in the sum of \$3.75 to cover cost of mailing. Class Schedules for each semester may also be purchased at the Bookstore.

Changes in programs occur throughout the year and all information is subject to change without prior notice.

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.

Cover Illustration by Matt Thompson

We learn from different sources and under different circumstances. Learning with one's intellect, however, is the most creative and enduring enterprise. It permits the skilled and reflective mind to place itself higher than its data, to review experience dispassionately, and to recognize the truth by knowing itself. It is for this reason that higher education is committed to the development of searching minds, and that Sonoma State College, as a public institution of higher education, is dedicated to training intellects. Equality of opportunity to develop one's mind obliges our college to be serious about higher education—to demand excellence.



A liberal arts and sciences education at Sonoma consists of studies in the great intellectual traditions, investigations into the nature of the physical world and man's probings of it, reflections about values and moral issues, training one's sensibilities in the emotive and evocative, and apprenticing in the practicable. The resources we most highly esteem are the minds of our students, the intellectual powers of the faculty, and the freedom of all to scrutinize and question ideas. By valuing each student's achievements and potential, dedicated educators help them to engage their minds, care about their souls, and rejoice in their creative powers—that is, learn to be self-educating throughout their lives.

What we try to maintain on our campus is a community of learning where excellence is each individual's aim. We believe that intellectual accomplishment is the end of higher education; personal refinement, its meaning; and service to one's fellow man, its justification. Our students learn that there is no conflict between equality and quality, the private and the public, the cognitive and the affective, being educated and being vocationally trained, and wanting to live an enlightened life while making a good living.

There are problems, of course, in reconciling such oppositions and in seeking practical solutions in a world that is less than rational or decent. But isn't that, we ask, what makes higher education in the liberal arts so urgent? Isn't thinking about these issues the most instructive kind of learning? We strongly believe this at Sonoma. Our students confirm it by learning how to tend rationally to their souls.

PETER DIAMANDOPOULOS
President

TABLE OF CONTENTS

	<i>Page</i>
FOREWORD	3
ACADEMIC CALENDAR	7
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES	
Trustees of the CSUC.....	14
Office of the Chancellor	15
Directory of Campuses	15
SONOMA STATE COLLEGE	
Advisory Board	18
Administration	18
GENERAL INFORMATION	
History and Accreditation	19
Foundation for Educational Development	20
President's Associates	20
Alumni Association	20
Extended Education	20
International Programs	21
Institutional and Financial Assistance Information	23
ADMISSION TO THE COLLEGE	25
FEES, EXPENSES AND FINANCIAL ASSISTANCE	38
REGULATIONS AND PROCEDURES OF THE COLLEGE	50
GRADING POLICY AND ACADEMIC STANDARDS	60
DEGREES AND CREDENTIALS	
Baccalaureate Degree Requirements	68
Post-Baccalaureate Degrees	77
Credential Programs.....	81
COLLEGE CURRICULA	
Degree Programs	92
AMERICAN MULTI-CULTURAL STUDIES	94
ANTHROPOLOGY	103
ART	112
ASTRONOMY	124
BIOLOGY	127
CENTER FOR PERFORMING ARTS	155
CHEMISTRY	157
COUNSELING	168
CRIMINAL JUSTICE ADMINISTRATION.....	172
ECONOMICS	174
EDUCATION	181

ENGLISH	197
ENVIRONMENTAL STUDIES AND PLANNING	207
EXPRESSIVE ARTS	421
FOREIGN LANGUAGES	221
GEOGRAPHY	241
GEOLOGY.....	249
HISTORY	257
HUTCHINS SCHOOL OF LIBERAL STUDIES	273
INSTITUTE OF INTERDISCIPLINARY STUDIES	283
INTERNATIONAL STUDIES	305
MANAGEMENT STUDIES.....	307
MATHEMATICS	321
MEXICAN-AMERICAN STUDIES	334
MUSIC	342
ATIVE AMERICAN STUDIES	357
NURSING	361
PHILOSOPHY	369
PHYSICAL EDUCATION & HEALTH SCIENCES	376
PHYSICS	386
POLITICS	396
PSYCHOLOGY	406
SOCIAL SCIENCE	423
SOCIOLOGY.....	425
THEATRE ARTS	433

SPECIAL PROGRAMS

Community Involvement Program	442
Internships	442
Pre-Professional Programs.....	442

INSTRUCTIONALLY RELATED SERVICES

Library	447
Computer Center	447
Instructional Resource Center.....	448

STUDENT SERVICES AND ACTIVITIES

Orientation	452
Academic Advising.....	452
Career Development Center	452
Testing Services.....	455
Counseling Center	456
Housing Services	456
Student Health Center	456
Child Care	457
International Education Services.....	457
Educational Opportunity Program	459
Multi-Cultural Services Program	459
Tutorial Learning Center	459
Office for Students with Disabilities.....	459
Veterans Affairs.....	461
Student Resource Center	461
Student Union	461
Athletics.....	461

THE FACULTY	465
INDEX	495

ACADEMIC CALENDAR 1978-79

FALL, 1978

November 1-30, 1977	Period to apply for admission to the college and to the Credential Programs for Fall Semester, 1978.
January 2-March 31, 1978.....	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.
July 3, 1978	Schedule of Classes on sale in Bookstore.
August 28, 1978.....	Academic Year Begins. General faculty conference.
August 29, 1978.....	New Student Orientation, 9:00-12:00. New Student Advising, 1:00-4:30 p.m.
August 30, 1978.....	Senior and graduate student registration and fee payment. (See Schedule of Classes for details.)
August 31-September 1, 1978.....	General registration and fee payment.
September 5, 1978	First day of instruction.
September 9-10, 1978	New Student Orientation Retreat. From 11:00 a.m. Saturday to 3:00 p.m. Sunday.
September 11-13, 1978	Late Registration. \$5.00 late fee charged.
September 18-22, 1978	Period to change schedule
September 25, 1978	Begin late schedule change procedures. (See Schedule of Classes for details).
September 29, 1978	Last day to apply for degrees to be awarded in January 1979.
October 2, 1978	Census date.
October 13, 1978	Last day to apply to instructors for non-traditional evaluation in classes offering CR/NC grades. Last day to apply for partial refund of non-resident tuition. (See College Catalog, page 42).
November 22, 1978	Last day to withdraw from the college with "W" and without penalty of "F" or "NC". Compelling reasons required. (See College Catalog, page 51).
December 15, 1978	Last day of instruction.
December 18-22, 1978	Final examinations.
December 25-29, 1978	Holiday recess. Classes not in session.
January 2-3, 1979	Student-Faculty Conferences and Evaluation.
January 4, 1979	Division and Department meetings for Evaluation. Semester ends.

HOLIDAYS

September 4, 1978	Labor Day. College closed.
September 7, 1978	Admission Day. College open.
October 9, 1978	Columbus Day. College open.
November 10, 1978	Veteran's Day observance. College open.
November 23–24, 1978	Thanksgiving Holiday. College closed.
December 25, 1978	Christmas. College closed.
January 1, 1979	New Year's Day. College closed.
January 5–28, 1979	Mid-semester recess. Classes not in session.

SPRING, 1979

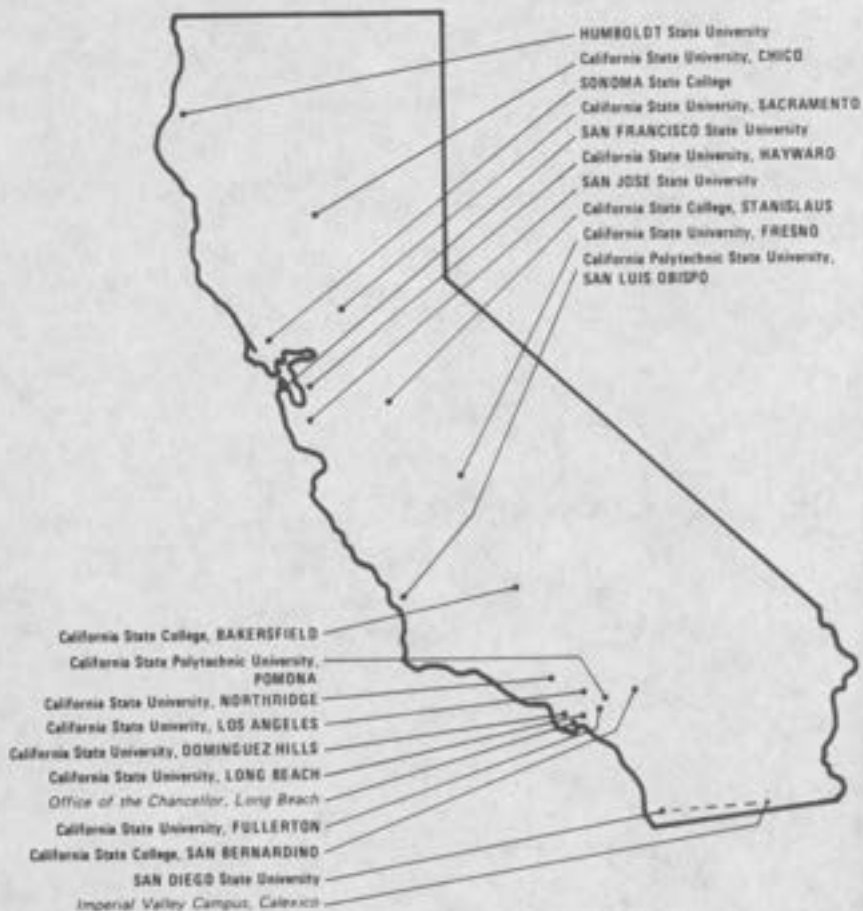
August 1–30, 1978.....	Period to apply for admission to the College and to the Credential Programs for the Spring Semester, 1979.
October 1–31, 1978	(Funding is limited.) Period to apply for financial aid (BEOG, SEOG, NDSL, FISL, EOP, Nursing and Work-Study employment) to insure consideration in the initial round of awards.
November 1–30, 1978	Period to apply for admission to the College and to the Credential Programs for Fall Semester, 1979.
January 3, 1979	Schedule of Classes on sale in Bookstore.
January 29, 1979	Spring semester begins. General faculty conference.
January 30, 1979	New Student Orientation 9:00 a.m. to 12:00 noon. Faculty Meetings 9:00 a.m. to 12:00 noon. New student Academic Advising, 1:00–4:30 p.m.
January 31, 1979	Senior and graduate student registration and fee payment. (See Schedule of Classes for details).
February 1–2, 1979	General registration and fee payment.
February 5, 1979	First day of instruction.
February 12–14, 1979	Late registration, \$5.00 late fee charged.
February 20–23, 1979	Period to change schedule.
February 26, 1979.....	Begin late schedule change procedures. (See Schedule of Classes for details).
March 5, 1979.....	Census date.
March 9, 1979.....	Last day to apply for degree in June, 1979.
March 16, 1979.....	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 42).

April 9–13, 1979	Spring recess. Classes not in session.
April 27, 1979	Last day to withdraw from the College with “W” and without penalty of “F” or “NC”. Compelling reasons required. (See College Catalog, page 51).
May 23, 1979.....	Last day of instruction.
May 24–31, 1979.....	Final Examinations.
June 1, 1979.....	Commencement, 11:00 a.m.
June 5, 1979.....	Semester ends.
HOLIDAYS	
February 12, 1979	Lincoln’s Birthday. College open.
February 19, 1979	Washington’s Birthday. College closed.
April 9–13, 1979	Spring recess. Classes not in session.
May 28, 1979.....	Memorial Day. College closed.



THE CALIFORNIA STATE UNIVERSITY AND
COLLEGES

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.

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 1977 totaled approximately 300,000 students, who were taught by a faculty of 17,000. Last year the system awarded over 54 percent of the bachelor's degrees and 34 percent of the master's degrees granted in California. Over 625,000 persons have been graduated from the 19 campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

- The Honorable Edmund G. Brown Jr.State Capitol, Sacramento 95814
Governor of California
- The Honorable Mervyn M. DymallyState Capitol, Sacramento 95814
Lieutenant Governor of California
- The Honorable Leo McCarthyState Capitol, Sacramento 95814
Speaker of the Assembly
- The Honorable Wilson C. Riles 721 Capitol Mall, Sacramento 95814
State Superintendent of Public Instruction
- Dr. Glenn S. Dumke 400 Golden Shore, Long Beach 90802
Chancellor of The California State University and Colleges

APPOINTED TRUSTEES

Appointments are for a term of eight years, except for a student Trustee and alumni Trustee, whose terms are for two years. Names are listed in order of appointment to the Board.

- | | |
|---|--|
| Mr. Charles Luckman (1982)
9200 Sunset Blvd., Los Angeles 90069 | Dr. Juan Gomez-Quinones (1984)
Chicano Studies Center, UCLA, 405
Hilgard Avenue, Los Angeles 90024 |
| Mr. Wendell W. Witter (1979)
45 Montgomery St. San Francisco 94106 | Mr. John F. O'Connell (1980)
P. O. Box 3965, San Francisco 94119 |
| Mr. Roy T. Brophy (1980)
2160 Royale Rd., Suite 20, Sacramento
95815 | Ms. Blanche C. Bersch (1984) *
10889 Wilshire Blvd., Suite 628, Los
Angeles 90024 |
| Mrs. C. Stewart Ritchie (1980)
1064 Creek Dr., Menlo Park 94025 | Mr. Michael R. Peevey (1985) *
215 Market Street, Suite 930, San
Francisco 94105 |
| Mr. Frank P. Adams (1981)
235 Montgomery St., Suite 1922, San
Francisco 94104 | Mr. John F. Crowley (1985) *
3068 16th St., San Francisco 94103 |
| Mr. Richard A. Garcia (1979)
31293 East Nine Dr., Laguna Niguel
92677 | Ms. Wallace Albertson (1986) *
1618 Sunset Plaza Dr., Los Angeles
90069 |
| Mr. Dean S. Leshner (1981)
P. O. Box 5166, Walnut Creek 94598 | Mr. Eli Broad (1986) *
10801 National Blvd., Los Angeles
90064 |
| Dr. Claudia H. Hampton (1982)
450 N. Grand, Room G-353, Los
Angeles 90012 | Mr. Kevin Gallagher (1980)
Associated Students, CSC, San
Bernardino
5500 State College Pkwy., San
Bernardino 92407 |
| Dr. Mary Jean Pew (1983)
2021 N. Western Avenue, Los Angeles
90027 | |
| Mr. Willie J. Stennis (1983)
3947 Landmark, Culver City 90230 | |

* Appointment subject to State Senate confirmation.

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

(213) 590-5506

Dr. Glenn S. Dumke Chancellor

Mr. Harry Harmon..... Executive Vice Chancellor

Mr. D. Dale Hanner..... Vice Chancellor, Business Affairs

Dr. Alex C. Sheriffs Vice Chancellor, Academic Affairs

Dr. Marjorie Downing Wagner..... Vice Chancellor, Faculty and Staff Affairs

Mr. Mayer Chapman General Counsel

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

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

California State University, Chico
1st & Normal Streets
Chico, California 95929
Dr. Stanford Cazier, President
(916) 895-5011

California State University, Dominguez
Hills
Carson, California 90747
Dr. Donald R. Gerth, President
(213) 515-3300

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

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

California State University, Hayward
Hayward, California 94542
Dr. Ellis E. McCune, President
(415) 881-3000

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

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
Dr. Stephen Horn, President
(213) 498-4111

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
Dr. John A. Greenlee, President
(213) 224-0111

California State University, Northridge
1811 Nordhoff Street
Northridge, California 91330
Dr. James W. Cleary, President
(213) 885-1200

California State Polytechnic University,
Pomona
3801 West Temple Avenue
Pomona, California 91768
Dr. Hugh O. LaBounty, Jr.,
President
(714) 598-4592

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

California State College, San Bernardino
5500 State College Parkway
San Bernardino, California 92407
Dr. John M. Pfau, President
(714) 887-7301

San Diego State University
5300 Campanile Drive
San Diego, California 92182
Dr. Thomas B. Day, President
(714) 286-5000
Imperial Valley Campus
720 Heber Avenue
Callexico, California 92231
(714) 357-3721

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

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

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

Sonoma State College
1801 East Cotati Avenue
Rohnert Park, California 94928
Dr. Peter Diamandopoulos, President
(707) 664-2880

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

SONOMA STATE COLLEGE

SONOMA STATE COLLEGE DIRECTORY

THE ADVISORY BOARD

Mr. W. Baird Anton (1981)	Mrs. E. W. Hartzell (1981)
Mr. Ransom M. Cook (1978)	Dr. Bradford W. Lundborg (1981)
Mrs. Rochelle Fostmeier (1981)	Mr. R. Michael Mondavi (1980)
Mr. Robert Gonzales (1978)	Ms. Lois A. Prentice (1979)
Dr. Frederick A. Groverman (1979)	Mrs. Helen B. Rudee (1981)
Mr. Raymond Guilfoyle, Jr. (1981)	Mr. Henry F. Trione (1978)
Mr. Eric Koenigshofer (ex officio alumnus)	

THE ADMINISTRATION

The President	Peter Diamandopoulos
Assistant to the President	Bonnie J. Moody
Affirmative Action, Acting Director	Carlos Cordero
Public Affairs, Acting Director	Carl Jensen
Special Events Director	Gloria Oster
Institutional Research, Associate Director	Harold J. Soeters
Instructional Budget Advisor	Duncan Poland

Acting Academic Vice President and Dean of Faculty	George L. Proctor
Division of Humanities, Chair	William M. Sherman
Division of Natural Sciences, Chair	Duncan E. Poland
Division of Social Sciences, Chair	Glenn W. Price
Division of Interdisciplinary Education and Cluster Schools	Marylou Mattson
Dean of Undergraduate Studies	William H. Poe
Acting Associate Dean of Undergraduate Studies and Senior Tutor ..	Adele Friedman
Dean of Graduate Studies, Acting	John S. Bullen
Acting Dean of Extended Education	Ardath Lee
Educational Development Director	Rita Garant
Library Director	Ruth Hafter
Computer Center, Acting Director	Richard H. Gordon
International Education Services Coordinator	Marvin N. Dillon
Scheduling Coordinator	Carolyn Wisdom
Instructional Resource Center Director	Harold R. Skinner

Dean of Students	Joaquin Sanchez
Career Development Center Director	Rand Link
Counseling Center, Acting Director	Christine Cuevas
Educational Opportunity Program, Acting Director	Antonio Martinez
Housing and Student Environment Director	John R. Simmons
Intercultural Center Director	Morris Turner
Multi-Cultural Services Director	Valdemir King
Student Health Center Director	Thomas R. Plowright
Student Resource Center Director	Robert C. Joseph
Students with Disabilities Coordinator	Anthony Tusler
Testing Services Director	Gerald J. Alves
Tutorial Learning Center Director	Herbert Castillo
Veterans Affairs Director	Albert Fortin

Dean of Admissions, Records,

School Relations, and Financial AidPaul Scott Anderson

School Relations Officer Elaine Bundesen

Admissions Officer Annzell Norman

Registrar Frederick Jorgensen

Associate Vice President for Administrative AffairsCarroll V. Mjelde

Director of Business Affairs..... B. Y. Quong

Management Analysis and Fiscal Planning R. M. D. Childs

Procurement and Support Services Officer..... Joseph C. Vizi

Campus Planning DirectorNore F. Thiesfeld

Personnel Director Alan K. Murray

Plant Operations Chief..... William R. Mabry

Public Safety Director R. Richard Courier

Bookstore Manager Otto K. Buckenthal

Student Union Director James Gross

Acting General Manager, Sonoma State College

Enterprises, Inc..... Otto Buckenthal

GENERAL INFORMATION

HISTORY

Sonoma State College was established by the California State Legislature in 1960 and began instruction in temporary quarters in Rohnert Park the following year while permanent buildings were constructed on the present site. Situated fifty miles north of San Francisco, the College currently enrolls approximately 5,000 students. In addition to well-equipped classrooms and laboratories, the present campus includes student residence halls, a modern Health Center completed in 1974, and a new Student Union. Recent construction includes the Library Addition, an Art building, a new classroom building, and a child care center.

One of the nineteen campuses of The California State University and Colleges, Sonoma offers a strong undergraduate liberal arts and sciences curriculum, eleven master's programs, and selected professional programs. Three Cluster Schools, each with small enrollments, provide exceptional opportunities for the close student-faculty relations and open communication to which the College is committed.

Through its Extended Education Program, the College serves many students each year, and sponsors numerous workshops, seminars, conferences, and institutes both on and off campus.

Visits to the campus may be arranged through the Office of School and College Relations.

ACCREDITATION

Sonoma State College is fully accredited by the Western Association of Schools and Colleges, the agency which grants national accreditation to colleges and universities in the western United States. The College is also accredited by the California State Board of Education, the American Chemical Society, the National Association of Schools of Music, and the National League for Nursing.

SCHEDULE OF CLASSES

The regular educational program of the College is offered from 8:00 a.m. to 10:00 p.m. Monday through Friday. A Class Schedule that lists meeting times and places for all classes is prepared for each semester and may be purchased at the Bookstore. Separate schedules are provided for summer session, external degree, and extension courses.

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.

FOUNDATION FOR EDUCATIONAL DEVELOPMENT

The Sonoma State College Foundation for Educational Development, Inc. is a non-profit corporation established in 1974 to assist and promote the educational program of the College. The Foundation is an auxiliary organization of The California State University and Colleges, as defined in Section 24054.5 of the Education Code. The Foundation sponsors activities for which the State does not appropriate funds, including educational institutes, workshops, conferences, training programs and research projects; and provides for the reception and administration of grants, gifts, donations and scholarships. The activities of the Foundation are directed by a Board of Directors comprised of student, faculty, community and administrative representatives.

PRESIDENT'S ASSOCIATES

The President's Associates, composed of members from the business, professional, political and social leadership of the community, has as its purpose the enhancement of college/community relations and funding for the enrichment of the College's educational program.

ALUMNI ASSOCIATION

The Sonoma State College Alumni Association endeavors to maintain a continuing relationship between the College and her alumni, to represent the College in the community through its membership, and to sponsor educational projects, programs and activities. Membership in the Association is open to those who have been awarded a degree or credential by the College or who have completed two or more semesters at Sonoma, regardless of where the degree is finally earned.

EXTENDED EDUCATION

The Office of Extended Education is responsible for all program and course offerings not supported by State appropriations. These include Summer and Special Sessions, the Extension Program, and External Degree Programs.

SUMMER AND SPECIAL SESSIONS.

Courses are offered both on and off campus for resident credit. Included in this program are regular courses for students completing requirements for a degree or credential; and

courses, workshops and institutes designed to provide opportunities for professional growth and continued learning.

EXTENSION PROGRAM.

Offering both credit and non-credit courses, workshops, seminars and travel study programs during the academic year, the Extension Program allows the College to extend its resources into the community. Subject to approval by the relevant academic department, extension courses may count toward college degrees and/or credentials except that no more than twenty-four units of extension credit normally may be counted toward the baccalaureate degree, nor more than nine units toward the master's degree. Degree candidates must file with the College Admissions Office.

Those programs offered at off-campus locations are usually presented in conjunction with a cooperating agency that expresses a need for the program and assists in its administration. Information about establishing an extension course and about current offerings can be obtained from the Office of Extended Education.

EXTERNAL DEGREE PROGRAM.

External degree and certification programs provide educational opportunities for those who cannot pursue a degree program on campus. Baccalaureate degrees in Liberal Arts and in Criminal Justice Administration are presently offered, as well as a master's degree in Psychology.

Extended Education students may enroll in any on-campus resident class provided that space can be made available without disruption of the instructional program, and that approval of the instructor has been obtained prior to registration. Regular extension fees will be required, and grades will be entered on transcripts as extension credit.

The Office of Extended Education at Sonoma State College is 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 campuses of The California State University and Colleges.

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 Tübingen, Germany; the Hebrew University of Jerusalem in Israel; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the Universidad católica, Peru; 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, Bagor, 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 1979 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, Peru and Spain, will have completed at least two years of college-level study in

22 / General Information

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 (GPA) for all college-level work of 2.75, except for the programs in Israel, New Zealand (South Pacific Anthropological studies only), Peru 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 Program 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 1979–80 academic year must be submitted before February 9, 1979, except for New Zealand and United Kingdom. Applications for the New Zealand program (South Pacific Anthropological studies only), must be submitted by May 11, 1979, for participation during calendar year 1980. (The academic year in New Zealand begins in February and ends in October.) United Kingdom applications must be submitted by January 5, 1979.

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 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:

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.

INSTITUTIONAL AND FINANCIAL ASSISTANCE INFORMATION

Student Financial Assistance. The following information concerning student financial assistance may be obtained from the Office of Financial Aid * in Stevenson Hall 2011, Telephone: (707) 664-2389.

Student financial assistance programs available to students who enroll at Sonoma State College.

The method by which such assistance is distributed among student recipients who enroll at Sonoma State College.

The means, including forms, by which application for student assistance is made; the requirement for accurately preparing such applications; and the review standards employed to make awards for student financial assistance.

The rights and responsibilities of students receiving financial assistance.

Costs. The following information concerning the cost of attending Sonoma State College is available from the Office of Financial Aid in Stevenson Hall 2011, Telephone: (707) 664-2389.

Fees

Estimated costs of books and supplies.

Estimates of typical student room and board costs or typical community costs.

Any additional costs of the program in which the student is enrolled or expresses a specific interest.

Refunds. Information concerning the refund policy of Sonoma State College for the return of unearned fees or other refundable portions of costs is available from the Office of Financial Management (Accounting), Stevenson Hall 1088, Telephone: (707) 664-2451.

Academic Programs. Information concerning the academic programs at Sonoma State College may be obtained from the Office of the Academic Vice President and Dean of Faculty, Stevenson Hall 1066, Telephone: (707) 664-2107. This information may include:

The current degree programs and other educational and training programs.

The instructional, laboratory, and other physical plant facilities which relate to the academic program.

The faculty and other instructional personnel.

Data regarding student retention at Sonoma State College and, if available, the number and percentage of students completing the program in which the student is enrolled or expresses interest.

* The Office of Financial Aid has prepared for distribution a booklet which contains information on both costs and financial assistance: *A Guide to Financial Aid at Sonoma State College.*



ADMISSION TO THE COLLEGE

ADMISSION TO THE COLLEGE

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

Those who must make application for admission are undergraduate students who have never attended Sonoma State College in a regular semester; and post-baccalaureate students, including Sonoma State College graduates, who have never been admitted to a post-baccalaureate program at the College. Former students of the College must apply for readmission if: (1) they have been absent for two full semesters (excluding summer sessions) immediately preceding the semester for which they are registered; or (2) they have attended another college in any interval of their absence.

The Office of School Relations at Sonoma State College serves as a liaison to high schools, colleges, agencies and the general public, providing comprehensive information about the College's educational programs and transferability of credit from other institutions.

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 nonrefundable 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 alternative choice campus and major may be indicated 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.*

LOCALLY AND SYSTEMWIDE IMPACTED PROGRAMS

Most undergraduate applications are accepted for consideration at the first choice campus in the first choice major. However, quotas have become necessary in a few majors at some campuses where more applications are received during the first month of the filing period than can be accommodated. In those programs, only applications received during the first month of any filing period will be accepted for consideration. *Applicants for impacted programs must apply during the first month of any filing period.* Supplementary screening criteria are used to determine which applications will be allocated space in impacted programs. Campuses may consider hardship appeals from applicants.

Locally Impacted Programs. Supplementary screening criteria are used to determine which applications will be allocated space at the first choice campus and which will be considered at the same campus in an alternate major or redirected to an alternate campus where the program is not impacted. In categories for first-time freshmen and lower division transfers with fewer than 12 transferable semester units, at least one half of the available space will be reserved for the most highly qualified applicants based on previous

academic performance as measured by the Eligibility Index. High school grade point averages based on all grades earned after the 9th grade (except those in P.E. and military science) as reported by applicants on the application, and test scores received by the campus no later than the end of the first month of the filing period* will be used to compute the Eligibility Index. Remaining space may be allocated on the basis of self-declared GPA, test scores or other criteria. Campuses using other criteria will advise affected applicants of those criteria. Space in categories for transfer students with 12 or more transferable semester units may be allocated on the basis of self-declared GPA or other criteria. Campuses using other criteria will advise affected applicants of those criteria.

Systemwide Impacted Programs. These are programs for which applications received throughout the system exceed the total available spaces in the system. Unlike unaccommodated applicants to locally impacted programs who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs *may not be redirected in the same major* but may choose an alternate major either at the first choice campus or another campus. Details about the supplementary admission criteria to be used by campuses will be sent to all applicants under consideration.

POSTBACCALAUREATE APPLICATION PROCEDURES

All applicants for any type of postbaccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application within the appropriate filing period. *Second baccalaureate degree candidates should apply as undergraduate degree applicants.* A complete application for postbaccalaureate status includes all of the materials required for undergraduate applicants plus the supplementary graduate admissions application. Postbaccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$20 nonrefundable application fee. Since applicants for postbaccalaureate 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 postbaccalaureate 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.

* Applicants to impacted programs or campuses should make every effort to take the SAT or ACT at the earliest date. However, the inability of Fall 1978 applicants to supply test scores by December 1, 1977, will not jeopardize their admission priority.

APPLICATION FILING PERIODS

<i>Terms in 1978-79</i>	<i>Applications First Accepted</i>	<i>Filing Period Duration</i>	<i>Student Notification Begins</i>
Summer Qtr. 1978	Feb. 1, 1978	Each campus accepts applications until capacities are reached. Most campuses accept applications up to a month prior to the opening day of the term. Some campuses will close individual programs as they reach capacity.	March 1978
Fall Sem. or Qtr. 1978	Nov. 1, 1977		Dec. 1977
Winter Qtr. 1979	June 1, 1978		July 1978
Spring Sem. or Qtr. 1979	Aug. 1, 1978		Sept. 1978

SPACE RESERVATION NOTICES

Most applicants will receive some form of space reservation notice from their first choice campus within two months of filing the application. A notice that space has been reserved is also a request for records necessary to make the final admission decision. It is an assurance of admission *only* if evaluation of the applicant's previous academic record indicates that admission requirements have been met. Such a notice is not transferable to another term or to another campus.

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 write to the Admissions Office regarding specific policies governing hardship admission.

SUBMISSION OF TRANSCRIPTS AND RECORDS

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 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.

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.

HEALTH EXAMINATION

All new students are required to file with the Student Health Center the Health Status Report prior to matriculation. The form is available in the Student Health Center. An additional special health requirement applies to 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 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 Office necessary EOP Supplementary Forms. These forms will be forwarded after receipt by the Admissions Office of the State college application. Each applicant to the Program will be interviewed by the Educational Opportunity Program Admissions Coordinator and by the Director.

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 for the fall semester beginning on or about March 15 and for the spring semester on or about November 1.

CANCELLATION OF ADMISSION

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

READMISSION

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. 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, be considered for readmission. Petitions to the Office of Admissions must be accompanied by evidence that would justify readmission, such as satisfactory academic work elsewhere. A disqualified student who is readmitted will remain on a probationary basis until he or she has removed all grade point deficiencies or is again disqualified.

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. 30. 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 office. 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
Box 592
Princeton, New Jersey 08540

First-Time Freshman Applicants (California High School Graduates and Residents)

Applicants who are graduates of a California high school or legal residents for tuition purposes must have an eligibility index which places them among the upper one-third of California high school graduates. The minimum index is 741 (ACT) or 3072 (SAT). The following table illustrates grade point averages and test scores needed to qualify for admission.

Excerpts From Admissions Eligibility Table For
California High School Graduates

G.P.A.	2.00*	2.20	2.40	2.60	2.80	3.00	3.20**
A.C.T. Score	35	31	27	23	19	15	11
S.A.T. Score	1472	1312	1142	992	832	672	512

* Below 2.00 not eligible.

** Above 3.20 eligible with any score.

First-Time Freshman Applicants (Non-resident)

The admission requirements for non-resident applicants are higher than those for California residents. Applicants who are neither residents for tuition purposes nor graduates of a California high school must have an eligibility index which places them in the upper one-sixth of California high school graduates. The minimum index for such students is 826 (ACT) or 3402 (SAT).

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 or her preparation and ability are such that in the judgment of the appropriate campus authority, probability of 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.

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.

Undergraduate Transfer Applicants (Resident and Non-resident)

Transfer admission eligibility is based on TRANSFERABLE college units attempted, rather than on all college units attempted. California Community College transfers should consult their counselors for information on transferability of courses. Applicants in good standing at the last college attended may be admitted as undergraduate transfers if they meet either of the following requirements:

1. Eligible for admission in freshman standing (see freshman requirements) with a GPA of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.
2. Completed at least 56 transferable semester units or 84 transferable quarter units with a GPA of "C" (2.0 on a scale where A = 4.0) or better if a California resident; non-residents must have a GPA of 2.4 or better.

Evaluation of Transfer Credits

Community College Credit: A maximum of 70 semester units of community college credit can be credited toward the 124 units required for a Baccalaureate Degree. However, excess units of transferable work will be computed in the Grade Point Average and credited toward satisfaction of specific requirements such as General Education-Breadth Requirements.

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 standards and requirements of the college.

Credit for Military Service: Students who have completed 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 the DD 214 Form. Credit for service schools will be allowed only insofar as such training is recommended by the American Council on Education Guide.

International (Foreign) Students

The admission of International (Foreign) Students is governed by separate requirements. Prospective applicants from abroad should consult the International (Foreign) Student informational brochure available from the campus.

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. Applicants for whom English is a second language are not required to take the SAT or ACT except when specifically requested to do so. However, the results of the Test of English As A Foreign Language (TOEFL) must be submitted.

ADMISSION OF POSTBACCALAUREATE AND GRADUATE STUDENTS

Postbaccalaureate Standing. Unclassified.

For admission to unclassified postbaccalaureate standing, a student must: (a) hold an

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

Postbaccalaureate Standing. Classified.

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

Graduate Standing. Conditionally Classified.

A student eligible for admission to a California State University or College under unclassified postbaccalaureate 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 California 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 he or she 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.

ENGLISH PLACEMENT TEST

All students subject to degree requirements of the 1977–78, and subsequent, general catalogs must demonstrate competency in writing skills. All lower division students (those who enter with fewer than 56 transferable semester units) are required to take the CSUC English Placement Test (EPT) to determine selection of appropriate course work in writing skills and to prepare for meeting the graduation requirement. At Sonoma State, the graduation requirement is the WEPT (Written English Proficiency Test) which is taken during the junior or senior year (see page 68). Failure to take the English Placement Test at the earliest opportunity after admission may lead to administrative probation which, according to Section 41300.1 of Title 5, California Administrative Code, and CSUC Executive Order 186, may lead to disqualification from further attendance. The results of the EPT will not affect admissions eligibility.

Information bulletins and registration materials for the EPT will be mailed to all students subject to these requirements. Alternatively, the materials may be obtained from the Office of Admissions and Records. Information on currently available ways to meet the EPT requirement may be obtained from the Director of Testing Services.

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.

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

COLLEGE LEVEL EXAMINATION PROGRAM

The College allows students to earn credit toward the baccalaureate degree through the College Level Examination Program (CLEP). Students may earn up to six units per examination passed and up to a maximum of thirty units. Passing scores for the CLEP exams are established by the participating academic departments and the California University and College System. Students may not be credited for CLEP results which duplicate course work previously noted on their transcript nor will they receive credit for CLEP examinations repeated within a 12-month period. CLEP credit may be applied toward major requirements at the discretion of the major department. 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	Amount of Credit Approved	Course Equivalent— CLEP
Natural Sciences General Examination	Total of 6 (fulfills 3 units of General Education requirements in <i>Biological Sciences</i> and 3 units general education in <i>Physical Sciences</i>). Students passing both the Biology & Physical Sciences sections will also have their lab requirement waived.	Biology 100 Physical Science 100
Mathematics General Examination	3 (fulfills 3 units of general education in <i>Basic Subjects</i> . May not be substituted for Math 115).	Mathematics 114 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 Trigonometry Subject Examination	3 (fulfills 3 units course credit toward <i>Algebra and Trigonometry</i> .)	Mathematics 107
American Government Subject Examination	3 (fulfills 3 units of course credit in American Political System. Satisfies State Code requirement in U.S. Constitution. Students must take department exam to fulfill Code requirement in State & Local Govt.	Political Science 200

CLEP EXAMINATIONS APPROVED AT SONOMA STATE COLLEGE—Continued

Examination	Amount of Credit Approved	Course Equivalent— CLEP
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 requirement in U.S. History).	History 150
American Literature Subject Examination	6 (fulfills 6 units course credit toward <i>Survey of American Literature</i>).	English 260, 261
Analysis & Interpretation of Literature Subject Examination & Departmental Essay	6 (fulfills 6 units of credit) toward <i>Basic Composition</i> (Freshman English).	English 101 and 214
Analytic Geometry & Calculus with Essay	3 units (fulfills 3 units of course credit in <i>Calculus with Applications I</i>)	Mathematics 162
English Literature Subject Examination	6 (fulfills 6 units of course credit in <i>Survey of English Literature</i>).	English 250, 251
General Biology Subject Examination and Essay	Up to 6 (fulfills 6 units of course credit toward Basic Biology course sequence and waives up to 12 units of major requirement).	Biology 116, 117, 215
General Chemistry Subject Examination	6 (fulfills 6 units of course credit in <i>General Chemistry</i>).	Chemistry 115A & B
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)	4 (fulfills 4 units of course credit in <i>Introduction to Fortran</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	4 (fulfills 4 units of course credit in <i>Financial Accounting Fundamentals</i>).	Management 230
Introductory Business Law Subject Examination	4 (fulfills 4 units of course credit in <i>Law and Society</i>).	Management 225
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	4 (fulfills 4 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

CLEP EXAMINATIONS APPROVED AT SONOMA STATE COLLEGE—Continued

Examination	Amount of Credit Approved	Course Equivalent— CLEP
Statistics Subject Examination & Essay	4 (fulfills 4 units of course credit in <i>Statistics for the Social Sciences</i>).	Management 315
Tests & Measurements Subject Examination	3 (fulfills 3 units of course credit in <i>Tests & Measurements</i>).	Psychology 437
Western Civilization Subject Examination and Essay	3 (fulfills 3 units of course credit in <i>Western Civilization</i>). History majors passing the exam will be exempted from History 201 or 202.	History 201 or 202

CSUC EQUIVALENCY TESTS

In addition to units gained through the College Level Examination Program, students may earn credit toward the baccalaureate degree by passing Equivalency Tests sponsored by The California State University and Colleges. Tests in the following subjects are offered during the Spring Semester each year:

- English Equivalency Examination (EEE)—6 units
- Science and Math Equivalency Tests (SMET)—3 units each
 - General Mathematics
 - Algebra–Trigonometry
 - Calculus
 - Statistics
 - General Biology
 - General Chemistry

Inquire at the College Testing Office for registration fees and deadlines. During the Spring Semester, registration materials are available in California high schools.

**FEES, EXPENSES AND FINANCIAL
ASSISTANCE**

FEES, EXPENSES AND FINANCIAL ASSISTANCE

Legal residents of California are not charged tuition. Non-resident and foreign visa students are required to pay tuition in addition to fees charged to all students. The following schedule reflects fees and expenses for the semester system. Checks should be made payable to Sonoma State College in the exact amount due. Fees are subject to change without advance notice by the Trustees of The California State University and Colleges.

SCHEDULE OF FEES

Fees for auditing are the same as for credit. If a student's registered number of units is increased during the term to a higher fee or tuition category, the student must pay an additional amount.

ALL STUDENTS

	<i>0 to 6.0 units</i>	<i>6.1 or more units</i>
Student Services Fee	\$57.00	\$72.00
Student Union Fee	10.00	10.00
Facilities Fee	3.00	3.00
Total per Semester	\$70.00	\$85.00

NOTE: The Student Services Fee will increase \$2 for all students in Spring 1979. An Instructionally Related Activities Fee of up to \$10 may be charged beginning in Fall 1978.

NONRESIDENTS (U.S. and Foreign)

Nonresident Tuition	
15 units or more	\$855.00
Less than 15 units, per unit	57.00
(A service charge is levied for installment payment of nonresident tuition)	

SUMMER SESSION

Fee per unit	\$37.00
Student Union Fee (per unit)65

EXTENSION PROGRAM

Fee per unit	\$37.00
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OTHER FEES OR CHARGES

Application Fee (for admission or re-admission, non-refundable)	\$20.00
Late Registration.....	5.00
Campus Services (I.D.) Card.....	2.00
Transcript of Record	1.00
Failure to meet time limit (late fee)	2.00
Graduation Fee	10.00
Replacement of items lost or broken	Cost
Check returned for any cause	5.00

THE STUDENT SERVICES FEE

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.

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

PARKING FEES

Parking fees are payable by all students using campus parking facilities. No provision is made for part-time reserve parking.

Automobiles, reserved, per semester	\$36.00
Automobiles, non-reserved, per semester	15.00
Motorcycles, motorbikes, Mopeds, motorized bicycles, etc.	3.75
Daily Park UR Self non-reserved space—per admission25
Replacement of Decal.....	2.00

LIBRARY FEES

Photocopy expense, each10
2 week material per day.....	.15
1 week material per day.....	.25
2 day material per day25
Overnight (9:00 a.m.) material per hour25
2 hour material per hour25

MISCELLANEOUS FEES

Deposits for locker keys and breakage are required in some laboratory courses, as follows: keys—\$2.50; breakage—\$5.00. These deposits are refundable in whole or in part. If deposits are not required, charges may still be made for undue breakage or failure to clear lockers and/or return keys. In addition, fees are required for miscellaneous expenses on some courses, as indicated in catalog course descriptions, and for field trips.

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 68121. 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.

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 students is used in making these determinations. Students may not register and enroll in classes until their Residence Questionnaire has been received by the Admissions 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 Office.

Legal residence may be established by adults who are physically present in the state while, at the same time, intending to make California their 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.

Students who are within the state for educational purposes only do not gain the status of residents regardless of the length of their stay in California.

In general, unmarried minors (persons under 18 years of age) derive legal residence from their parents, or, in the case of permanent separation of the parents, from the parent with whom minors maintain their 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 1978–79 academic year are September 20 for the

Fall semester, and January 25 for the Spring semester. If you have any questions regarding the applicable date, the campus Admissions Office can give you the residence determination date for the term for which you are registering.

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.

42 / Fees and Expenses

Any student, following a final decision on campus regarding 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 or her 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 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.

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 be directed to the Coordinator of Continuing Education.

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:

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

Time of Application for Refunds. Application for refund of Student Services Fee must be submitted not later than 14 calendar days following the day of the term when

struction begins. Students who changed their unit load to a lower fee category are able to receive a refund of the difference between the higher and lower fee, less five dollars (provided this schedule change is made within the 14-day limitation).

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 making 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 where students being ordered 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 or her educational program as a direct result of the orders as received.

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

authority of the State Administrative Manual, Section 8023, all persons who have cashed a check to the College that was dishonored by the bank will be required to make 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.

DISENROLLMENT

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" without penalty of "F" or "NC". (See Academic Calendar) Examples of such obligations are payment of deferred fees and making good on dishonored checks. If all such obligations have not been met, the student will be disenrolled automatically on the following 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, 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 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.

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. Some banks impose additional requirements.
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 fees only. There is one additional need-based loan program available to in-service employees on academic leave. Inquire at the Student Financial Aid Office.
5. *College Work Study (CWS)*. This is a program of part-time employment with average earnings of \$400–\$800 per year. Employment may be either on-campus or in various community non-profit organizations. The Financial Aid Office assists students in finding appropriate Work Study jobs.
6. *Basic Educational Opportunity Grant (BEOG—BOG)*. Grants range from \$200 to \$1600. Applications for 1978–79 are included in the Financial Aid Form (FAF).
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.
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 other grant aid 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, though 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.

Application Procedure.

For new students, application for financial aid begins with the filing of the “Student Aid Application for California.”

This form asks confidential information about student resources, estimated expenses, and kinds of aid applied for. It must be filed by April 1st 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 educational expenses. Therefore, 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/her education (parents’ contribution from income and assets, summer job savings, and the students’ other resources) from his/her education budget from September through May. The typical budget is \$3,400 for a single student, \$5,245 for a married student.

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

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

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

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

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

The 19 campuses of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. For the 1977-78 year, the total cost of operation is \$825 million, which provides continuing support for 236,370 full-time equivalent (FTE*) students. This results in an average cost per FTE student of \$3,491 per year. Of this amount, the average student pays \$297. Included in this average student payment is the amount paid by nonresident students. The remaining \$3,194 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:

1978-79 PROJECTION OF TOTAL COSTS OF CAMPUS OPERATION (Including Building Amortization)

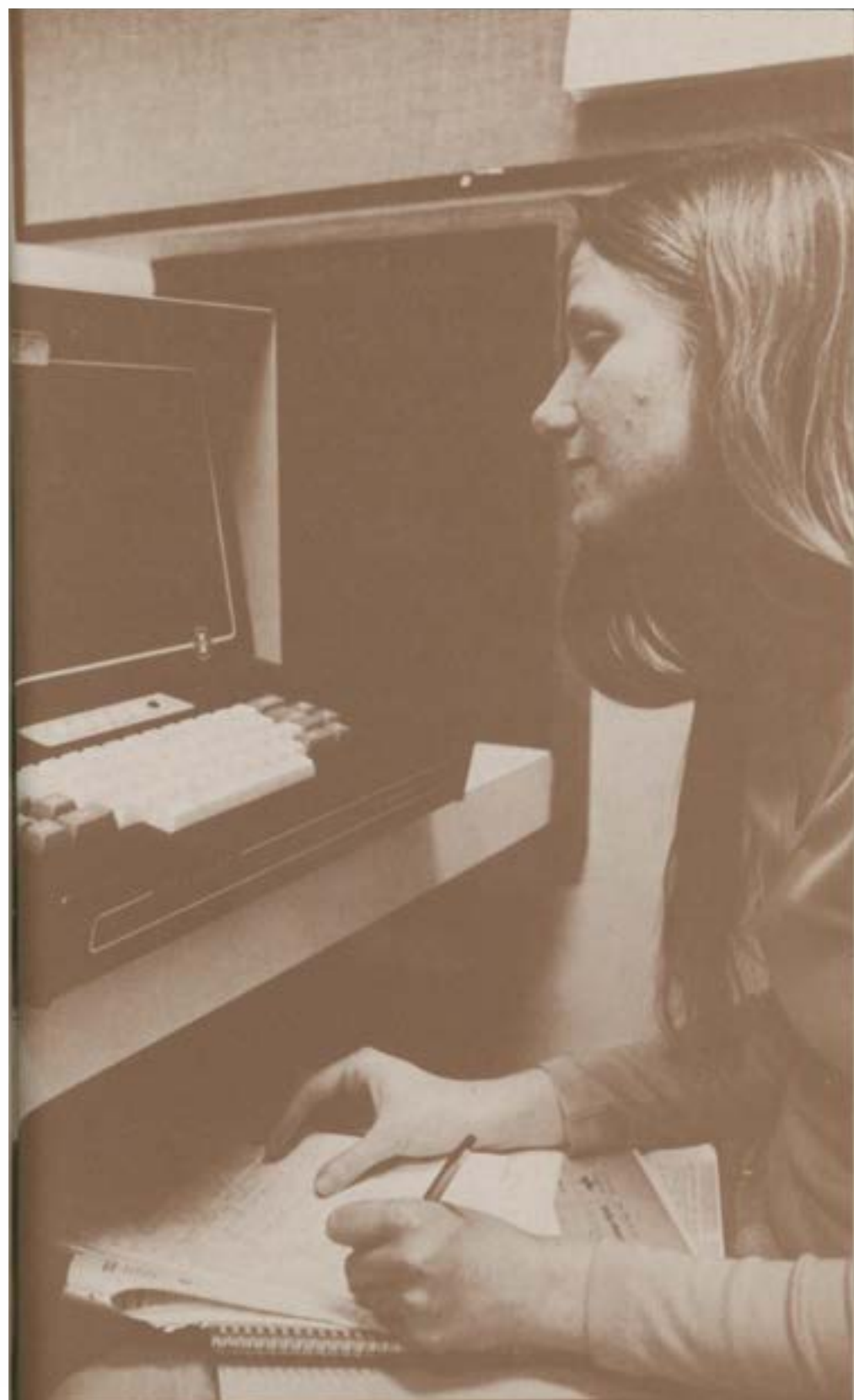
Projected Enrollment: 236,370 FTE

<i>Source</i>	<i>Amount</i>	<i>Average Cost Per Student (FTE)*</i>	<i>Percentage</i>
State Approp. (Support)	\$671,764,609	\$2,842	81.4%
State Funding (Capital Outlay) **	36,360,246	154	4.4%
Student Charges	70,247,936	297***	8.5%
Federal (Fin. Aids)	46,732,894	198	5.7%
Total	<u>\$825,105,685</u>	<u>\$3,491</u>	<u>100.0%</u>

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

** The system's wide range of facilities and equipment on the 19 campuses is currently valued at approximately \$1.4 billion, excluding the cost of land. Amortized over a 40-year period, they are valued at \$154 per FTE student.

*** 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 \$297 depending on whether they are part-time, full-time, resident or nonresident students.



REGULATIONS AND PROCEDURES OF THE COLLEGE

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REGISTRAR

The Registrar's Office maintains the permanent, cumulative academic record of work completed by students of Sonoma State College. The services of this office include registration, issuance of transcripts and grade reports, and processing of student petitions for exceptions to regulations and procedures of the College. The Office also provides verification of enrollment to government agencies such as the Social Security Administration, California Veterans War Orphans, etc.

Determination of students who will appear on the Dean's List and of students to be placed on academic probation is accomplished in this office.

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.

CLASSIFICATION OF STUDENTS

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

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

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

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

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

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.

CREDIT BY CHALLENGE EXAMINATIONS

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.
7. 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

52 / Regulations and Procedures

curriculum. Such courses are subject to the following conditions:

495, 595—Special Studies

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

Community Involvement courses 295 and 395 are offered for students who wish to 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.
5. 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.

STUDENT-INSTRUCTED COURSES

Student-Instructed Courses are courses in which the faculty authorizes student instructors to teach an entire course. These courses are so designated in the Schedule of Classes by the numbers 199 for lower division and 399 for upper division. A maximum of 12 units of student-instructed courses shall be counted for graduation. Procedures and guidelines covering student-instructed courses are available in all academic departments.

CONTINUING POSTBACCALAUREATE STUDY

1. 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 CERTIFICATION

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 full-time benefits the student must carry at least 12 units; for three-fourths benefits the student must carry at least 9 units; and for 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.

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.

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

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 information 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.

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. An optional transcript supplement which provides grade distribution data for each class may also be ordered. 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 five working days for preparation of a transcript or, at the close of a semester or summer session, fifteen working days. Unofficial copies of transcripts from other schools or colleges can be prepared at additional cost.

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 67100 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.

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.

CLASS ATTENDANCE

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.

CLASSROOM SMOKING POLICY

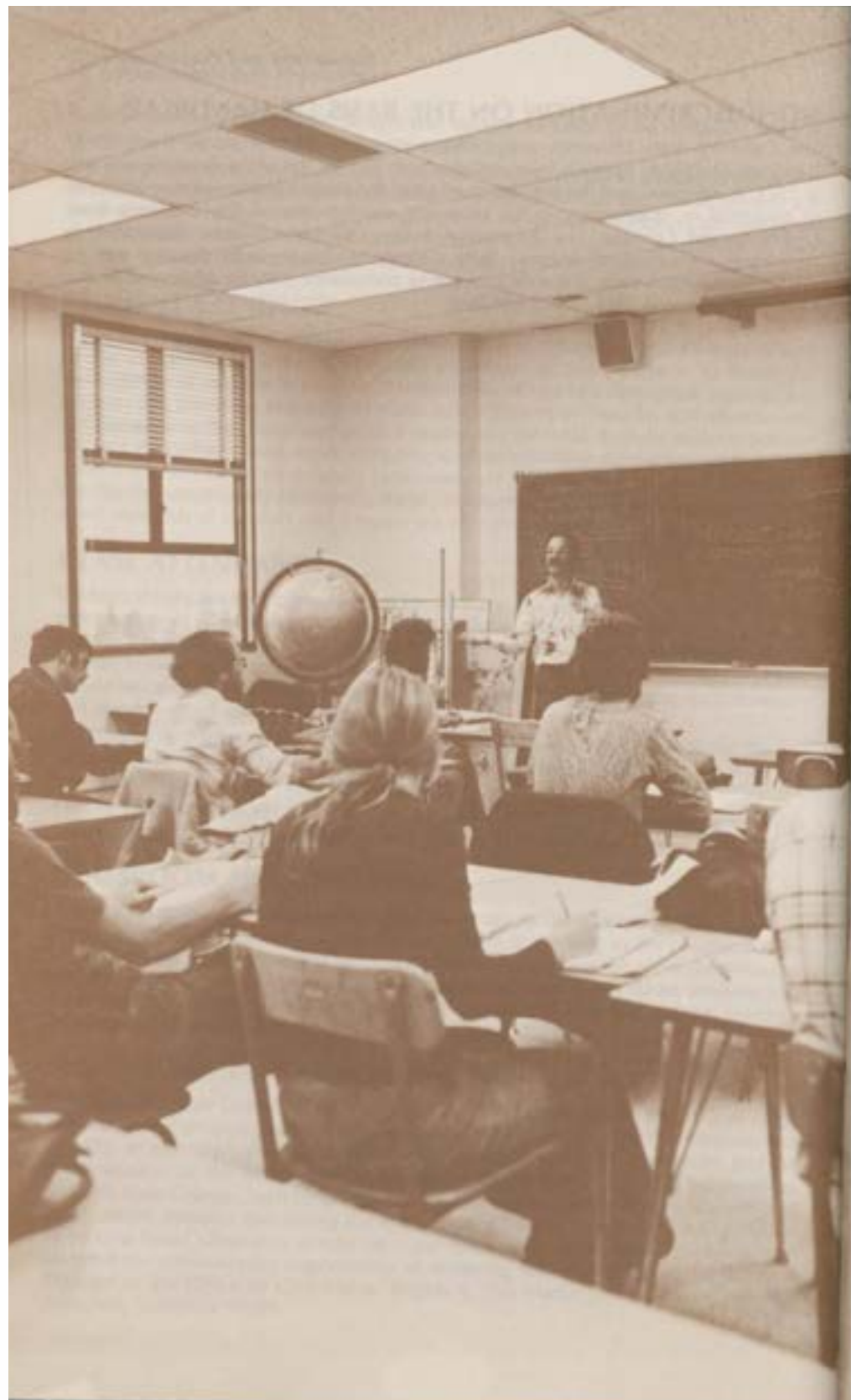
A policy on smoking shall be established in each class at the beginning of the semester. The instructor shall determine if any student objects to smoking in the classroom. This should be done by written secret ballot. If any objection is voiced by either the instructor or the student, a no-smoking policy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

NONDISCRIMINATION ON THE BASIS OF 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.

NONDISCRIMINATION ON THE BASIS OF HANDICAP

The California State University and Colleges does not discriminate on the basis of handicap. The CSUC operates in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder, in admission or access to or treatment or employment in the programs and activities of The California State University and Colleges. The Affirmative Action Director has been designated to coordinate the efforts of Sonoma State College to comply with the Act and its implementing regulations. Inquiries concerning compliance may be addressed to this person at Stevenson 1012, (707) 664-2664.



GRADING POLICY AND ACADEMIC
STANDARDS

GRADING POLICY AND ACADEMIC STANDARDS

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 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, practicum, group process and creative. A rationale for courses so designated will be given to the College Standards Committee.

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

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

CREDIT DEFINED

The credit unit at 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 AVERAGE 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.

GRADE	GRADE POINTS	ATTEMPT COUNTED	PROGRESS POINTS	ATTEMPT COUNTED
A Outstanding	4	Yes	4	Yes
B Commendable	3	Yes	3	Yes
C Satisfactory	2	Yes	2	Yes
D Minimum Performance	1	Yes	1	Yes
F Failure	0	Yes	0	Yes
CR Credit	0	No	2	Yes
NC No Credit	0	No	0	Yes

Grading Policy and Academic Standards / 61

Incomplete	0	No *	0	Yes
Unauthorized Incomplete.....	0	Yes	0	Yes
Withdrew	0	No	0	No
Satisfactory Progress	0	No	0	No
(Temporary Mark)				
Report Delayed	0	No	0	No
(Temporary Mark)				
Audit	0	No	0	No

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

The grade of CR is equivalent to the grade of C or higher in undergraduate courses and equivalent to the grade of B or higher in graduate courses.

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

<i>Units attempted</i>	<i>Grade Mark</i>	<i>Grade/Mark Value</i>	<i>Grade Points</i>	<i>Progress Points</i>
3.....	B	3	9	9
2	CR	2	0	4
3	A	4	12	12
2	I	0	0	0
4	NC	0	0	0
1	C	2	2	2
3	W	0	0	0
			23	27

$$^*PA: 23 \div 7 = 3.28$$

$$I: 27 : 15 = 2:1 -$$

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 $2:1 -$. 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

U (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.

"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" for grade point average and progress point computation.

(Unauthorized Incomplete) The symbol "U" indicates that an enrolled student did not withdraw from the course but failed to complete course assignments. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluations of academic performance possible. For purposes of grade point average computation, this symbol is equivalent to an "F."

(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 dual 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 the time limit must receive prior authorization by the Dean of Graduate Studies.

(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 Registrar's Office to accomplish a withdrawal from a course or all

HOLISTIC PROBATION AND DISQUALIFICATION

If a student's cumulative grade point average in all college work attempted, or cumulative grade point average at Sonoma State College, falls below the minimum GPA shown below, he or she will be subject to academic probation.

Undergraduate	2.0
Master's/Doctoral	2.5
Graduate Student	3.0

In addition, undergraduate students are subject to academic probation should they fail to earn, during any term while enrolled, at least two times as many progress points as units attempted.

64 / *Grading Policy and Academic Standards*

Removal from Academic Probation.

Students will be removed from academic probation when the:

1. Cumulative grade point average in all college work attempted meets the above minimum; and the
2. Cumulative grade point average for work at Sonoma State College in the applicable class level meets the above minimum.

Undergraduates must, for removal from academic probation, earn at least twice as many progress points as units attempted in a term.

Academic Disqualification.

Students on academic probation are subject to academic disqualification should they fall below a 2.0 (C) average by the number of grade points indicated either for all units attempted or for all units attempted at Sonoma State College.

Lower Division Student 15 or more below a 2.0
(Less than 60 semester hours of college work completed)

Junior Level Student 9 or more below a 2.0
(60–89 semester hours of college work completed)

Senior Level Student..... 6 or more below a 2.0
(90 or more semester hours of college work completed)

Regardless of class level or cumulative grade point average, if in any term while on probation a student fails to earn at least twice as many progress points as units attempted, he or she is subject to academic disqualification.

A graduate student on academic probation who fails to earn sufficient grade points for removal from probationary status is subject to academic disqualification.

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: (1) a student has, at the end of any term, 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 program, it seems unlikely that the deficiency will be corrected within a reasonable period of time.

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:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms.
2. 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).
3. 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:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student becomes subject to administrative-academic probation for the same 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.



DEGREES AND CREDENTIALS

BACCALAUREATE DEGREE REQUIREMENTS

The College grants two baccalaureate degrees: Bachelor of Arts and Bachelor of Sciences. Students are eligible for graduation when they are in good standing and have fulfilled the following requirements:

1. UNITS

A minimum of 124 semester units is required for graduation.

(a) A minimum of 45 units is required for General Education-Breadth Requirements (see below).

(b) Completion of a minimum of 40 units of upper division work (courses 300–499) is required.

(c) Completion of a minimum of 30 units in residence at Sonoma. Twenty-four of these units must be in the upper division and 12 must be in the major.

(d) A maximum of 40 units of non-traditional credit may be allowed toward the degree. Within that total, no more than one-third of the units required for the major may be non-traditionally graded. Students graduating from the Hutchins School of Liberal Studies may exceed this maximum with departmental consent. Other maximum limits of semester units to be applied toward degree requirements are:

Correspondence and Extension Studies	24
Community Involvement Project 295 and 395	6
Special Studies 495	12
Student-Instructed Courses (199 and 399)	12
College Level Examination Program credit	30
Community College transfer credit	70

2. WRITTEN ENGLISH PROFICIENCY REQUIREMENT

All undergraduate students must demonstrate upper division written English competence as a requirement for graduation. During the junior or senior year, a test of competence in English composition (written English Proficiency Test administered by the Testing Services Office) must be passed or a grade of C or better earned in English 375 (College Composition) at Sonoma State College.

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; or (3) writing ability previously demonstrated by publication, credit by examination, or other special circumstances. Petition forms are available in the office of the Department of English.

3. SCHOLARSHIP

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.

4. MAJOR

Completion of all requirements for a major, as specified by appropriate college authority, is required. Major programs vary considerably in their requirements, and students should

consult with faculty advisors early in their academic programs.

5. MINOR

A minor is not required for graduation. However, many departments offer programs leading to completion of a minor. Minor programs ordinarily consist of approximately twenty units, six of which must be upper division, and require maintenance of a C (2.0) average. Faculty advisors in the department offering the minor will assist students in selecting appropriate courses.

6. ELECTIVES

To complete the 124 semester units required for graduation after fulfillment of general education, statutory, and major requirements, students may choose from a broad spectrum of courses to broaden their education, deepen understanding of some aspect of their specialties, pursue work in related fields, and satisfy their curiosity and enthusiasm regarding particular areas of interest.

DOUBLE MAJORS AND SECOND BACCALAUREATE DEGREES

a) Double Major

Within the units required for the baccalaureate, it is sometimes possible for a student to complete the requirements for more than one major. The completion of additional majors will be noted at the time of graduation by appropriate entries on the academic record and on the commencement program. Second majors for a single baccalaureate degree must be selected from the same degree program, either Bachelor of Arts or Bachelor of Science, as the first major. Students who wish to complete requirements for a second major should consult with a faculty advisor early in their academic program.

b) Second Baccalaureate Degree

To earn a second baccalaureate degree at Sonoma, students must fulfill the requirements of the major, demonstrate competence in English composition, and satisfy the General Education-Breadth Requirements specified by Title V, Section 40405 of the California Administrative Code. Second baccalaureate candidates must complete thirty units of residence credit at Sonoma and should consult with their faculty advisors regarding the portion of those thirty units which must be earned in upper-division courses.

Candidates for a second baccalaureate degree at Sonoma who earned their first degree at a campus that is not required to adhere to the general education guidelines of Title V must: (1) have certification from a California Community College that general education Code requirements have been met (such certification is valid regardless of the date the first degree was awarded); or (2) complete the General Education pattern as set forth below.

8 MISCELLANEOUS INFORMATION

A student who is in a period of continuous attendance at the time of filing the application for award of degree may elect to meet the catalog requirements in effect at the beginning of his or her last previous period of continuous attendance or at the time of completion of the curriculum. A student is considered in continuous attendance if he or she 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.

70 / Degrees and Credentials

After a degree is posted to a student's permanent academic record, that record is closed and will not be changed for any reason.

All students graduating from Sonoma State College who wish to continue for additional study must make application for admission during the normal application period.

9. AWARDING OF DEGREES

Degrees are awarded in January, June and August. Commencement ceremonies are held once each year at the end of the Spring Semester. Candidates for graduation should file an "Application for Award of Degree" form at the Admissions Office two semesters prior to the anticipated date of graduation. This will enable the Evaluations Office to determine remaining requirements to be completed.

10. HONORS AT GRADUATION

The College awards two types of honors to students at graduation: *cum laude* and "with distinction."

Cum laude is granted upon award of the baccalaureate degree to candidates whose entire collegiate scholastic record indicates a minimum grade point average of 3.50. In order to be considered for graduation *cum laude*, all candidates must meet the following conditions:

(1) 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.

"With Distinction" will be awarded to students who are judged by their departments to have made outstanding contributions to their disciplines. (The Department of Psychology does not practice the award of graduation "with distinction.")

11. GENERAL EDUCATION-BREADTH REQUIREMENTS

As a State college, Sonoma adheres in its General Education requirements to the guidelines of Title V, Section 40405, of the California Administrative Code, as do all campuses of The California State University and Colleges system. Sonoma's General Education curriculum has been designed to fulfill the traditional function of lower division courses in providing for introduction to a variety of disciplines, acquisition of basic competencies, and understanding of how different fields of learning relate to one another. Credential candidates should consult an advisor in the Department of Education regarding fulfillment of General Education requirements for both the College and for the credential. These sets of requirements differ, and both must be satisfied.

The minimum of forty-five units in General Education at Sonoma includes:

	<i>Units</i>
Humanities	9
Social Sciences and American Institutions and Values.....	10
Natural Sciences	9
Ethnic Studies.....	4
Basic Subjects.....	9
Electives	4
	45

Hutchins School of Liberal Studies offers an alternative course of study for the fulfillment of G. E. requirements through a two-year lower division seminar sequence. Students may transfer from the Hutchins program to the General Education program described above

any time, and will receive G. E. credit for any work completed in Hutchins. The Hutchins School does not offer any elective courses in Physical Education. Areas of study presented in the series of four seminars, each of which concentrates on a particular problem, are:

	<i>Units</i>
Humanities	12
Social Sciences.....	8
Natural Sciences	9
Basic Subjects.....	3
General Education Electives	8
Electives	8
	48

credit toward General Education requirements can also be earned through the Sonoma State College "Credit by Examination" program, or other recognized comprehensive examinations such as the CSUC Equivalency Tests.

Transfer students who have completed some or all of their General Education requirements at colleges which adhere to the guidelines of Title V, Section 40405 of the California Administrative Code will be given credit for such completion upon certification by the institution formerly attended. General Education requirements yet to be completed will be shown on the Advanced Standing Evaluation sheet given to transfer students.

Entering freshmen may fulfill the General Education requirements of the College through one of the above methods, or a combination thereof. Students interested in the Hutchins lower division program should contact the School for further information. Courses within the regular curriculum which satisfy General Education requirements are listed below:

Humanities (9 units)

General education requirements in the Humanities may be fulfilled by taking three units in each of the following three categories.

	<i>Units</i>
1. Literature	3
English 214 Appreciation of Literature (3 units)	
Literature courses, including Foreign Literature in Translation	
2. Philosophy	3
<i>Any philosophy course or courses totaling three units with the exceptions of Phil. 200 and student-instructed courses</i>	
3. Fine Arts	3
Art 210 Introduction to Art History (3 units)	
Art 211 Introduction to Art History (3 units)	
Art 212 Introduction to World Film History (3 units)	
Art 213 Introduction to American Film History (3 units)	
Art 250 Introduction to Art (3 units)	
Music 250 Introduction to Music Literature	
Theatre Arts 370A History of Theatre (3 units)	
Theatre Arts 370B History of Theatre (3 units)	

72 / Degrees and Credentials

II. Social Sciences and American Institutions and Values (10 units)

General education requirements in the social sciences shall be fulfilled by choosing one course from category one below and one course from category two.

Units

1. Social Sciences 4

- Anthropology 202 Introduction to Prehistory (4 units)
- Anthropology 203 Introduction to Cultural Anthropology (4 units)
- Economics 201 Introduction to Economics (4 units)
- Economics 210 Capitalism and Socialism (4 units)
- Economics 313 Classical Studies (4 units)
- Geography 201 Man and Environment (4 units)
- Geography 202 World Regional Geography (4 units)
- Management 225 Law and Society (4 units)
- Social Sciences 100 (CLEP Social Sciences-History Exam) (6 units)
- Sociology 201 Principles and Procedures in Sociology (4 units)

Note: With the approval of the Chairman of the Social Sciences Division, students may select alternative four-unit courses in the social sciences.

Units

2. American Institutions and Values 6

This requirement is divided into the three areas listed below. Students shall meet at least one of the area requirements by passing the listed course. The other two area requirements may be met either by passing the listed course or by passing the appropriate examination.

United States History; one of the following: History 251, 252, 240, 241; OR either CLEP Subject Examination in American History with Essay, the History Departmental Examination, or the CEEB Advanced Placement History Exam.

United States Constitution, Politics 200; OR CLEP Subject Examination in American Government or Political Science Departmental Examination.

California State and Local Government, Politics 200; OR Political Science Departmental Examination in California State and Local Government.

III. Natural Sciences (9 units)

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

1. Biological Sciences

- ¹ 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)
- ² Biology 201. The Human Species (2 units)
- Biology 201L. The Human Species: Laboratory Component (1 unit)
- ³ Biology 202. Natural History of the North Bay Region (3 units)

¹ Satisfactory performance on both the Biological and Physical Sciences sections of the General Examination will satisfy the laboratory course requirement.

² Non laboratory course.

³ Meets laboratory requirement only when laboratory is listed in the class schedule.

- Biology 220. Human Anatomy (4 units)
- Biology 224. Human Physiology (3 units)
- Biology 314. Field Biology (3 units)
- ² Biology 332. Plants and Civilization (3 units)
- ² Biology 385. Contemporary Issues in Biology (3 units)

2. Physical Sciences

- ² Astronomy 100. Descriptive Astronomy (3 units)
- ² Astronomy 200. Introductory Astronomy (3 units)
- Astronomy 231. Astronomical Measurements (2 units)
- ² Astronomy 303. Extraterrestrial Intelligence and Interstellar Travel (3 units)
- ² Astronomy 305. Frontiers in Astronomy (3 units)
- ² Astronomy 350. Cosmology (3 units)
- ² 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)
- ² Geology 100. Historical Foundations of Modern Geology (3 units)
- Geology 102. General Geology (3 units)
- Geology 120. Regional Field Geology (3 units)
- ² Geology 202. Rocks, Time, and Evolution (3 units)
- Geology 233. Geology of Mountains (3 units)
- Geology 303. Advanced Principles of Geology (4 units)
- ² Physics 100. Descriptive Physics (3 units)
- Physics 102. Laboratory Physics for the People (1 unit)
- ² Physics 114. Introduction to Physics 1 (4 units)
- Physics 116. Introductory Laboratory Experience (1 unit)
- Physics 209A. General Physics Laboratory (1 unit)
- ² Physics 210A. General Physics (3 units)
- ² Physics 300. Physics of Music (3 units)
- ² Physics 301. The Relation of Physics to Society (3 units)
- ¹ Physical Science 100. CLEP credit by examination equivalent Natural Sciences General Examination (3 units).
- ² Physics 313. Classical Studies (1–3 units)
- ² Physics 342. Popular Optics (3 units)

IV. 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 the approval of advisors and department chairmen of the Department of Mexican-American Studies and the Department of American Multi-Cultural Studies.

- AAMS 255 Humanities of Black Folks (4 units)
- AMES 210 Ethnic Groups in America (4 units)
- MAMS 219 Introduction to Mexican-American Studies (4 units)
- NAMS 200 Introduction to American Indians (4 units)

V. Basic Subjects (9 units) Three units from each field.

Units

- | | |
|---|----------|
| 1. English composition | <i>3</i> |
| English 101 | <i>3</i> |
| 2. Mathematics | <i>3</i> |
| Mathematics 105-A Pre-Calculus (1 unit) | <i>3</i> |
| Mathematics 105-B Pre-Calculus (1 unit) | |

¹ Satisfactory performance on both the Biological and Physical Sciences sections of the General Examination will satisfy the laboratory course requirement.

² Non laboratory course.

74 / Degrees and Credentials

Mathematics 105-C	Pre-Calculus (1 unit)	
Mathematics 105-D	Pre-Calculus (1 unit)	
Mathematics 105-E	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	Explorations in Math (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 A (3 units)	
Mathematics 165	Elementary Statistics (3 units)	
Mathematics 175	Mathematics Colloquium (1 unit)	Units
Philosophy 200	Introduction to Logic (3 units)	3
3. Critical Thinking		3
Critical Thinking 100	Critical Thinking (3 units)	

VI. Electives (4 units)

In order to complete the forty-five units required for General Education, students may wish to choose additional courses from the foregoing list as electives, or may select one or more of the courses listed below.

Psychology 200. Human Behavior (2–4 units)

Psychology 250. Introduction to Psychology (4 units)

Classical Studies

(Designated by the course number 313 under individual department headings, “Classical Studies” courses take an important text—in translation when required—for intensive study of both the text itself and of its influence)

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. Fail-Safe German (1-4 units)

German 201–202. Intermediate German (3-3 units)

German 306, 307. German Culture and Civilization in English (2-2 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)

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)

** 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.

Latin 201, 202. Readings in Latin (2-2 units)
Russian 101, 102. Elementary Russian (5-5 units)
Russian 201, 202. Intermediate Russian (5-5 units)
Russian 301, 302. Advanced Russian (3-3 units)
Russian 310. Survey of Classic Russian Literature in English (3 units)
Russian 311. Survey of Soviet Russian Literature in English (3 units)
Russian 312. Tolstoy and Dostoevsky in English (3 units)
Russian 313. Soviet Russian Nobel Prize Winners in English (3 units)
Spanish 101, 102. Elementary Spanish (5-5 units)
Spanish 201, 202. Intermediate Spanish (3-3 units)
Spanish 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

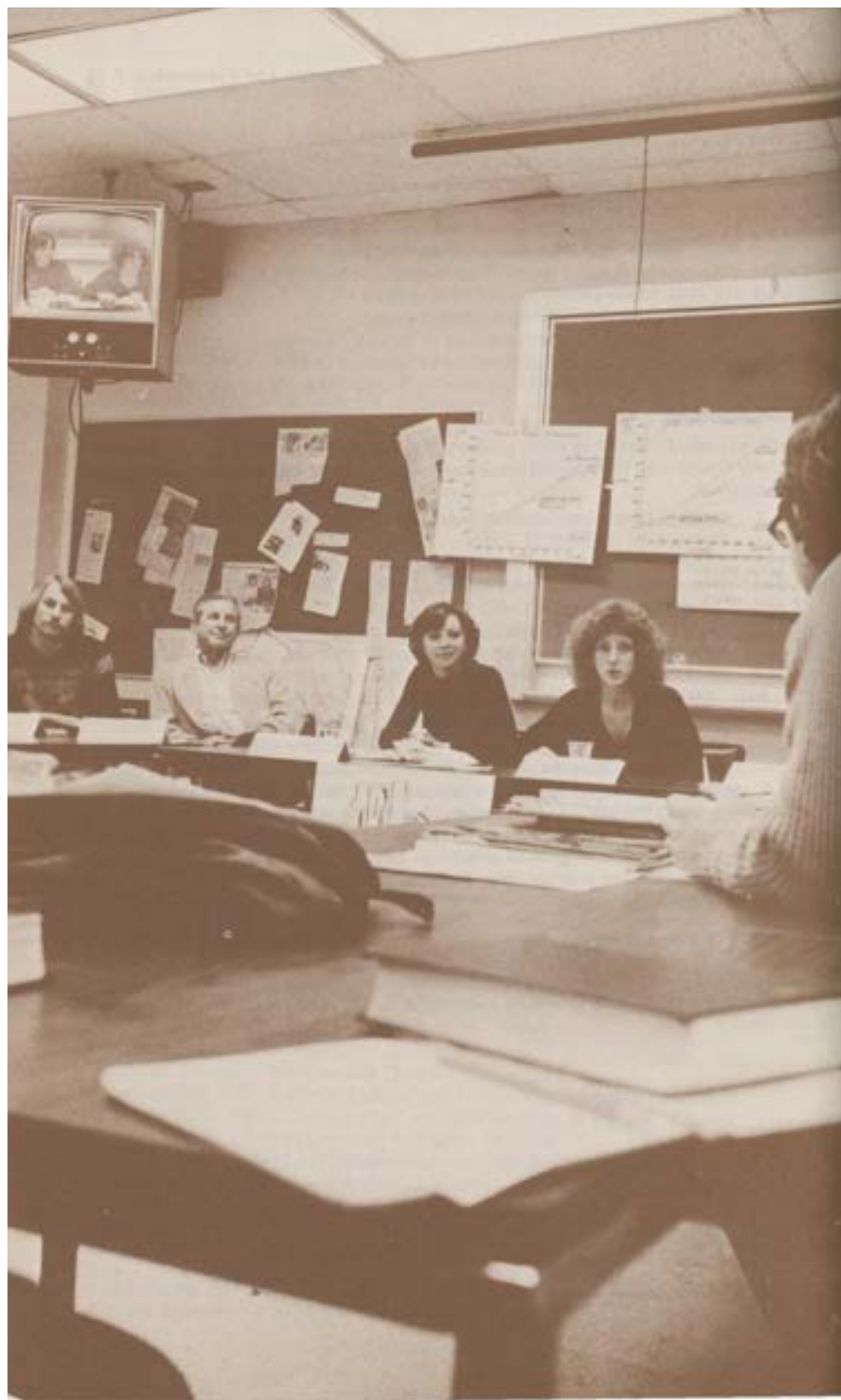
Students may take for credit as many different P.E. 101 classes as desired. The same P.E. 101 activity course may be repeated more than once for credit, but only with the consent of the instructor.

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 302. Advanced First Aid (3 units)

To meet General Education requirements, students may substitute courses for those listed above with the approval of their advisor and the appropriate department chairman. Petitions for substitution are available in the Registrar's Office. (transfer students do not need to petition for use of upper division courses to satisfy General Education requirements) the Divisions of Humanities, Social Sciences, and Natural Sciences participate in the Sonoma State College CLEP credit by examination program. For further information on satisfaction of general education requirements through CLEP or other recognized comprehensive examinations, students should consult the Office of Testing Services (see page 33).

12. FACULTY APPROVAL

Proficiency of students in any and all parts of the curriculum is properly ascertained by the faculty of the College. A favorable vote of the faculty shall be required for granting of any degree.



POST-BACCALAUREATE DEGREES

Graduate education at Sonoma provides opportunities for a challenging and rewarding educational experience that enables students to enhance their professional competence, develop the ability to conduct independent study and research, and prepare for significant participation in society. In order to accommodate students who are unable to pursue graduate work on a full-time basis, many master's programs at the College are scheduled to allow completion of degree requirements on a part-time basis over a series of semesters.

Detailed descriptions of the following graduate programs are contained in academic department listings.

On Campus Master's Degree Programs

Biology	English
Counseling	History
Education (five options)	Management
Curriculum	Mathematics
Early Childhood Education	Physical Education
Educational Administration	Political Science
Reading	Psychology
Special Education	Special Major (Interdisciplinary)

EXTERNAL MASTER'S DEGREE PROGRAM

Psychology

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 postbaccalaureate standing does not in any way constitute admission to, or assurance of, consideration for admission to graduate degree, credential, or certificate programs. Two admissions procedures are involved in pursuing graduate work at the College: (1) admission to the College; and (2) admission to the department offering the degree or credential program in which the student is interested. Students should, therefore, contact both the relevant department and the College Admissions Office.

Before being advanced to classified graduate standing, candidates must take one or more of the following examinations as specified by individual master's programs:

- Graduate Record Examination (Aptitude)
- Graduate Record Examination (Advanced)
- Graduate Management Admissions Test
- Miller Analogies Test.

Scores on such tests serve as an aid in advising, which students should obtain in relevant departments.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Requirements for the master's degree include a minimum of 30 semester units of approved upper division and graduate coursework with maintenance of a B (3.0) minimum grade point average. All course work to be applied to the requirements for a graduate degree must have been completed within seven years of the date of award of the degree.

Additional regulations are:

1. Not less than 15 semester units shall be in graduate (500-level) courses taken after admission to classified graduate standing.

78 / Degrees and Credentials

2. Not less than 21 semester units shall be completed in residence.
3. Not less than 18 semester units shall be completed in the major.
4. Not more than six semester units shall be allowed for a thesis.
5. Not more than nine units of extension or transfer credit (or combination of the two) may be allowed, subject to the approval of the department or division concerned.
6. No credit toward a master's degree will be given for student teaching.
7. The candidate must complete a master's thesis, creative project, investigative project, field internship, comprehensive oral or written examination or any combination thereof for approval by the candidate's committee and the Graduate Studies Council.

PROVISIONAL UNCLASSIFIED GRADUATE STATUS FOR SENIOR STUDENTS

When applications for award of the baccalaureate degree are filed, students who plan to complete during their final semester upper division and graduate level coursework that is not required for the baccalaureate degree may petition for provisional unclassified post-baccalaureate credit for such work. The petition must be filed at the same time as the application for award of the degree. Teaching credential candidates should consult the Department of Education regarding the advisability of such a petition.

Provisional unclassified post-baccalaureate credit can only be granted for upper division and graduate courses and will be recorded in the student's academic record as earned prior to the award of the baccalaureate degree. Such credit is applicable to graduate objectives at the discretion of the relevant academic department. Should requirements for the baccalaureate degree not be completed by the date specified on the application, the petition for post-baccalaureate credit becomes null and void.

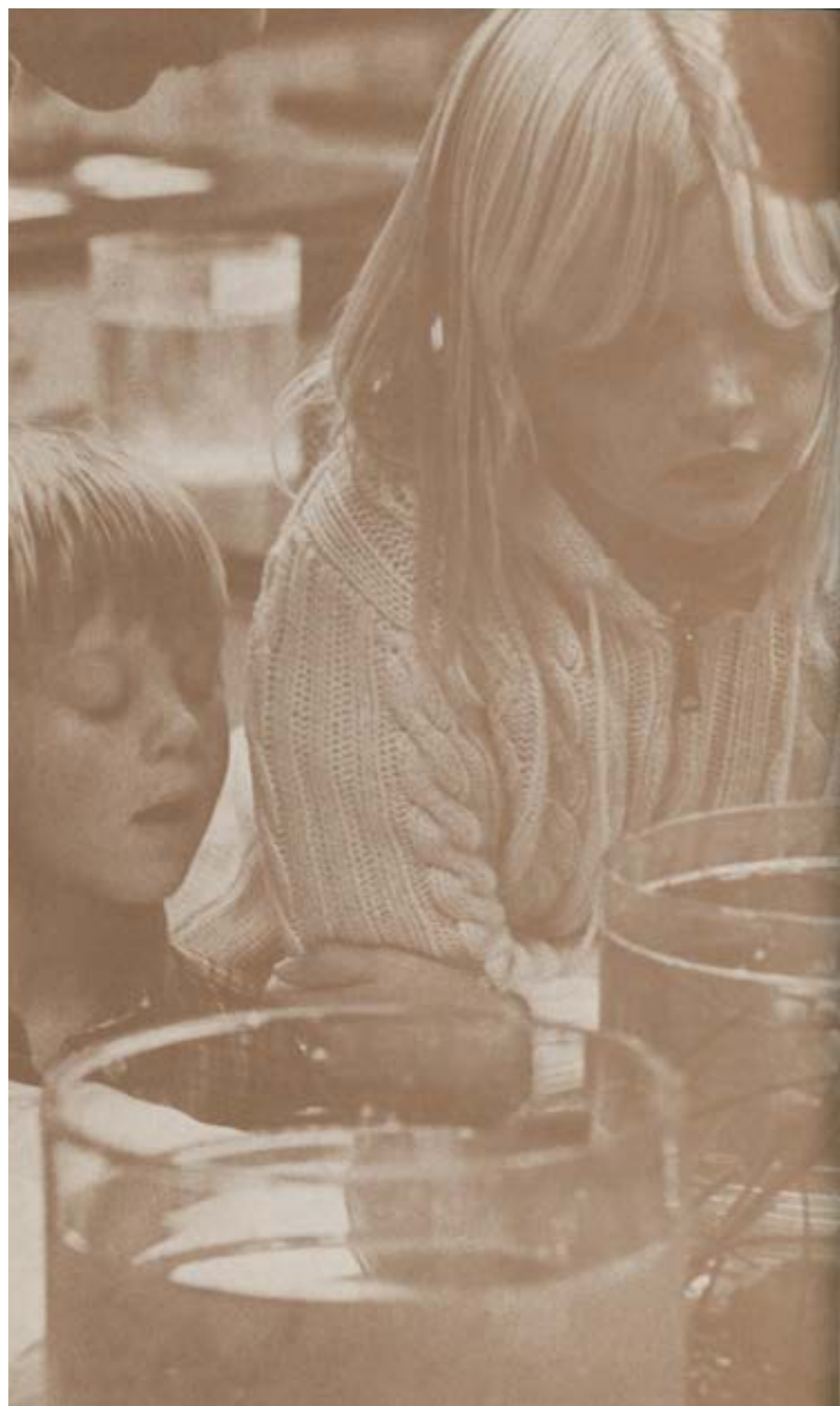
Numbering of Courses

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.





CREDENTIAL PROGRAMS

ew credential regulations for all public school personnel were established in 1970 with passage of the Ryan Act. This legislation provides for three types of credentials: Teaching, Specialist, and Service.

Credential Programs currently offered at Sonoma State College are:

Teaching and Specialist Credentials

- Children's Center Permit
- Multiple Subject Instruction
 - Elementary Emphasis
 - Early Childhood Emphasis
 - Bilingual Education Emphasis
- Single Subject Instruction
- Early Childhood Specialist
- Reading Specialist
- Special Education Specialist (Learning Handicapped and Severely Handicapped)
- Bilingual/Cross-Cultural Specialist

Service Credentials

- Administrative Services
- Pupil Personnel Services

Admission to the College does not constitute admission to credential programs.

Candidates for Teaching Credentials (with the exception of the Bilingual/Cross-Cultural Specialist Credential), and for the Administrative Services Credential, should apply directly to the Department of Education. Detailed information concerning professional course requirements and undergraduate subject matter preparation may be obtained from the Credentials Advising Office of the Department of Education. Students who plan to work toward a credential should visit the Department during their first semester at the College to request assignment to an Education advisor.

The Bilingual/Cross-Cultural Specialist Credential is offered through the cooperative efforts of the Department of Mexican-American Studies, the Department of Education, and the Department of Foreign Languages. Students interested in this program should apply directly to the Department of Mexican-American Studies.

The Pupil Personnel Services Credential is offered through the M.A. Counseling program, and candidates for that credential should apply directly to the Department of Counseling. Since the M.A. degree is an integral part of the credential program, there is ample opportunity for advising with regard to the Credential during the course of work toward the M.A. in Counseling (see page (168)).

All credentials are issued by the State of California upon recommendation by the Department of Education of the College (to candidates who have fulfilled the necessary requirements).

CHILDREN'S CENTER PERMIT PROGRAM

This program is designed for students who are interested primarily in the education of young children—infants to five years of age. The courses are scheduled to enable such students to complete by the end of their senior year in College either the Education Department's program or an interdisciplinary program. The graduate will be eligible for an Instructional and/or Supervision Permit authorizing work in children's center programs, and will be qualified to teach in any pre-school situation in California, public or private.

Permit Program applicants should consult with faculty in that program to determine when applicable courses are offered.

MULTIPLE SUBJECT CREDENTIAL (ELEMENTARY EMPHASIS)

This credential authorizes the holder to teach grades pre-school through twelve in a self-contained classroom (effectively making the credential an elementary credential). The program is a three-phase (26 unit) program extending over three academic semesters. A limited number of graduate applicants may be accommodated on a two-semester basis. Academic major requirements can be met by completing an *appropriate curriculum* within one of the following programs: Bachelor of Arts in Liberal Studies (B.A.L.S.); Hutchins School of Liberal Studies; Environmental Studies and Planning; or Mexican-American Studies/Liberal Studies. Other majors may qualify by passing the Common portion of the National Teacher Examination (NTE).

ADMISSION REQUIREMENTS:

1. Junior standing (60 units), or above.
2. Cumulative grade point average of 2.50 or higher, or an upper division and graduate grade point average of 2.75 or higher.
3. Interviews with department faculty.
4. A spontaneous writing sample.
5. Approval of the Department of Education. The number of applicants is such that not all who are qualified can be accepted. Although grade point average is a consideration in the selection of candidates, emphasis is also given to
 - (a) extent of experiences relevant to elementary school teaching, and
 - (b) recommendations, particularly recommendations resulting from interviews, child-related experiences and college course work.
6. Two official transcripts on file in the Credentials Office of the Department of Education.
7. An autobiographical statement.

PROFESSIONAL COURSE REQUIREMENTS:

Successful completion of each phase is considered prerequisite to the next phase of the program.

<i>Phase I</i>	<i>Units</i>
Ed. 301 Introduction to the Public School.....	(1)
Ed. 302 Field Experience in the Public School	(2)
Ed. 350 Introduction to Teaching	(3)

<i>Phase II</i>	
Ed. 407A Curriculum of the Elementary School—Reading	(3)
Ed. 407B Elementary Reading Field Experience	
OR State examination in Reading	(1)
Ed. 402 Curriculum of the Elementary School—Mathematics (Math 300 is a prerequisite to this course).....	(2)

Phase III
Candidate must pass the Written English Proficiency Test or an approved equivalent course prior to student teaching.

	<i>Units</i>
Ed. 405A Student Teaching	(6)
Ed. 405B Student Teaching	(6)

At least one of the following methods classes *must* be taken during the professional preparation program. Faculty believe that all four of these courses are important for

successful teaching, and encourage students to take more than one of the four.

	<i>Units</i>
Ed. 400 Curriculum of the Elementary School—Social Science	(2)
Ed. 401 Conservation Education in the Public Schools	(2)
Ed. 403 Curriculum of the Elementary School—Science	(2)
Ed. 408 Curriculum of the Elementary School—Language Arts	(2)

Candidate must pass a course or test on the U. S. Constitution prior to college recommendation for the credential. A clear credential requires a fifth year, including a course on health education and drug abuse.

Those students wishing to complete the program over a four-semester period may do so.

MULTIPLE SUBJECT CREDENTIAL (EARLY CHILDHOOD EMPHASIS)

ADMISSION REQUIREMENTS:

Same as for the Multiple Subject Credential (Elementary Emphasis) outlined above.

PROFESSIONAL COURSE REQUIREMENTS:

Phase I First Semester Junior Year	<i>Units</i>
Ed. 420 Course and Field Work: Child Development (The child from birth to adolescence—home and school interaction)	(3)
Phase II Second Semester Junior Year	
Ed. 437A Integrated curriculum in the Classroom (all grades)	(3)
Ed. 407A Curriculum of the Elementary School: Reading	(3)
Ed. 407B Elementary Reading Field Experience	
OR State Examination in Reading	(1)
Phase III First Semester Senior Year	
Ed. 431A Practicum in Child Study	(3)
Ed. 431B Field Experience in Child Study (Setting: two school programs Pre-Kindergarten-Kindergarten)	(3)

Phase IV Second Semester Senior Year

Candidate must pass the Written English Proficiency Test or an approved equivalent course prior to student teaching.

Ed. 405A & B Student Teaching Elementary Grades (Setting: fulltime seven weeks in Primary; fulltime seven weeks in Intermediate grade.)	(6–6)
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Note: Candidate must pass a course or test on the U. S. Constitution prior to college recommendation for the Credential. A clear credential requires a fifth year, including a course on health education and drug abuse.

MULTIPLE SUBJECT CREDENTIAL (BILINGUAL/ CROSS-CULTURAL EMPHASIS)

Admissions Requirements for this recently approved program are the same as those for the Multiple Subject Credential (Elementary Emphasis) outlined above, with additional requirements in language and culture. For further details regarding admission and program requirements, students should contact the Department of Education.

SINGLE SUBJECT CREDENTIAL

The Single Subject credential qualifies the holder to teach grades twelve through pre-school in a designated subject matter area. Sonoma State College offers the credential ONLY in the following designated subject matter areas among those recognized by the

84 / Degrees and Credentials

Commission for Teacher Preparation and Licensing.

Art	Physical Science
English	History (Mexican American Studies option only)
Foreign Language	Social Science (3 options: Multi-Cultural Studies, Mexican American Studies, Social Science Division)
Life Science	
Mathematics	
Music	
Physical Education	

Students must complete the approved undergraduate subject matter preparation in the above areas OR successfully pass the State examination in the subject matter area, prior to enrolling in student teaching. The Single Subject credential program offers two options:

1. A three semester program and
2. A two semester program

The phases of the program are sequential and the successful completion of each phase is considered pre-requisite to the next phase of the program.

Admission Requirements for Three Phase Program:

- I. Phase I Admission Requirements (first semester):
 - A. All General Education requirements completed.
 - B. At least 75 semester units of the degree program completed.
 - C. No more than 20 semester units of the degree major to be completed. (Foreign Language—21 units).
 - D. Transcripts (two official transcripts on file in Credentials Office, Department of Education)
 - E. A minimum 2.5 grade point average in undergraduate course work completed; a minimum 2.75 GPA in the applicant's declared major.
 - F. Successful completion of the Written English Proficiency Test (WEPT).
 - G. Satisfactory interview ratings from both the Education Department and the subject matter department.
 - H. A spontaneous writing sample on an assigned topic to be completed the day of the interview.
 - I. An autobiographical statement.
- II. Phase II Admission Requirements (second semester):
 - A. All of the above requirements met.
 - B. A minimum of 90 semester units of the degree program completed.
 - C. No more than 9 semester units of the degree major remaining to be completed.
 - D. Successful completion of state subject matter examination.
 - E. Successful completion of Phase I.
- III. Phase III Admission Requirements (third semester):
 - A. All of the above requirements met.
 - B. Successful completion of Phase II.
 - C. Successful completion of subject matter requirements for Single Subject major.

Sequence of Courses for Three Semester Option:

Pre-requisite course:

- ** Educ. 429—The Community, the School, the Teacher and the
Learner (4)

Units

** Please note that Education 429 may be taken concurrently with Phase I.

Phase I:

Educ. 422—Curriculum and Instruction	(2)	
Educ. 424—School & Community Field Experience	(1)	3

Completion of subject matter requirements

Phase II:

Educ. 424—School & Community Field Experience	(1)	
Educ. 425—Secondary Student Teaching (one period)	(4)	
Educ. 426—Seminar in Student Teaching.....	(1)	6

Completion of subject matter requirements

Phase III:

Educ. 406—Teaching of Reading in the Secondary School.....	(3)	
Educ. 406A—Secondary Reading Field Experience.....	(1)	
Educ. 425—Secondary Student Teaching (two periods)	(8)	
Educ. 426—Seminar in Student Teaching.....	(1)	13
		22

Total units in Education (not including Ed. 429) for three semester program: 22

Candidate must pass a course or test on the U. S. Constitution prior to college recommendation for the credential.

Admission Requirements for Two Semester Program:

I. Phase I Admission Requirements (first semester):

- A. Possession of a baccalaureate degree in a designated single subject area or completion of *a//* subject matter requirements in a single subject waiver program.
- B. Successful completion of State subject matter examination in a designated single subject (does not apply to those who have completed a college waiver program).
- C. A minimum 2.5 grade point average in undergraduate course work completed; a minimum of 2.75 grade point average in the applicant's declared major.
- D. Successful completion of the Written English Proficiency Test (WEPT).
- E. Satisfactory interview ratings from both the Education Department and the subject matter department.
- F. A spontaneous writing sample on an assigned topic, to be completed the day of the interview.
- G. Previous experience as an aide or volunteer at the junior high or senior high school level documented by letters of recommendation.
- H. An autobiographical statement.
- I. Two official transcripts on file in Credentials Office, Department of Education.

II. Phase II Admission Requirements (second semester):

- A. All of the above requirements met.
- B. Successful completion of Phase I.

Sequence of Courses for Two Semester Options:

Pre-requisite course:

** Educ. 429—The Community, the School, the Teacher and the Learner	(4)
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Phase I:

Educ. 422—Curriculum & Instruction	(2)	
Educ. 424—School & Community Field Experience.....	(1)	
Educ. 425—Secondary Student Teaching (one period).....	(4)	
Educ. 426—Seminar in Student Teaching.....	(1)	
		<u>8</u>

** Please note that Ed. 429 may be taken concurrently with Phase I.

Completion of the 5th year requirements

Phase II:

Educ. 406—Teaching of Reading in Secondary Schools	(3)
Educ. 406A—Secondary Reading Field Experience.....	(1)
Educ. 425—Secondary Student Teaching (two periods)	(8)
Educ. 426—Seminar in Student Teaching.....	(1)

13

Total units in Education (not including Ed. 429) for two semester program: 21 units
A clear credential requires a fifth year, including a one-unit course in health education and drug abuse. Although it is not an admission requirement, applicants are advised to complete this requirement at the earliest possible date.

Candidate must pass a course or test on the U. S. Constitution prior to college recommendation for the credential.

EARLY CHILDHOOD SPECIALIST CREDENTIAL

ADMISSION REQUIREMENTS:

1. A baccalaureate degree and a valid teaching credential.
2. Interview with department faculty.
3. Spontaneous writing sample.
4. Two official transcripts on file with the Credentials Office in the Department of Education.

PROFESSIONAL COURSE REQUIREMENTS:

The Early Childhood Specialist credential program is structured on a modular basis. Classes do not meet as traditional, distinct entities. Rather, a “block program” model is employed. The twenty-four unit program consists of two semesters. Each semester has two core focuses.

Semester I

CORE I Focus on Observation and Child Development in Diverse Settings

	<i>Units</i>
Ed. 415A Social and Psychological Foundations for Diversity in Early Childhood Education.....	(2)
Ed. 415B Social and Psychological Foundations for Diversity in Early Childhood Education (Field)	(1)
Ed. 520A Advanced Studies in Child Development	(3)
Ed. 520B Advanced Studies in Child Development (Field)	(1)

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

Ed. 435 Intergroup Relations and the Pre-Schooler (Field)	(3)
Ed. 493 An Interdisciplinary Approach to the Learning Environment	(3)

Semester II

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

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

CORE IV Focus on Evaluation, Supervision and Administration

Ed. 538 Supervision, Management, and Evaluation of Programs for Young Children	(3)
Ed. 505 Field Experiences with Young Children	(3–6)

READING SPECIALIST CREDENTIAL

This credential program requires thirty semester units of prescribed course work and qualifies the Reading Specialist to teach reading in grades one through twelve. The courses have been planned to fulfill course work for an M.A. degree so that, with completion of an M.A. thesis, the candidate may also be able to obtain an M.A. degree. Designed primarily for teachers, the program is offered in late afternoon, evening, and summer session classes.

ADMISSION REQUIREMENTS:

1. A baccalaureate degree and a valid basic teaching credential.
2. The equivalent of two years of successful teaching experience.
3. Successful completion of a course in the teaching of reading.
4. Two official transcripts on file in the Credentials Office of the Department of Education.

PROFESSIONAL COURSE REQUIREMENTS:

	<i>Units</i>
Ed. 507 Advanced Seminar: Curriculum and Research in Reading	(3)
Eng. 508 Advanced Seminar: Curriculum and Research in Language Arts	(3)
Ed. 509 Organization, Administration and Supervision of Reading Instruction	(3)
Ed. 514 Selection and Evaluation of Reading Materials	(3)
Ed. 515 Seminar: Children's Literature	(3)
Ed. 517 Psychology of the Reading Process	(3)
Ed. 560A Diagnosis and Remediation of Reading Difficulties	(3)
Ed. 561 Supervised Field Experience	(3)
Ed. 568 Evaluation in Education	(3)
Ed. 574 Information Systems and Research Methods	(3)

SPECIAL EDUCATION SPECIALIST CREDENTIAL

This two-semester (Fall and Spring) Special Education program offers both the Learning Handicapped and the Severely Handicapped specialist teaching credentials. Structured on a modular basis with an integrated curriculum, classes do not meet as traditional, distinct entities; rather, a "block program" model is employed. Only full-time students, therefore, can be accepted into the program.

ADMISSION REQUIREMENTS:

1. A baccalaureate degree and a valid basic teaching credential.
2. Successful completion of Ed. 430 (Exceptional Children); and Ed. 441 (Field Experiences with Exceptional Children).
3. Interviews with Department faculty.
4. A spontaneous writing sample.
5. Two official transcripts on file in the Credentials Office of the Department of Education.

PROFESSIONAL COURSE REQUIREMENTS:

	<i>Units</i>
Ed. 452 Student Teaching (Exceptional Children)	(4-7)
Ed. 453 Seminar in Field Internship	(1-1)
Ed. 541 Education of the Emotionally Disturbed	(1-3)
Ed. 542 Mental Retardation	(2-3)
Ed. 543 Instructional Strategies in Special Education	(2-3)
Ed. 544 Language Disorders and Development	(2-3)
Ed. 545 Counseling and Rehabilitation of the Handicapped	(2-3)
Ed. 546A Education of the Severely Handicapped	(2-3)
Ed. 546B Education of the Severely Handicapped	(2-3)

Ed. 547 Educational Assessment of Special Children	(3)
Ed. 548 Learning Disabilities	(2-3)
Ed. 549A Educationally Handicapped	(2-3)
Ed. 549B Educationally Handicapped.....	(2-3)
Ed. 588AB Curriculum and Materials Modification in Special Education ..	(2-3)

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

BILINGUAL/CROSS-CULTURAL SPECIALIST CREDENTIAL

A cooperative effort among the Department of Mexican-American Studies, the Department of Education, and the Department of Foreign Languages, this program is designed to provide credentialed teachers with a Specialist Credential in Bilingual/Cross-Cultural Education, utilizing both Spanish and English in instruction. It certifies teachers for instruction in Bilingual Education Programs such as those established under Title VII for instruction of Spanish speaking children. This credential program meets the criteria established by AB 2284, the Bilingual Education Act of 1972, and by the Commission for Teacher Preparation and Licensing (Ryan Act).

The minimum program competencies outlined in the guidelines of the Commission for the Credential are:

1. *Culture*. The history, culture, literature, and current way of life of the target population, as well as the mother culture of that population.
2. *Bilingual/Cross-Cultural Techniques*. Bilingual teaching strategies, bilingual curriculum development, and second language teaching techniques.
3. *Target Language Skills*. Listening, reading, writing, speaking, and linguistics.

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.

ADMISSION REQUIREMENTS:

1. Valid California basic teaching credential (Ryan or Fisher).
2. Students must successfully complete a Language and Culture Assessment before entering the program.

PROFESSIONAL COURSE REQUIREMENTS:

<i>Phase I</i>	<i>Units</i>
MAMS 326—Bilingualism in the Chicano Community.....	4
MAMS 445—Chicano History	4
MAMS 451—Mexican American Humanities	4
MAMS 456—Bilingual/Cross Cultural Education.....	4
	16
<i>Phase II</i>	
MAMS 426—Target Language Skills for Speakers of Spanish	3
MAMS 557—Methods & Materials in Bilingual Education.....	5
MAMS 558—Teaching Reading to the Bilingual Child.....	2
EDUC 531—Supervised Field Experience.....	3
	13
TOTAL PROGRAM (MINIMUM)	29

Applications for this program are available in the Department of Mexican-American Studies.

ADMINISTRATIVE SERVICES CREDENTIAL

This credential authorizes the holder to serve as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in other equivalent or intermediate level positions.

ADMISSION REQUIREMENTS

- 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.
- 5. Two official transcripts on file in the Credentials Office of the Department of Education.

PROFESSIONAL COURSE REQUIREMENTS

	<i>Units</i>
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
Ed. 555 Research and Evaluation	4
Ed. 556 School Finance	3
Ed. 557 Student Personnel Services	3
Ed. 558 Advanced Seminar in Curriculum Development	3
Ed. 559 School Organization and Administration	4

PUPIL PERSONNEL SERVICES CREDENTIAL

This credential authorizes the holder to perform, at all grade levels, the service designated on the credential, which may include: Counseling; Psychology; Child Welfare and Attendance; and School Social Work.

This credential is offered through the M.A. Counseling program at Sonoma. Interested students should contact the Department of Counseling for information and application.

FIFTH YEAR PROGRAMS

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



COLLEGE CURRICULA

COLLEGE CURRICULA

BACHELOR OF ARTS DEGREE

Major Programs

	<i>Page</i>		
Afro-American Studies	94	German	227
Anthropology	103	History	257
Art	112	Hutchins School of Liberal Studies ..	273
Biology	127	India Studies	299
Botany Option		Liberal Studies (B.A.L.S.)	293
Cell Biology Option		Management	307
Ecology Option		Mathematics	321
Marine Biology Option		Mexican American Studies	334
Medical Technology Option		Music	342
Microbiology Option		Music Education Option	
Pre-Veterinary Option		Performance Option	
Water Quality Option		Philosophy	369
Zoology Option		Physical Education	376
Chemistry	159	Elementary-Adapted-Motor De-	
Criminal Justice Administration	172	velopment Concentration	
Economics	174	Teacher Preparation	
English	197	Concentration	
Environmental Studies and Planning		Interdisciplinary Concentration	
(Liberal Studies)	207	Physics	387
European Studies	295	Political Science	396
Expressive Arts (Liberal Studies)	421	Psychology	406
French	223	Sociology	425
Geography	241	Spanish	234
Geology	250	Special Major	303
		Theatre Arts	433

Minor Programs *

Afro-American Studies	095	Linguistics	290
American Ethnic Studies	097	Management	310
Anthropology	104	Mathematics	323
Astronomy	124	Mexican American Studies	335
Biology	142	Music	346
Chemistry	161	Native American Studies	357
Economics	175	Philosophy	370
English	198	Physical Education	377
French	223	Physics	389
Geography	242	Political Science	396
Geology	251	Psychology	406
German	227	Russian	231
Gerontology	287	Second Language Teaching	233
Historic Preservation	288	Sociology	426
History	258	Spanish	236
India Studies	300	Theatre Arts	433
International Studies	305		

* Although a minor is not required for the bachelor's degree, many students find it to their advantage to complete one or more minors.

BACHELOR OF SCIENCES DEGREE**Major Programs**

	<i>Page</i>
Chemistry	157
Geology	249
Mathematics	323
Applied Mathematics Emphasis	
Computer Science Emphasis	
Option in Statistics	
Nursing	361
Physics	386
Special Major (Interdisciplinary)	303

Minor Programs *

Astronomy	124
Chemistry	161
Geology	251
Mathematics	321
Physics	389

MASTER OF ARTS DEGREE

Biology	143
Counseling	168
Education	181
Curriculum Option	
Early Childhood Education Option	
Educational Administration Option	
Reading Option	
Special Education Option	
English	198
History	258
Management	310
Mathematics	331
Physical Education	377
Political Science	397
Psychology	410
Special Major (Interdisciplinary)	304

**MASTER OF SCIENCES
DEGREE**

Special Major (Interdisciplinary)	304
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AMERICAN MULTI-CULTURAL STUDIES

Department Chair: James E. Gray

Faculty: Ronnie Blakeney, Billy Browning, Zak Diou, Joseph Giovenco, James Gray, LeVell Holmes, Eli Katz, Ada Mason, Herminia Menez, Jeanne Moore, William Payne, Augustus Vidal, James Wong

The American Multi-Cultural Studies curricula provide an interdisciplinary approach to the study and research of ethnic groups in the United States. A variety of programs allows students to develop understanding of the life-styles, histories, problems, and prospects of ethnic peoples in America; and provides for emphasis or specialization in the study of one or more ethnic groups.

The curriculum provides a sound undergraduate foundation for graduate work in multi-cultural studies, urban education, or other social science fields. A Bachelor of Arts degree is offered through Afro-American Studies. Courses previously offered under Asian and Euro American Studies are now under the American Ethnic Studies Program.

AFRO-AMERICAN STUDIES

The major in Afro-American Studies is designed as an interdisciplinary, undergraduate program for students who plan to do graduate work in any of the traditional disciplines; and to provide liberal arts students who plan careers in either the public or private sector with insight into the contributions of Afro-Americans in a pluralist society.

BACHELOR OF ARTS IN AFRO-AMERICAN STUDIES

Major

	<i>Units</i>
General Education	45
Major.....	36-40
Core Courses	20
Electives with Major	16-20
Other Electives.....	39
Total needed for graduation.....	124

CORE COURSE REQUIREMENTS (Minimum 20 units)

Select four courses from the ones listed below

	<i>Units</i>
AAMS 255—Black Humanities.....	4
AAMS 300—Afro-American Musical Heritage.....	4
AAMS 330—Introduction to African History.....	4
AAMS 345—Black History	4
AAMS 400—Black Cultures In the Americas.....	4
AAMS 405—The Black Family.....	4
AAMS 471—Afro-American Children's Literature.....	4
AAMS 481—Seminar in Afro-American Studies	4
AMES 455—Multi-Cultural Perspectives In Social Sciences.....	4
AMES 460—Humanities: Cultural Approaches	4
Total number of units required	20

ELECTIVES

Minimum of 16 units to be arranged in consultation with an advisor.

MINOR IN AFRO-AMERICAN STUDIES

The minor is designed to provide multi-cultural perspectives for social science and humanities majors who plan careers in teaching and social service. A student may design a special program and minor under the supervision of an advisor in Afro-American Studies.

AFRO-AMERICAN STUDIES COURSES

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 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 governance and/or a student organization. One hour lecture-discussion, one hour participation.

250. Dance: A Multi-Cultural Resource (4)

Integration of creative movement as a learning tool; its use in the elementary classroom. Emphasis will be on the use of multi-cultural resources. Consent of Instructor.

255. Black Humanities (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) (Topics subject to change)

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

285. Pan African Cultures (4)

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

300. Afro-American Musical Heritage (4)

A survey of Afro-American music from its African origins through spirituals, blues, jazz, folk and classical music to "rhythm and blues". With emphasis on the surviving African musical characteristics in Afro-American music. Three hours lecture, two hours activity 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. Introduction to African History (cross listed with History 330) (4)

Survey of African civilizations from the 18th century until 1950, including cyclical developments; indigenous organizational patterns; Arab and European conquests and coloniza-

tion; and the development of political independence since 1945. Special attention to indigenous institutions which enabled most African politics to survive foreign domination.

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.

370. Junior Seminar (Topics subject to change) (1-4)

The Seminar is designed to undertake an indepth study of contemporary problems and issues. Different techniques, theoretical constructs, and cross-discipline analyses are utilized in the course. Exact title will appear in class schedule.

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.

405. The Black Family (5)

An analysis of the Negro family in the United States from the 17th Century to the present.

412. Afro-Haitian Dance (4)

Intermediate-advanced dance technique class with emphasis on dance as a performing art form. Class is specifically designed to expand student's movement, and vocabulary in Afro-Haitian dance forms. Pre-requisite: AAMS 250 or consent of the instructor.

430. Special Topics in the History of West and Southern Africa (cross listed with History 430) (4)

An in-depth study of the major historical events effecting one region of the continent during the 20th century. One of the two regions will be examined in detail, focusing on the importance of the region to the United States and Third World countries. The indigenous cultures will be examined in relation to contemporary European cultural patterns.

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.

n. **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.

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.

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.

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

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.

MINOR IN AMERICAN ETHNIC STUDIES

The minor is designed to provide multi-cultural perspectives for social sciences and humanities majors who plan careers in teaching and service. The minor as designated below may be altered in consultation with the student's advisor.

CORE COURSES

	<i>Units</i>
AMES 420. Seminar: Theory in the Study of Ethnic Groups.....	4
AMES 450. Multi-Cultural Education	4
AMES 455. Multi-Cultural Perspectives in the Social Sciences	4
AMES 460. Humanities: Cultural Approaches	4

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

In addition, he is required to take one of the following as an elective:

	<i>Units</i>
AMES 315. Ethnic Arts and Music	4
AMES 345. Comparative Ethnic Folklore	4
AMES 433. Ethnicity and the Aged.....	4

Plus one four (4) unit course in any of the following departments and programs: Afro-American, Mexican-American, and Native American, in consultation with an advisor.

Total number of units required 20

AMERICAN ETHNIC STUDIES COURSES

210. Ethnic Groups in America (4)

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

215. 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.

220. Americans from Asia (4)

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

230. Psychology of Ethnic Groups (4)

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

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

A. History (Fall Semester)

B. Philosophy (Spring Semester)

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: Part B only must have the consent of the instructor.

300. Experimental Courses (1-4)

305. 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.

310. Yiddish Literature in Translation (4)

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

311. Junior Seminar (1-4)

Topics to be announced each semester.

315. Ethnic Arts and Music (4)

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

320. Workshop in Performing Arts (1-4)

This class is designed to present performances each semester with ethnic themes to the artistic mediums of drama, music and dance. The class may be repeated for credit.

325. Introduction to Multi-Cultural Studies (4)

The course examines the different methodological approaches to the study of cultural diversity. The class time is devoted to establishing and evaluating cultural models, ethnic structures and patterns of survival in order to assess the effectiveness and viability of ethnic groups within the United States and an international cultural context.

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.

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.

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.

385. 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.

386. 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.

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.

405. 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.

407. 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.

410. Senior Seminar (1-4)

Topics to be announced each semester.

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 agencies.

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.

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. 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 desied 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, mythology, 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 community 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)



ANTHROPOLOGY

Department Chair: R. Thomas Rosin

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

Regarding man both as one species among many and also as that unique species which imposes cultural meaning upon its environment, anthropology addresses the question of our nature and possible futures. Searching for universals and for adaptive regularities through the methods of cross-cultural and cross-species comparison, we take as our domain the totality of human behavior, past and present, interpreting its diversity in terms of ecological and evolutionary perspectives appropriate to all life forms.

As a liberal arts education, anthropology provides individuals with a broad perspective toward themselves and others which reveals coherence in the apparent arbitrariness of human society. It is invaluable as career training for research professions and vocations involving human services and planned change, such as: cultural resource management, environmental planning, nursing, education, public health, administration, law, and community development.

The core curriculum includes the four subdisciplines of anthropology: socio-cultural anthropology, archaeology, anthropological linguistics, and biological anthropology. Culture area courses provide a base for cross-cultural comparisons, both prehistoric and contemporary, with an emphasis on American Indian societies. Cross-specific comparisons are investigated in courses on primate biology and behavior—both human and non-human. Ecological approaches to the analysis of human biological and cultural behavior are emphasized. An additional focus is the application of method and theory to the analysis of the problems and institutions of industrial as well as of traditional societies.

Guided by the principle that research and teaching are inseparable at the college level, the Department encourages students to develop competencies in research consistent with professional standards of achievement. Field and laboratory training are provided at both the undergraduate and graduate levels in course instruction, in the department's Archaeology and Ethnographic Laboratories, and in conjunction with faculty research projects and public service contracts. Students often present the results of these activities in professional meetings, research publications, and public documents.

Graduate level curriculum and public contract work in Cultural Resource Management provide an opportunity for professional training that can lead to careers in various public and private agencies. Students interested in graduate work in Cultural Resource Management should contact the Department Chair and/or the Coordinator of the Institute of Interdisciplinary Studies for information.

Special facilities include the: Physical Anthropology Laboratory; Ethnographic and Primate Film Library; Human Relations Area Files; and computer services. The Archaeological Laboratory maintained by the Department is the Regional Archaeological Center for North Coast Counties of the State of California and includes collections, site records, maps, photographs and manuscripts. This laboratory is unique in providing to undergraduates an active program of site surveying, excavation, and specialized processing techniques such as obsidian hydration. The archives of the Ethnographic Laboratory currently house eight collections (consisting of documents, tapes, photographs and maps) of ethnographic, ethnobiological, historical, sociological and linguistic material concerning Indian and non-Indian populations in Northern California.

Students wishing to design interdisciplinary programs, integrating Anthropology with other sciences or the humanities, are welcomed by the Department. All majors contemplating a career in Secondary Social Science Education should refer to Page 423 for Ryan Single Subject Social Science Program Requirements.

BACHELOR OF ARTS IN ANTHROPOLOGY

MAJOR

	<i>Units</i>
General Education	45
Anthropology Courses.....	40
Foreign Language and/or Electives	39
TOTAL.....	124

COURSE REQUIREMENTS

Anth 201—Introduction to Biological Anthropology

Anth 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 COURSES

Introductory Courses

201. Introduction to Biological Anthropology (4) 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) I

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

Examination of the anthropological approach to the study of human behavior. Emphasizes understanding human dependence on learned, socially transmitted behavior through consideration of ways of life in a broad range of societies.

* Fulfills General Education requirement in Social Science.

Biological Anthropology

312. Human Biology and Behavior (4) II

Biological and sociobiological perspectives on human rituals, aggression, bonding, and bodily and behavioral displays of age, sex, status, and emotion.

312. Homonoid Paleontology (4) I

Analysis of the fossil remains of apes and hominids from an evolutionary perspective; discussion of the problems involved in reconstructing grades and lines in hominid evolu-

314. Primate Social Behavior (4) II

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

318. Human Development (4) I

Evolutionary and cognitive perspectives on play and motor, perceptual, emotional and intellectual aspects of human development.

320. Archaeology of the Redwood Empire (4) I

Survey of substantive results of archaeological work in the North Coast Range in the context of California Archaeology, consideration of the relationships of archaeology to contemporary society.

321. Archaeology and Society (4) I

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) II

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.

331. Archaeology of North America (4) I**

Discussion of the origin of human populations and cultures in North America; examination of prehistoric traditions: sources, adaptations and development; discussion of archaeological method and theory as applied to North American material.

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)

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.

** Not offered in 1978-1979; to be offered 1979-1980.

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 the environments: human biological and cultural responses to environmental influences and man's impact on the ecosystem.

348. The Ritual Process and the Ritual Specialist (4) I

Examination of ritual in terms of functional, cognitive and cybernetic theory. Discussion of the roles of shamans, curers, visionaries, and artists as ritual specialists in tribal and contemporary cultures.

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; other models of how knowledge relates to human action and choice making.

350. Applied Anthropology (4) I

A study of historical attempts to apply anthropological principles to the direction of socio-cultural change in both western and non-western nation-states. A case-study approach will seek to uncover the reason(s) for the successes and the failures of directed socio-cultural change. The ethical question of the anthropologist as an agent of change, and the efficacy of an applied anthropology will be examined.

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) II

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) I

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 urbanization. Students will use Sonoma County as their urban field laboratory. Students will view the effects of urbanization in the County through their writing of life history and by detailing the networks of an individual.

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

* Not offered 1978–1979; to be offered 1979–1980

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.

358. Nutritional Anthropology (4) II*

A selected survey of the literature from nutrition and anthropology and from food economists and specialists. Emphasis on defining and understanding pan-human food relationships. Evaluation of the role of the nutritional anthropologist in terms of science, human values, and applications.

359. Art in Cultural Context (4) I*

An introduction to a variety of art forms occurring in prehistoric and in existing traditional societies. Special attention to art as a vehicle for symbolic communication of culturally defined meaning, and broad consideration of the significance of art and artist in terms of social structure and ecology.

Ethnographic Areas

361. Indians of California (4) II

Survey of the Indian cultures of California; discussion of linguistic diversity, varieties of customs, and relationships between Indians and Europeans.

362. Indians of the Plains (4) I

Description of the indigenous cultures of the Plains, their change and adaptation from the time of first contact with Europeans to the establishment of reservations.

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.

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.

369. African Cultures in the Western Hemisphere (4) II (Cross-listed with AAMS 400: Black Cultures in America.)

An examination of the process by which West African cultures survived in the Western Hemisphere. West Africa is seen as the historical baseline for comprehending change. The course is concerned not only with African descendants in South America, the Caribbean, and North America, but also with the importance of "maroons" and the centrality of religion.

370. 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.

* Not offered 1978–1979; to be offered 1979–1980.

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.

Anthropological 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.

422A. Archaeological Methods: Laboratory (4) I

Survey of laboratory methods in archaeology, using California materials, including cataloguing and analysis of archaeological site constituents. Emphasis upon research design and interpretation. (Lecture 2 hrs., Lab 4 hrs.)

422B. Archaeological Methods: Field (4) II

Field methods in archaeology, including archaeological site survey and excavation techniques; emphasis upon research design and archaeological ethics. (Lecture 2 hrs., Field 6 hrs.)

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.

* Not offered 1978-79; to be offered 1979-80.

ecture, 2 hours; laboratory and field work, 6 hours.

Prerequisite: Consent of instructor.

44. 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.

Advanced Studies

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.

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.

Prerequisite: Anthropology 201 or 203; an appropriate upper division course; approval of supervising faculty member and approval of Department Chairman.

498. Senior Seminar: Historical and Theoretical Development in Anthropology (4) I and II

An opportunity for Senior majors to integrate their basic understanding of anthropology by investigation of selected topics in the history of Anthropology and anthropological theory.

Prerequisite: Senior standing.

499. Anthropology Internships (1-4) I and II

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.

Graduate Courses:

500. Proseminar (4) I

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

110 / *Anthropology*

502. Seminar in Ecology and Prehistory (4) II

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) II

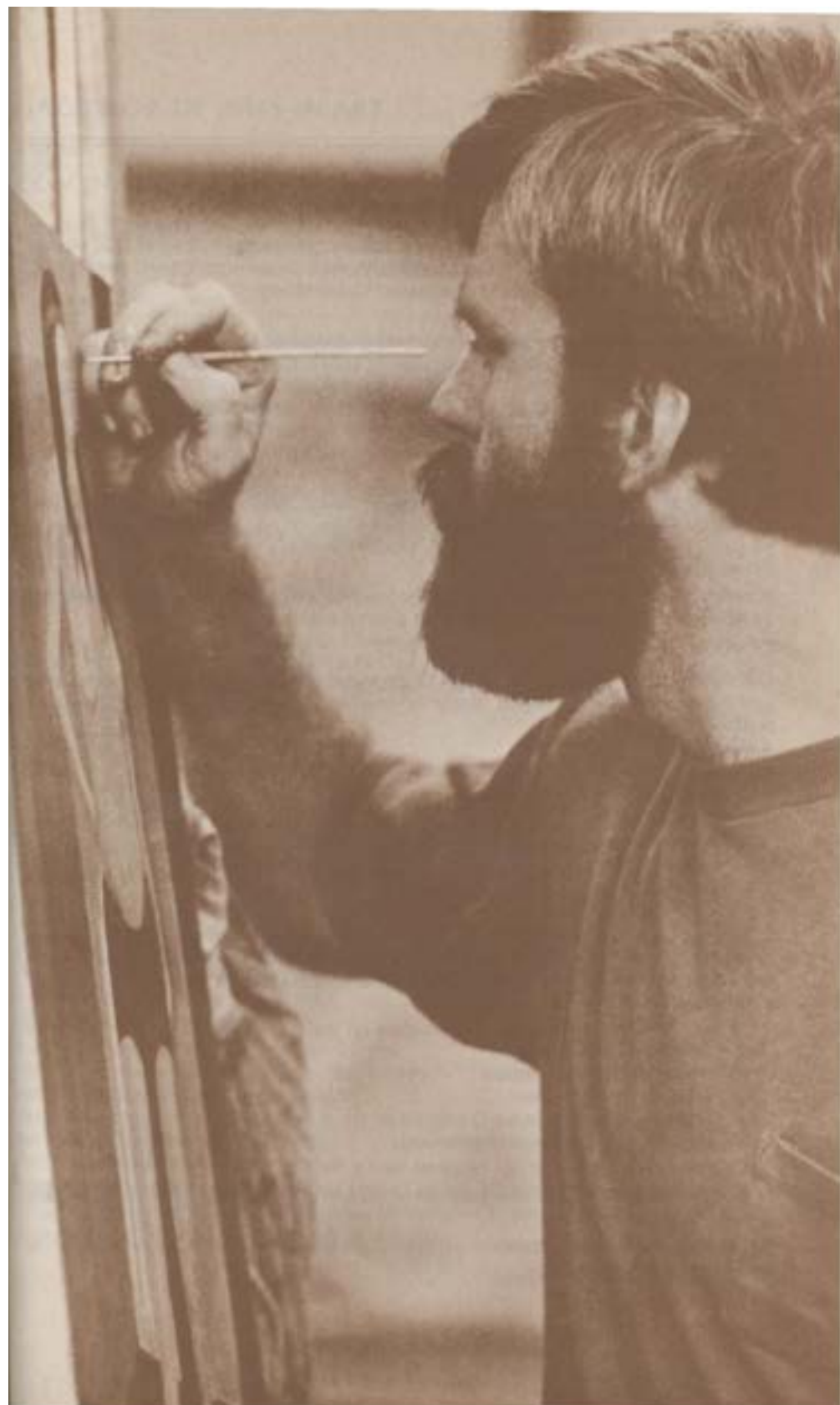
Evaluation of significance of resources. Review of federal, state, and local legislation pertinent to archaeological evaluation. Review of cultural resource management programs and their premises.

595. 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.

Prerequisite: Graduate level standing, approval of advising faculty member and Department Chairman.

599. Anthropology Internships



ART

Department Chair: Susan Moulton

Faculty: Kathryn Armstrong, Gerald Bol, J. DeFeo, John deMarchi, Stephen Dubov, Leland Gralapp, Robert Gronendyke, Victor Krispin, Walter Kuhlman, Susan McKillop, William Morehouse, Donna-Lee Phillips, Peter Scarlet, Inez Storer, Shane Weare.

The study of Art makes possible for students a deeper appreciation of their cultural heritage, clarification of attitudes and values; and a fuller realization of their own potentialities. This philosophy, along with the key assumption 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, has resulted in a core curriculum of fundamental studies that provides necessary training for careers in art and for graduate level work.

Students may concentrate in either Art History or Studio. Within the latter concentration, emphases are available in Painting, Sculpture (Clay, Wood, or Metal), Printmaking (Relief, Intaglio, Lithography, Serigraphy), Modern Media (Film, Video or Photography), Drawing, or an Interdisciplinary Option.

A program for students working toward a teaching credential is included within the curriculum, as are courses appropriate for general education requirements.

GENERAL REGULATIONS

1. 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. Printmaking
4. Modern Media
5. Drawing
6. Interdisciplinary Option

2. 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.

3. Grades in the Art Department are assigned on the following bases:

- A: Outstanding Achievement
- B: Commendable Achievement
- C: Satisfactory Achievement
- D: Minimum Performance for Credit
- F: Failure to meet minimum requirements

4. Courses in the major can not be taken for CR/NC.

5. Certain studio courses require payment of lab fees at time of class sign-up. Class card issued at time of payment.

6. Students must obtain approval of their course programs from advisors prior to registration each semester.

ACHELOR OF ARTS IN ART

Major

CONCENTRATION: ART HISTORY

	<i>Units</i>
General Education	45
Major	43
Electives	36
TOTAL.....	124

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

Freshman and Sophomore Years

	<i>Units</i>
Art 202, 203, 204, or 205—Beginning Drawing	2
Art 210, 211—Introduction to Art History	6
Art 251—Introduction to Art Studio Practices	3
Art 208—Beginning Photography	
Art 220—Beginning Painting	
Art 230—Beginning Clay and Plaster Sculpture	
Art 240—Beginning Relief and Intaglio	
Art 275—Beginning Video	
Art 285—Beginning Filmmaking	
A minimum of 1 course selected from among these studio courses	2

Junior and Senior Years

	<i>Units</i>
Art 418ABC—History of Modern Art	6
Art 404–419—Upper Division Period Courses in History of Art.....	21
Art 450A—Pro-seminar in Art Historical Method	3
TOTAL.....	43

Recommended For Electives:

- Art 212—Introduction to World Film History
- Art 213—Introduction to American Film History
- Art 313—Classical Studies (Art History)
- Art 450B—Senior Honors Seminar in Art History
- Art 450C—Contemporary Criticism
- Art 491—Art Colloquium

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.

CONCENTRATION: STUDIO

	<i>Units</i>
General Education	45
Major	45
Electives	34
TOTAL.....	124

COURSE REQUIREMENTS

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 Interdisciplinary Option*

Freshman and Sophomore Years

	<i>Units</i>
Art 251—Introduction to Art Studio Practices	3
Art 210, 211—Introduction to Art History.....	6
Art 212, 213—Introduction to World/American Film History.....	3
Art 202—Beginning Drawing	
Art 203—Form, Color and Composition	
Art 204—Beginning Life Drawing	
Art 205—Objective Drawing	
Art 206—Animation Drawing	
Any combination to total	5
Art 208—Beginning Photography	
Art 220—Beginning Painting	
Art 222—Beginning Watercolor	
Art 230—Beginning Clay and Plaster Sculpture	
Art 231—Beginning Wood Sculpture	
Art 232—Beginning Metal Sculpture	
Art 240—Beginning Relief and Intaglio	
Art 242—Beginning Lithography	
Art 244—Beginning Serigraphy	
Art 270—Beginning Experimental Art	
Art 275—Beginning Video	
Art 285—Beginning Filmmaking	
A minimum of 4 courses selected from among these studio courses *	8
Subtotal	22

Junior and Senior Years

	<i>Units</i>
Art 302—Intermediate Drawing	
Art 304—Intermediate Life Drawing	
Art 402—Drawing Problems	
Art 486—Animation	
Any combination to total	5
Art 418A—History of Modern Art.....	3
Art 418B or 418C—History of Modern Art	3
Subtotal	11

* May be repeated for elective credit up to 6 additional units in each subject area.

MINIMUM REQUIREMENTS FOR AREAS OF EMPHASIS

Recommended as Electives For All Studio Majors:

Art 313—Classical Studies
 Art 401—Advanced Life Drawing
 Art 404AB—History of Printmaking
 Art 432—Advanced Mixed Media
 Art 450C—Contemporary Criticism
 Art 470—Advanced Experimental Art
 Art 491—Art Colloquium

Painting:

Art 320—Intermediate Painting
 Art 322—Intermediate Watercolor
 Art 420—Advanced Painting
 Art 425—Materials and Techniques of the Artist
 Art 495—Special Studies in Painting
 Any Combination to total 12

Sculpture:

Art 330—Intermediate Clay Sculpture
 Art 331—Intermediate Sculpture
 Art 430—Advanced Clay Sculpture
 Art 431—Advanced Sculpture
 Art 495—Special Studies in Sculpture
 Any Combination to total..... 12

Printmaking:

Art 340—Intermediate Relief and Intaglio
 Art 342—Intermediate Lithography
 Art 344—Intermediate Serigraphy
 Art 440—Advanced Relief and Intaglio
 Art 442—Advanced Lithography
 Art 444—Advanced Serigraphy
 Art 495—Special Studies in Printmaking
 Any Combination to total..... 12

Drawing:

Art 302—Intermediate Drawing
 Art 304—Intermediate Life Drawing
 Art 402—Drawing Problems
 Art 401—Advanced Life Drawing
 Art 495—Special Studies in Drawing
 Any Combination to total..... 12

Modern Media:

Art 212, 213—Introduction to World/American Film History or
 Art 313—Classical Studies 3
 Art 308—Intermediate Photography
 Art 470—Advanced Experimental Art
 Art 475—Advanced Video
 Art 485—Advanced Filmmaking
 Art 486—Animation
 Any Combination to total..... 9

INTERDISCIPLINARY OPTION

The Interdisciplinary Option 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.

	<i>Units</i>
Advanced Drawing (any 300 or 400 courses)	3
Art 418A, B, or C.....	3
Upper Division Studio Courses	5
Upper Division Courses in the Adjunct Discipline Approved by Advisor....	12
Subtotal	23
TOTAL FOR MAJOR.....	45

TEACHING CREDENTIAL PROGRAM

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.

	<i>Units</i>
Basic Major Requirements:	
Drawing	10
Art History	12
Studio Practices	3
Studio Courses with 12 units in an area of concentration	20
Total	45
General Education	40
Electives	15
and	
Education	24
TOTAL.....	124

ART COURSES

199. Student-instructed course (1-4)

See current schedule of classes for details.

* Laboratory fee is charged in connection with this course. It is payable at class sign-up.

†† * 200. 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. Beginning 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. Beginning 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. Beginning 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. Beginning Painting (1-2)

Studio course in painting in acrylic or oil media. Directed problems. Work from imagination, still life and the figure. Group and individual criticism.

Prerequisite or corequisite: 2 units of Art 202 or equivalent. Corequisite for art studio majors only: Art 251.

†† 222. Beginning Watercolor (1-2)

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

††* 230. Beginning Clay and Plaster Sculpture (1-4)

A studio course on the properties of clay, fabrication, firing, and finishing techniques, and moldmaking.

* Laboratory fee is charged in connection with this course. It is payable at class sign-up.

†† Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

‡‡* 231. Beginning Wood Sculpture (1–4)

A studio course on the properties of wood, joining and finishing, and use of hand and machine woodworking tools.

‡‡* 232. Beginning Metal Sculpture (1–4)

A studio course on the properties of metal, use of hand and machine metal working tools, joining (mechanically, welding, etc.) and finishing.

‡‡* 240. Beginning 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. Beginning 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. Beginning 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. Beginning 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. Beginning Video (1–2)

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

285. Beginning 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.

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.

* Laboratory fee is charged in connection with this course. It is payable at class sign-up.

‡ The 5 units to fulfill upper division requirements in Drawing may be assembled from any combination of 300–400 drawing classes.

‡ 302. Intermediate 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.

‡‡ ‡ 304. Intermediate Life Drawing (1–4)

A workshop in drawing the human figure for students who have fulfilled the beginning drawing prerequisite or are at intermediate skills levels. Group and individually directed special problems, related to drawing the live model.

Prerequisite: Art 202, 204, 206 or equivalent or consent of instructor.

‡‡ 308. Intermediate Photography (1–4)

Image perception and development in still photography.

Prerequisite: Art 208 or equivalent.

313. Classical Studies (3)

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

Prerequisite: Consent of instructor

‡‡ 320. Intermediate Painting (1–4)

A studio course on the intermediate level in painting in acrylic or oil media. Directed problems. Work from imagination, still life and the figure. Group and individual criticism. May be repeated for credit up to maximum of 12 units. Prerequisite: Art 220 or equivalent.

‡‡ 322. Watercolor Painting (1–4)

Studio course in opaque and transparent watercolor. Emphasis in concepts related to the media. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 222 or equivalent.

‡‡* 330. Intermediate Clay Sculpture (1–4)

A studio course with directed projects. Emphasis on content.

Prerequisites: 230 and either 231 or 232.

‡‡* 331. Intermediate Sculpture (1–4)

A studio course with directed projects. Emphasis on content. May be repeated for credit up to maximum of 12 units.

Prerequisites: Art 230, 231 or 232.

‡‡* 340. Intermediate Relief and Intaglio (1–4)

A studio course on the intermediate level in aspects of either relief or intaglio. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 240

‡‡*342. Intermediate Lithography (1–4)

Continued work at the intermediate level in lithographic methods, including color technology and conceptual development. Lecture, demonstration and studio work. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 242.

* Laboratory fee is charged in connection with this course. It is payable at class sign-up.

‡ The 5 units to fulfill upper division requirements in Drawing may be assembled from any combination of 300–400 drawing classes.

‡‡ Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

‡‡*344. Intermediate Serigraphy (1–4)

Continued work at the intermediate level in serigraphic methods including stencil methods, exploration of paper, direct glue stencil, positive and negative, lacquer film and photo stencil. Lecture, demonstration and studio work. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 244

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-sponsored, consent of instructor.

399. Student-instructed course (1–4)

See current schedule of classes for details.

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.

‡‡401. Advanced Life Drawing (1–3)

An advanced life drawing class with directed special problems related to drawing the live model.

Prerequisite: Art 304.

‡‡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.

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. Romanesque and Gothic Art (3)

Western Medieval art and architecture of the Romanesque, and the Early and High Gothic periods.

* Laboratory fee, payable at time of registration.

‡‡ Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

413. Northern Renaissance Art (3)

Painting, printmaking, sculpture, and architecture of the Fifteenth and Sixteenth Centuries in Europe apart from Italy.

414. Northern Baroque Art (3)

Non-Italian art of Europe during the Seventeenth Century.

415AB. Italian Renaissance Art (3-3)

Painting, sculpture, and architecture in Italy of the Fifteenth and Sixteenth Centuries.

415C. Italian Baroque Art (3)

Italian painting, sculpture, and architecture from Caravaggio and the Carracci to G. B. Tiepolo and his followers (ca. 1590 to 1790).

416. Eighteenth Century Art (3)

Rococo and contemporary developments in the arts and architecture of Europe and Colonial America to the time of the French Revolution.

417A. Oriental Art (3)

The arts of India, China, and Japan from their beginnings until the Seventh Century A.D.

417B. Oriental Art (3)

Hindu art of India and Southeast Asia, Chinese art from the end of Han to the beginning of Sung dynasty, Japanese art of the Heian and Kamakura periods.

417C. Oriental Art (3)

Chinese art from Sung dynasty to the present, and Japanese art from the Muromachi period to the present.

418A. History of Modern Art (3)

A survey of painting and sculpture in the Western World from the French Revolution through the Nineteenth Century.

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, with an emphasis on recent developments.

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)

May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 220 or equivalent.

†† 422. Advanced Watercolor (1-4)

An advanced studio course in opaque and transparent watercolor. Emphasis in concepts related to the media. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 322.

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.

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

†† Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

†† * 430. Advanced Clay Sculpture (1–4)

Emphasis on individual projects in clay including advanced work in all methods covered in Art 230 and Art 330. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 330.

†† * 431. Advanced Sculpture (1–4)

Studio and field work with a maximum of self-direction. Individual and/or group criticism. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 330 or 331.

†† 432. Advanced Mixed Media (1–4)

Studio and field work in the manipulation of ideas and images. Using the wider environment and varied materials for expression. May be repeated twice. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Advanced Standing.

†† * 440. Advanced Relief and Intaglio (1–4)

Advanced problems in relief and intaglio methods. May be repeated for credit up to a maximum of 12 units.

Prerequisite: Art 240 or equivalent.

†† * 442. Advanced Lithography (1–4)

Advanced work in the lithography medium. Work with images on stone or metal plates involving black and white color processes, printing of limited editions and single proofs. Lecture, demonstration and laboratory work. May be repeated for credit up to a maximum of 12 units.

Prerequisite: 242 or equivalent.

†† * 444. Advanced Serigraphy (1–4)

Advanced problems in serigraphy. May be repeated for credit up to a maximum of 12 units.

Prerequisite: 2 units of Art 244 or equivalent.

450A. Pro-Seminar in Art Historical Method (3)

Concentration on the discipline and philosophy of art historical studies. Emphasis will be placed on formal and stylistic problems. Readings designed to stress the variety of relevant approaches possible to a given problem. Approval of instructor required of non-majors.

450B. Senior Honors Seminar in Art History (3)

Required of all Art History honors candidates.

Prerequisite: Art 450A or consent of instructor.

450C. Contemporary Criticism (3)

A seminar dealing with specific contemporary problem 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.

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

†† Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

†† 475. Advanced Video (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 (1–4)

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

Prerequisite: Art 206.

†† 491. Art Colloquium (1–3)

A seminar, lecture demonstration series offered by guest artists and critics for advanced art students. Lecture open to public.

495. Special Studies (1–4)

For upper division art majors only.

595. Special Studies (1–4)

For post bacclaureate art students. Consent of instructor.

†† Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

ASTRONOMY

Astronomy, offered as a minor in the Department of Physics and Astronomy, is the study of the universe beyond the earth's atmosphere. Modern astronomy leans heavily on the concepts and techniques of physics and mathematics. A result of this dependence on other fields is that degrees in astronomy are generally granted at the graduate, not the baccalaureate, level. The minor in Astronomy, with a B.S. in Physics, is an excellent preparation for graduate study in astronomy. A variety of courses are available within the minor, including laboratory work that utilizes the on-campus observatory, rigorous courses in astrophysics, and a number of descriptive courses for students whose major interests lie in other fields.

Sonoma's new observatory has modern instrumentation that allows modest, but publishable, research to be conducted. This facility also allows textbook material to be supplemented by direct observation.

Minor in Astronomy

Completion of a minimum of twenty units in astronomy and physical science courses, at least twelve of which must be in astronomy, constitutes a minor in astronomy. Interested students should consult with an advisor in the Department of Physics and Astronomy regarding their programs.

ASTRONOMY COURSES

100. Descriptive Astronomy (3) I and II

Lecture, 3 hours.

Greek and medieval astronomy; Newton's Laws; gravitation; atomic structure, light and telescopes. The solar system; spaceflight; stars and stellar evolution; interstellar matter; star clusters; galaxies; the universe. A survey designed primarily for nonscience majors; not open to physics, chemistry or mathematics majors, except by special permission. Satisfies part of the general education requirement in natural science.

200. Introductory Astronomy (3) I

Lecture, 3 hours

General principles of astronomy. A survey designed primarily for mathematics and natural science majors. Satisfies part of the general education requirement in natural science. Prerequisite: Mathematics 107 and Physics 210A or 114, or equivalent; or consent of instructor.

231. Astronomical Measurements (2) I

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.

331. Astrophotography (2)

Lecture, 1 hour; laboratory, 3 hours.

An introduction to the methods and techniques 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.

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

Department Chair: Philip T. Northen

Faculty: John Arnold (Emeritus), Ronald Baker, Paul Benko, Ruth Blitz, Joe Brumbaugh, Ralph Bushnell (Emeritus), Galen Clothier, Wesley W. Ebert, David Hanes, Colin Hermans, John Hopkirk, Donald Isaac, Chris K. Kjeldsen, Ching Liu, E. Russell Lockner, Philip Northen, Thomas R. Porter (Emeritus), Joseph Powell, Charles Quibell, Robert Sherman.

It is the objective of the Department of Biology to produce students who are competent biologists, scientists, and citizens in the broadest sense. As a consequence, the Department requires that all of its students take advantage of a broad based core curriculum necessary for training in the numerous disciplines within the science of biology. The curriculum is designed to integrate with the other natural sciences to provide the biology student with the strongest possible scientific background. It is also the Department's objective to assure that the student is prepared to function effectively in the broader societal context and the department is therefore committed to the liberal arts as a means to this end. A number of specific advisory plans are provided which allow students and their advisors to select courses which build upon their scientific background and promote growth in a variety of other disciplines.

The Biology Department participates in the Sonoma State College CLEP and the CSUC-SMET credit by examination programs. For further information on CLEP and SMET course equivalents in Biology, refer to pages 33 and 35.

BACHELOR OF ARTS IN BIOLOGY

Major

General Education (45 units incl. 9 applied from Phys & Biol Sciences)	36
Physical science (15 units, 5 applied in G.E.)	15
Biological sciences (40 units, 4 applied in G.E.)	40
Electives	33
	124

COURSE REQUIREMENTS

Lower Division

	<i>Units</i>
Knowledge of the fundamentals of biology	
Biol 116—Biology of Plants	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4

Upper Division

A minimum of 28 units of upper division courses, to include one course from each of the following groups:

- A. (4 units) Biol 300 Ecology
 Biol 330 Plant Taxonomy
 Biol 338 Phycology
 Biol 350 Natural History of Invertebrates
 Biol 355 Entomology
 Biol 360 Natural History of Vertebrates
- B. (4 units) Biol 320 General Genetics
 Biol 322 Human Genetics
- C. (4 units) Biol 324 Animal Physiology

- D. (4–5 units)
- Biol 334 Plant Physiology
 - Biol 325 Cell Structure
 - Biol 335 Plant Morphology I
 - Biol 336 Plant Morphology II
 - Biol 337 Plant Anatomy
 - Biol 340 General Bacteriology
 - 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
- 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 guidelines 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>Units</i>
I. <i>Required Lower Division Biology Courses</i>		
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology.....		4
TOTAL		12
II. <i>Recommended Lower Division Support Courses</i>		
A minimum of 15 units in the Physical Sciences, including Chem		
115A—General Chemistry.....		15
III. <i>Upper Division Biology Courses</i>		
Biol 300—Ecology		4
Biol 330—Plant Taxonomy		
Biol 338—Phycology		
.....for a total of		4
Biol 350—Natural History of Invertebrates		
Biol 355—Entomology		
Biol 360—Natural History of Vertebrates		
.....for a total of		4
Biol 320—General Genetics		4

Biol 324—Animal Physiology	
Biol 334—Plant Physiology	
.....for a total of	4
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
TOTAL	28

AGRICULTURAL RESEARCH—BOTANICAL 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.

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants.....	4
Biol 117—Biology of Animals.....	4
Biol 215—Introduction to Molecular Biology.....	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry.....	10
Chem 255—Quantitative Analytical Chemistry	4
Math 165—Elementary Statistics	4
Phys 209AB—General Physics Lab	2
Phys 210AB—General Physics	6
TOTAL	26
III. <i>Upper Division Biology Courses</i>	
Biol 300—Ecology	4
Biol 330—Plant Taxonomy	4
Biol 355—Entomology	4
Biol 320—General Genetics	4
Biol 321—General Genetics Laboratory	1
Biol 334—Plant Physiology	4
Biol 325—Cell Structure	
Biol 335—Plant Morphology I	
Biol 336—Plant Morphology II	
Biol 337—Plant Anatomy	
Biol 338—Phycology	
Biol 400—Plant Ecology	
Biol 439—Mycology	
.....for a total of	4–20
Biol 340—General Bacteriology	4
TOTAL	29–45

IV. *Recommended Upper Division Support Courses*

Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratoryfor a total of	10
Geog 302—Physical Geography Geog 310—Elementary Meteorology Geog 370—General Climatologyfor a total of	4
Geog 335—Rural Geography Geog 340—Resource Utilizationfor a total of	4
TOTAL	18

AQUATIC BIOLOGY AND WATER QUALITY ADVISORY PLAN

Students completing the B.A. degree in Biology with the following courses will be qualified to enter a graduate program in aquatic biology or to apply for employment in these fields.

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants.....	4
Biol 117—Biology of Animals.....	4
Biol 215—Introduction to Molecular Biology.....	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry.....	10
Chem 255—Quantitative Analytical Chemistry	4
Math 165—Elementary Statistics	4
TOTAL	18
III. <i>Upper Division Biology Courses</i>	
Biol 300—Ecology	
Biol 338—Phycology	
Biol 350—Invertebrate Natural Historyfor a total of	8–12
Biol 320—General Genetics	4
Biol 324—Animal Physiology	
Biol 334—Plant Physiologyfor a total of	4
Biol 340—General Bacteriology	5
Biol 439—Mycology	
Biol 460—Ichthyologyfor a total of	4–8
Biol 495—Special Studies	1–4
TOTAL	26–37
<i>Additional Recommended Courses</i>	
Biol 481 & 482—Medical Microbiology I & II	
IV. <i>Recommended Upper Division Support Courses</i>	
Phys 323—Hydrology	3
Geol 303—Advanced Principles of Geology	4

Chem 335AB—Organic Chemistry and
Chem 336—Organic Chemistry Laboratory

10

TOTAL 17

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>I. Required Lower Division Biology Courses</i>		<i>Units</i>
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology.....		4
TOTAL		12
<i>II. Recommended Lower Division Support Courses</i>		
Chem 115AB—General Chemistry.....		10
<i>III. Upper Division Biology Courses</i>		
Biol 300—Ecology		
Biol 330—Plant Taxonomy		
Biol 338—Phycology		
Biol 439—Mycology		
.....for a total of		8–16
Biol 320—General Genetics		4
Biol 334—Plant Physiology		4
Biol 325—Cell Structure		
Biol 335 and 336—Plant Morphology I and II		
Biol 337—Plant Anatomy		
Biol 340—General Bacteriology		
Biol 402—Plant Ecology		
.....for a total of		12–13
TOTAL		28–37
<i>Additional Recommended Courses</i>		
At least one upper division zoology course.		
Biol 495—Special Studies strongly recommended.		
<i>IV. Recommended Upper Division Support Courses</i>		
Geol 303—Advanced Principles of Geology		4
Chem 335AB—Organic Chemistry and		
Chem 336—Organic Chemistry Laboratory		
.....for a total of		10
TOTAL		14

PRE-DENTISTRY ADVISORY PLAN

Students completing a B.A. degree in Biology with the following courses will meet the requirements for admission to most dental schools. Students are advised to register with the Health Professions Advisory Committee and to prepare for the Dental Admissions Test (DAT).

<i>I. Required Lower Division Biology Courses</i>		<i>Units</i>
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology.....		4
TOTAL		12

132 / *Biology*

II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry.....	10
Math 162 and 212—Calculus A&B	6
Phys 209AB—General Physics Laboratory	2
Phys 210AB—General Physics	6
Psy 200—Human Behavior	4
TOTAL	28
III. <i>Upper Division Biology Courses</i>	
Biol 3XX—Any Group A Biology Course	4
Biol 322—Human Genetics.....	4
Biol 324—Animal Physiology	4
Biol 340—General Bacteriology	5
Biol 370—Comparative Anatomy of Vertebrates	4
Biol 372—Vertebrate Embryology	4
At least one additional course from the following:	
Biol 380—Principles and problems in Human Nutrition	
Biol 480—Immunology	
Biol 481—Medical Microbiology I	
Biol 484—Hematology	
	4–18
TOTAL	29–43
IV. <i>Recommended Upper Division Courses</i>	
Chem 335AB—Organic Chemistry and	
Chem 336—Organic Chemistry Laboratory	
	10
Chem 340—Introductory Biochemistry	
or Chem 445—Biochemistry: structural Materials and Protein Synthesis	
and	
Chem 446—Biochemistry: Enzymes and Metabolism	
	3–6
Psy 3XX	4
TOTAL	17–20

ECOLOGY ADVISORY PLAN

Students completing a B.A. degree in Biology with the following courses will be qualified to enter a graduate program in ecology or to apply for employment as an ecologist and consulting environmental biologist.

I. <i>Required Lower Division Biology Courses</i>	
Biol 116—Biology of Plants	
Biol 117—Biology of Animals	
Biol 215—Introduction to Molecular Biology	
	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry.....	10
Chem 232—Introductory Organic Chemistry	4
Geog 201—Man and the Environment	4
Math 110—Calculus I	
or Math 162 & 212—Calculus A&B	5–6
Math 165—Elementary Statistics	4
TOTAL	27–28

III. <i>Upper Division Biology Courses</i>	
Biol 300—Ecology	4
Biol 330—Plant Taxonomy	4
Biol 350—Natural History of Invertebrates	4
Biol 360—Natural History of Vertebrates	4
Biol 320—General Genetics	4
Biol 324—Animal Physiology	
Biol 334—Plant Physiology	
.....for a total of	4
Biol 335—Plant Morphology I	
Biol 336—Plant Morphology II	
Biol 340—General Bacteriology	
Biol 451—Functional Morphology of Marine Invert I	
Biol 452—Functional Morphology of Marine Invert II	
.....for a total of	4-5
TOTAL	28-29
IV. <i>Recommended Upper Division Support Courses</i> <i>Units</i>	
Geol 303—Advanced Principles of Geology	4
Geol 360—Environmental Geology	3
Geog 302—Physical Geography	
Geog 310—Elementary Meteorology	
Geog 360—Geomorphology	
Geog 370—General Climatology	
Geog 380—Map and Air Photo Interpretation	
.....for a total of	4-8
Ensp 315—Environmental Impact Reporting	3
TOTAL	14-18

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. <i>Required Lower Division Biology Courses</i> <i>Units</i>	
Biol 116—Biology of Plants	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry	10
Phys 209AB—General Physics Laboratory	2
Phys 210AB—General Physics	6
TOTAL	18
III. <i>Upper Division Biology Courses</i>	
Biol 3XX—Any Group A Biology Course	4
Biol 320—General Genetics	
Biol 322—Human Genetics	4
Biol 3XX—Any Group C Biology course	4
Biol 325—Cell Structure	4
Biol 337—Plant Anatomy	
Biol 372—Vertebrate Embryology	4

134 / *Biology*

Biol 302—Biological Techniques	3
Biol 495—Special Studies	2-4
Biol 525—Biological Electron Microscopy	4
TOTAL	29-31
IV. <i>Recommended Upper Division Support Courses</i>	
Chem 335AB—Organic Chemistry and	
Chem 336—Organic Chemistry Laboratory	10
Chem 340—Introductory Biochemistry	3
TOTAL	13

GENETIC COUNSELING ADVISORY PLAN

By following this advisory plan, students completing a B.A. degree in Biology will be qualified to enter a graduate program in genetic counseling or to apply for employment in various auxiliary areas in this field. In addition to the Biology requirements, extensive preparation in social science and a demonstrated interest in working with people as a health professional are requirements for admission to most graduate programs in Genetic Counseling.

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry	10
Phys 209AB—General Physics Laboratory	2
Phys 210AB—General Physics	6
TOTAL	18
III. <i>Upper Division Biology Courses</i>	
Biol 3XX—Any Group A Course	
Biol 321—General Genetics Laboratory	
Biol 322—Human Genetics	
Biol 324—Animal Physiology	
Biol 325—Cell Structure	
Biol 340—General Bacteriology	
Biol 372—Vertebrate Embryology	
Biol 370—Comparative Anatomy of Vertebrates	
Biol 480—Immunology	
Biol 484—Hematology	
.....for a total of	4-5
TOTAL	30-35
IV. <i>Recommended Upper Division Support Courses</i>	
Chem 335AB—Organic Chemistry and	
Chem 336—Organic Chemistry Laboratory	10
Chem 340—Introduction to Biochemistry	3
Phil 302—Ethics and Value Theory	3
Psy 436—Introduction to Counseling	2-4
Soc 309—Social Psychology	4
TOTAL	22-24

<i>Additional Suggested Upper Division Support Courses</i>	<i>Units</i>
Psy 429—The Gestalt Process	1–4
Psy 430—Abnormal Behavior	2–4
Psy 434—Psychology of Disability	4
Psy 438—Introduction to Clinical Methods	4
Soc 314—Sex Roles	4
Soc 315—Seminar: Field Research	4
Soc 324—Seminar: Health Care and Illness.....	4

MARINE BIOLOGY ADVISORY PLAN

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

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry	10
Geol 102—General Geology	3
Phys 210AB—General Physics	
Phys 209AB—General Physics Laboratory	
.....for a total of	8
Math 165—Elementary Statistics or other appropriate Math course ..	3–4
TOTAL	24–25
III. <i>Upper Division Biology Courses</i>	
Biol 338—Phycology	4
Biol 350—Natural History of the Invertebrates	4
Biol 320—General Genetics	4
Biol 324—Animal Physiology	
Biol 334—Plant Physiology	
.....for a total of	4
Biol 335—Plant Morphology I	4
Biol 401—Marine Ecology	4
Biol 451 & 452—Functional Morphology of Marine	
Invertebrates I & II	4–8
TOTAL	28–32
IV. <i>Additional Recommended Courses</i>	
Biol 340—General Bacteriology; Biol 460—Ichthyology;	
Biol 465—Ornithology. Biol 495—Special Studies is strongly	
recommended.	
IV. <i>Recommended Upper Division Support Courses</i>	
Geol 302—Marine Geology	3
Chem 335AB—Organic Chemistry *	8
TOTAL	11

* Some students may elect Chem 232.

MEDICAL TECHNOLOGY AND PUBLIC HEALTH MICROBIOLOGY ADVISORY PLAN

Students completing a B.A. degree in Biology with the following courses will qualify for the required twelve months medical technology traineeship (at an approved hospital or clinical laboratory) or for the public health microbiologist traineeship (at an approved county or state public health laboratory.)

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. <i>Required Supporting Courses</i>	
Chem 115AB—General Chemistry	10
Chem 255—Quantitative Analytical Chemistry	4
Chem 232—Introductory Organic Chemistry	
Chem 335AB—Organic Chemistry	
.....for a total of	4-8
Chem 340—Introductory Biochemistry	
Chem 445 **—Biochemistry: Structural Materials & Protein Synthesis	
and	
Chem 446 **—Biochemistry: Enzymes and Metabolism	
.....for a total of	3-6
Phy 210AB—General Physics.....	6
TOTAL	27-34
III. <i>Required Upper Division Biology Courses</i>	
Biol 3XX—Any Group A Biology Course	4
Biol 320—General Genetics	
Biol 322—Human Genetics	
.....for a total of	4
Biol 324—Animal Physiology	4
Biol 340—General Bacteriology	5
Biol 480—Immunology	5
Biol 481 & 482—Medical Microbiology I & II.....	10
Biol 484—Hematology	4
TOTAL	36
IV. <i>Recommended Supporting Biology Courses</i>	
Biol 220—Human Anatomy.....	4
Biol 325—Cell Structure ***	4
Biol 395—Community Involvement Project (lab ass't)	1-4
TOTAL	0-12
V. <i>Recommended Supporting Courses</i>	
Chem 336—Organic Chemistry Laboratory	2
Chem 441—Biochemical Methods	3
Math 162 & 212—Calculus A & B	6
Math 165—Elementary Statistics	4
Phy 209AB—General Physics Laboratory.....	2
TOTAL	0-17

** Prerequisite of Chemistry 335 AB.

*** Should be taken by students interested in Cytotechnology specialization.

E-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 Health Professions Advisory Committee and to prepare for the Medical College Admission Test (MCAT).

I. Required Lower Division Biology Courses	
Biol 116—Biology of Plants.....	4
Biol 117—Biology of Animals.....	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. Recommended Lower Division Support Courses	
Chem 115AB—General Chemistry.....	10
Chem 255—Quantitative Analytical Chemistry	4
Math 162 & 212—Calculus A&B	6
Phys 209AB—General Physics Laboratory	2
Phys 210AB—General Physics	6
TOTAL	28
III. Upper Division Biology Courses	
Biol 3XX—Any Group A Biology Course	4
Biol 320—General Genetics	
Biol 322—Human Genetics	
.....for a total of	4
Biol 324—Animal Physiology	5
Biol 340—General Bacteriology	4
Biol 370—Comparative Anatomy of Vertebrates	4
Biol 372—Vertebrate Embryology	
Biol 325—Cell Structure	
Biol 480—Immunology	
Biol 481 or 482—Medical Microbiology I or II	
Biol 484—Hematology	
.....for a total of	4–5
TOTAL	29–30
IV. Recommended Upper Division Support Courses	
Chem 310AB—Fundamentals of Physical Chemistry (some schools)	4
Chem 335AB—Organic Chemistry and	
Chem 336—Organic Chemistry Laboratory	
.....for a total of	10
Chem 340—Introductory Biochemistry	
or Chem 445—Biochemistry: Structural Materials and Protein Synthesis	
and	
Chem 446—Biochemistry: Enzymes & Metabolism	
.....for a total of	3–6
Foreign Language (some schools)	8
TOTAL	25–28

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>I. Required Lower Division Biology Courses</i>		<i>Units</i>
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology.....		4
TOTAL		12
<i>II. Recommended Lower Division Support Courses</i>		
Chem 115AB—General Chemistry.....		10
Chem 225—Quantitative Analytical Chemistry		4
Phys 209AB—General Physics Laboratory		2
Phys 210AB—General Physics		6
Math 162 and 212—Calculus A & B		6
Math 165—Elementary Statistics		4
Foreign Language		0-8
TOTAL		32-40
<i>III. Upper Division Biology Courses</i>		
Biol 3XX—Any Group A Biology Course		4
Biol 320—General Genetics		4
Biol 321—General Genetics Laboratory		1
Biol 324—Animal Physiology		
Biol 334—Plant Physiology		
.....for a total of		4
Biol 340—General Bacteriology		5
Biol 325—Cell Structure		4
Biol 480—Immunology		5
Biol 481 and 482—Medical Microbiology I & II		10
TOTAL		37
Additional Recommended Courses: Biol 439—Mycology; Biol 525—Biological Electron Microscopy		
<i>IV. Recommended Upper Division Support Courses</i>		
Chem 335AB—Organic Chemistry and		
Chem 336—Organic Chemistry Laboratory		
.....for a total of		10
Chem 441—Biochemical Methods.....		3
Chem 445—Biochemistry: Structural Materials and Protein Synthesis		3
Chem 446—Biochemistry: Enzymes and Metabolism.....		3
Chem 310AB—Fundamentals of Physical Chemistry		4
Chem 381—Computer Programming for Scientists		2
TOTAL		25

PARK SERVICE, JUNIOR MUSEUM AND WILDLIFE MANAGEMENT ADVISORY PLAN

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

<i>I. Required Lower Division Biology Courses</i>		<i>Units</i>
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology.....		4
TOTAL		12

II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry.....	10
Geol 102—General Geology.....	3
Astr 100—Astronomy.....	3
TOTAL	16
III. <i>Upper Division Biology Courses</i>	
Biol 300—Ecology	
Biol 360—Natural History of Vertebrates	
Biol 330—Plant Taxonomy	
.....for a total of	8–12
Biol 320—General Genetics	4
Biol 324—Animal Physiology	
Biol 334—Plant Physiology	
.....for a total of	4
Biol 336—Plant Morphology II	
Biol 370—Comparative Anatomy of Vertebrates	
.....for a total of	4
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	
Biol 475—Animal Behavior	
.....for a total of	8–20
TOTAL	28–44
IV. <i>Recommended Upper Division Support Courses</i>	
Geog 302—Physical Geography.....	4
Ensp 301—Human Environment.....	3
Ensp 325—Park Field Experience.....	3
TOTAL	10

PRE-PHARMACY ADVISORY PLAN

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

I. <i>Required Lower Division Biology Courses</i>		<i>Units</i>
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology		4
TOTAL		12
II. <i>Recommended Lower Division Support Courses</i>		
Chem 115AB—General Chemistry.....		10
Chem 255—Quantitative Analytical Chemistry		4
Phys 209AB—General Physics Laboratory		2

Phys 210AB—General Physics	6
Math 162 and 212—Calculus A & B	6
TOTAL	28
III. Upper Division Biology Courses	
Biol 330—Plant Taxonomy	4
Biol 322—Human Genetics.....	4
Biol 324—Animal Physiology	4
Biol 325—Cell Structure	4
Biol 340—General Bacteriology	5
Biol 481—Medical Microbiology I.....	5
Biol 372—Vertebrate Embryology	4
Biol 430—Mycology.....	4
TOTAL	34
IV. Recommended Upper Division Support Courses	
Chem 335AB—Organic Chemistry and Chem 336—Organic Chemistry Laboratoryfor a total of	10
Chem 340—Introductory Biochemistry Chem 445—Biochemistry: Structural Materials and Protein Synthesis and Chem 446—Biochemistry: Enzymes and Metabolismfor a total of	3–6
TOTAL	13–16

TEACHING CREDENTIAL ADVISORY PLAN (RYAN ACT)

Students completing a B.A. degree in Biology with the following courses will be eligible for certification in the field of biology for the Ryan Act Single Subject Teaching Credential.

I. Required Lower Division Biology Courses		<i>Units</i>
Biol 116—Biology of Plants.....		4
Biol 117—Biology of Animals.....		4
Biol 215—Introduction to Molecular Biology		4
TOTAL		12
II. Recommended Lower Division Support Courses (See IV below)		
Chem 115AB—General Chemistry.....		10
Chem 232—Introductory Organic Chemistry		3
Phys 209AB—General Physics Laboratory		2
Phys 210AB—General Physics		6
TOTAL		21
III. Upper Division Biology Courses		
<i>Required:</i> One course each from Group A, B, C & D (see p. 124) ..		16–17
<i>Electives:</i> 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.....		11–12
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
.....for a total of	
Geol 303—Advanced Principles of Geology	4
Education Courses: Those courses required by the Ryan Act for Single Subject Credential	21–24
TOTAL	28–34

PRE-VETERINARIAN ADVISORY PLAN

Students completing the B.A. degree in Biology with the following courses will qualify to apply to veterinary school or to apply for employment in this field. Pre-veterinarian students are advised to register with the Health Professions Advisory Committee.

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants.....	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry	10
Chem 255—Quantitative Analytical Chemistry	4
Phys 209AB—General Physics Laboratory	2
Phys 210AB—General Physics	6
TOTAL	22
III. <i>Upper Division Biology Courses</i>	
Biol 360—Natural History of Vertebrates	4
Biol 320—General Genetics	4
Biol 324—Animal Physiology	4
Biol 340—General Bacteriology	5
Biol 370—Comparative Anatomy of Vertebrates	4
Biol 372—Vertebrate Embryology	4
Biol 481 & 482—Medical Microbiology I & II	10
TOTAL	35
IV. <i>Recommended Upper Division Support Courses</i>	
Chem 335AB—Organic Chemistry and	
Chem 336—Organic Chemistry Laboratory—	
TOTAL	10

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.

I. <i>Required Lower Division Biology Courses</i>	<i>Units</i>
Biol 116—Biology of Plants	4
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
TOTAL	12
II. <i>Recommended Lower Division Support Courses</i>	
Chem 115AB—General Chemistry	10
Phys 209AB—General Physics Laboratory	2
Phys 210AB—General Physics	6
TOTAL	18

III. *Upper Division Biology Courses*A. *Invertebrate Emphasis*

Biol 300—Ecology	
Biol 350—Natural History of Invertebrates	
Biol 355—Entomology	
.....for a total of	8-12
Biol 320—General Genetics	4
Biol 324—Animal Physiology	4
Biol 451—Functional Morphology of Marine Invertebrates I	4
Biol 302—Biological Techniques	
Biol 325—Cell Structure	
Biol 452—Functional Morphology of Marine Invertebrates II	
Biol 475—Animal Behavior	
.....for a total of	8-12

B. *Vertebrate Emphasis*

Biol 300—Ecology	
Biol 330—Plant Taxonomy	
Biol 360—Natural History of Vertebrates	
.....for a total of	8-12
Biol 320—General Genetics	4
Biol 324—Animal Physiology	4
Biol 370—Comparative Anatomy of Vertebrates	
Biol 372—Vertebrate Embryology	
.....for a total of	4-8
Biol 325—Cell Structure	
Biol 416—Biogeography	
Biol 460—Ichthyology	
Biol 462—Herpetology	
Biol 465—Ornithology	
Biol 468—Mammalogy	
Biol 475—Animal Behavior	
.....for a total of	8-28

IV. *Recommended Upper Division Support Courses*

Chem 335AB—Organic Chemistry and	
Chem 336—Organic Chemistry Laboratory	
.....for a total of	10

MINOR IN BIOLOGY

(A minimum of 20 units with a GPA of 2.0 or above.)

Biol 116—Biology of Plants	<i>Units</i>
Biol 117—Biology of Animals	4
Biol 215—Introduction to Molecular Biology	4
Upper Division to include one laboratory and one field oriented course.....	4
	8
	20

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 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**, which has two *Advisory Plans* requires completion of a comprehensive written examination regarding the basic concepts of biology. The *General Biology Advisory Plan* benefits those students whose goals are to gain more biological information and more experience in communicating biological concepts. The *Environmental Biology Advisory Plan* involves completion of Biology 596, a team project course, and other course work as outlined below. It is designed for students who wish to apply their knowledge to the solution of environmental problems. Our Graduate Coordinator will be glad to assist in the selection of the plan to meet your goals.

Admission Procedures

1. Apply for admission to the college at the Office of Admissions.
2. *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*—Applications from 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: *two* copies of transcripts of all college work showing a B.A. degree or equivalent in biological science and a G.P.A. of at least 2.5 for the last 60 units attempted; at least two letters of recommendation; letter from applicant stating long-range professional goals and immediate area of interest.

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.

APPLICATION DATES

Application for graduate study in the Department of Biology must be submitted to the Office of Admissions no later than May 1 for admission the following fall semester, and no later than November 1 for admission the following spring semester.

Classified Graduate Status

Classified Graduate students are those who have submitted scores for the verbal, quantitative and advanced biology sections of the GRE, selected a biology advisory committee, accepted a program contract, and have been approved by the department faculty for the Master 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

Advancement to classified status requires completion of all information required for conditionally classified status plus: report of the student's score on the general biology assessment examination administered by the Biology Department the second week of each semester; completion of form G-1 of the graduate school indicating acceptance of the student by a member of the Biology faculty who will chair his or her advisory committee (departmental approval of the candidate is required before the departmental graduate coordinator will sign); completion of a program contract (form G-2) indicating work to be completed and acceptance by two additional faculty members who will serve on the student's advisory committee.

The student should complete the following steps:

1. Take the assessment exam during the semester of admission to conditionally classified standing.
2. Confer with the Departmental Graduate Coordinator for referral to a possible major advisor and to obtain the required forms.
3. Obtain a commitment from a faculty member that he or she will serve as an advisor, after determining that interests are compatible and that facilities are available.
4. Have the advisor sign form G-1. If the Department approves the candidate, upon recommendation of the Departmental Graduate Committee, the Graduate Coordinator will sign this form and forward it to the Graduate Dean.
5. Candidates who have submitted their requests (form G-1) by November 15 during the fall semester or by March 1 during the spring semester will be notified of the Department's decision by December 15 and April 1, respectively.
6. Develop a program contract (form G-2) and have it signed by the advisor and two other faculty members who have agreed to serve on the advisory committee. This completes the procedures for becoming officially classified.
7. After notification of advancement to classified status, it is the CANDIDATE'S RESPONSIBILITY to file all additional required forms (see SSC mimeographed instructions "Steps Toward the Master's Degree").

REQUIREMENTS FOR THE COMPLETION OF THE M.A. (All options require 30 units with at least a 3.0 cumulative G.P.A. and a minimum of 18 units in Biology.)

A. Thesis Option

	<i>Units</i>	<i>Units</i>
1. Assessment Examination		
2. 500 level courses		15 minimum
a. Thesis	6 max.	
b. Special Studies.....	6 max.	
c. Non-Thesis Units.....	12 min.	
d. Seminar	1-4	
3. 400 level courses (or approved 300 level courses)		15 maximum
a. Practicum	2-4	
4. Language or substitute		
5. Oral or written examination		
6. Thesis approval		
7. Oral presentation of thesis		

B. Examination Option—General Biology Advisory Plan

	<i>Units</i>	<i>Units</i>
1. Assessment Examination		
2. 500 level courses		15 minimum
a. Special Studies.....	3-6	
b. Seminar	1-4	
3. 400 level courses (or approved 300 level courses)		15 maximum
4. Language or substitute		
5. Written objective examination in general biology		
6. Written essay examination		

C. Examination Option—Environmental Biology Advisory Plan

1. Assessment Examination
2. Completion of the following as part of the B.A. program is strongly advised.
 - a. A course in the human environment such as Ensp. 301 (Human Env.), Ensp. 311 (Soc. Env.), Anthro. 203 (Cultural), or 345 (Human Ecology), Geog 303 (Cultural).
 - b. A general ecology course such as Biol 300 (Ecology).

- c. A course in systematic biology such as Biol 330 (Plant Taxonomy), Biol 438 (Phycology), Biol 350 (Nat. Hist. of Invert.) or Biol 360 (Nat. Hist. of Vert.)
- d. A course in intermediate Chemistry such as Chem 335 (Organic).
- e. A course in the earth sciences such as Geol 102 (Intro), Ensp 331 (Phys. Env.), or Geog 302 (Physical).
- f. A computer science or statistics course such as Math 120 (Machine Programming) or Math 165 (Elem. Stat.).
- 3. 500 level courses 15 minimum
 - a. One 500 level Ecology course..... 4
 - b. Biol 596 8
 - c. Biol 500 1–4
- 4. 400 level courses (or approved 300-level courses) 15 maximum
 - a. Supporting physical science courses 6–12 units
- 5. Professional skills requirement (substitutes for language) an additional course such as statistics, computer science, air photo interpretation, or remote sensing.
- 6. Written essay examination.

BIOLOGY COURSES

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. CSUC Science and Mathematics Equivalency Test (SMET) General Biology Equivalency Test.

Three units of credit toward the General Education requirement in Biology will be awarded for passing of this exam. Passing score is determined by the State-wide Committee. Passing of the exam does not waive the laboratory requirement.

101. Explorations in Biology (3) (Fall and Spring) STAFF

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) STAFF

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) STAFF

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.

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

201L. The Human Species: Laboratory Component (1) (Fall and Spring) STAFF

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) STAFF

Lecture, 3 hours; or 2 hours of lecture and 3 hours of laboratory. Designed to acquaint the student with local plants, animals and aspects of their interrelationships and relationships with the environment. Specific aspects of the flora, fauna and locale to be observed will vary from semester to semester. This course may be offered with or without the laboratory at various times and fulfills the general education requirement accordingly.

220. Human Anatomy (4) (Fall and Spring) LOCKNER

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) CLOTHIER

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) CLOTHIER

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) STAFF

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) QUIBELL

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) STAFF

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) DEPARTMENT CHAIRMAN

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.

****116. Biology of Plants (4) (Fall and Spring) STAFF**

Lecture, 2 hours; laboratory, 6 hours.

An introduction to the plant kingdom with emphasis on various forms and groups. Meets college general education requirements.

Prerequisite: None.

****117. Biology of Animals (4) (Fall and Spring) STAFF**

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) BAKER, BENKO

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) NORTEN, SHERMAN

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) STAFF

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) STAFF

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) BAKER, EBERT

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) BAKER, EBERT

Laboratory, 3 hours.

Exercises are carried out which will guide the student in performing certain genetics experiments. These experiments are carried out through actual contact with various organisms such as *Drosophila*, *Hordeum*, *Neurospora*, *E. coli*, and Phage.

Prerequisites: Biology 320 or 322, or concurrent registration.

** This course may be taken to meet the college General Education requirement.

322. Human Genetics (4) (Spring) EBERT

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.

324. Animal Physiology (4) (Fall and Spring) HANES

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) EBERT, HERMANS

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) QUIBELL

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) KJELDEN

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) KJELDEN

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) KJELDEN

Lecture, 2 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) QUIBELL

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.

Prerequisites: Biology 116 and 215.

338. Phycology (4) (Alternate, Spring) KJELDEN

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) BENKO, BLITZ

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) BRUMBAUGH, HERMANS

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) Staff

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) HOPKIRK, ISAAC

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) HOPKIRK

Lecture, 2 hours; laboratory, 6 hours.

Morphogenesis and evolutionary development of vertebrate structure.

Prerequisites: Biology 117 and 215.

372. Vertebrate Embryology (4) (Spring) CLOTHIER

Lecture, 2 hours; laboratory, 6 hours.

Developmental morphology and physiology of the vertebrates.

Prerequisites: Biology 117 and 215.

380. Principles and Problems in Human Nutrition (4) (Fall or Spring) BENKO

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) STAFF

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) STAFF

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) POWELL

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) SHERMAN

Lecture, 2 hours; laboratory or field, 6 hours.

The developmental dynamics of plant communities (synecology) and the interrelations

150 / Biology

between individuals and their environment (autecology).

Prerequisite: Biology 300.

415. Evolution (3) (Fall or Spring) STAFF

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) ISAAC

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: Biol 116, Biol 117 and Biol 300 or equiv.

426. Cytogenetics (5) (Alternate, Spring) EBERT

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) POWELL

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) BRUMBAUGH

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) BRUMBAUGH, HERMANS

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.

460. Ichthyology (4) (Alternate years) HOPKIRK

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) HOPKIRK

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) STAFF

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) ISAAC

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) LOCKNER

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) BLITZ

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) LIU

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.

Prerequisite: Biology 340 or consent of the instructor.

482. Medical Microbiology II (5) (Spring) LIU

Lecture, 3 hours; laboratory, 6 hours.

Continuation of Medical Microbiology I. Pathogens studies: fungi mycoplasma, rickettsia, chlamydiae and viruses. While the two courses form a continuous sequence, either may be taken separately.

Prerequisite: Biology 340 or consent of the instructor. Biology 481 strongly recommended.

484. Hematology (4) (Fall) LIU

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 324 or equivalent.

490. History of Biology (2) STAFF

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) STAFF

Prerequisites: A major or minor in biology with upper division standing and consent of instructor and department chairman.

496. Senior Seminar in Biology (1) STAFF

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) STAFF

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) STAFF

Application of previously studied theory through supervised instructional work experience in biology. 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 COURSES

500. Graduate Seminar in Biology (1-2)

A master's degree candidate may take from one to four seminars including no more than one in each of the following subject areas of biology: Molecular, Cellular, Developmental, Genetic, Structural, Systematic, and Environmental Biology.

Prerequisites: Graduate standing or last semester senior with consent of instructor.

510. Selected Topics in Biology (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

511. Selected Topics in Physiology (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

512. Selected Topics in Systematics, Genetics and Evolution (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

513. Selected Topics in Ecology (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

514. Selected Topics in Morphology and Development (2-4)

Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate standing or last semester senior with consent of instructor.

525. Biological Electron Microscopy (4) (Spring) HERMANS

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.

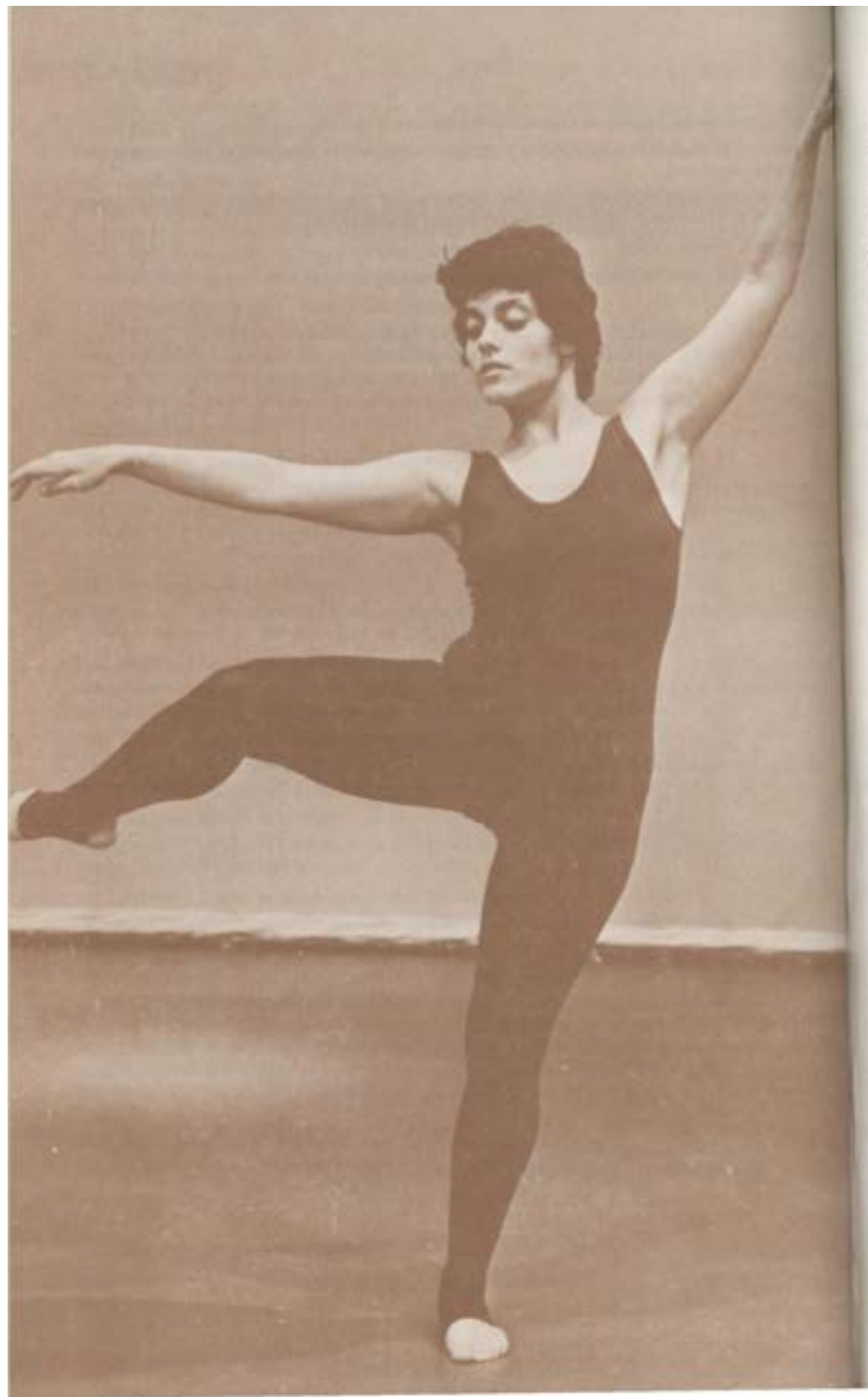
596. Coordinated Project in Environmental Biology. (4) (4)

A two-semester, interdisciplinary team project approach to the study of ecosystems and their management.

Prerequisites: Admission to Classified Standing for the Environmental Advisory Plan, non-thesis, Masters in Biology and permission of instructor.

599. M.A. Thesis (1-3)

Prerequisites: See Master's Degree requirements.

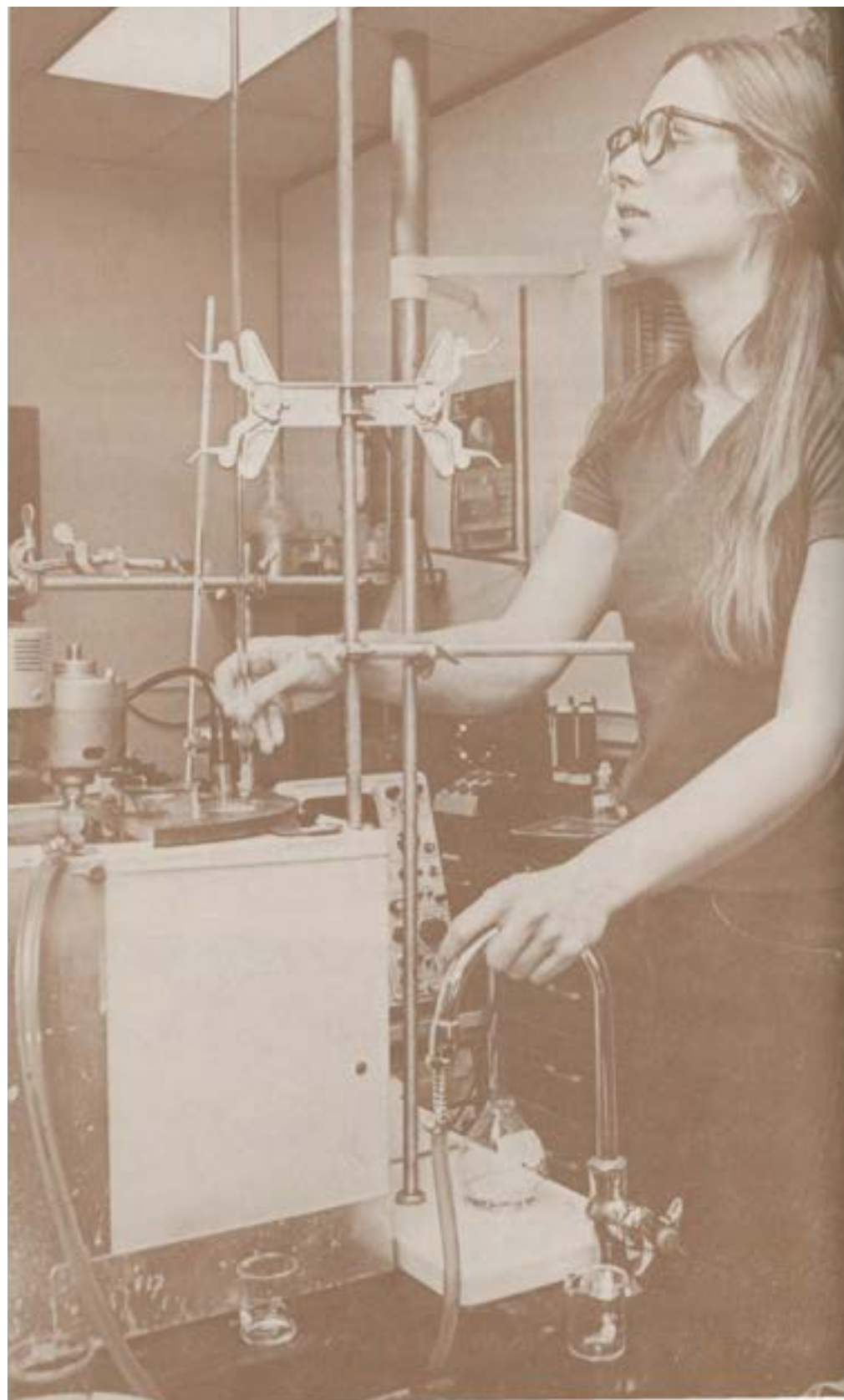


CENTER FOR PERFORMING ARTS

The Center for Performing Arts is a department within the Division of Humanities which coordinates the performance activities of music, dance and drama; sponsors guest artists and off-campus performances by performing arts groups; and maintains the performing arts box office and mailing list.

Performing ensembles, comprised of students and community members, include the Chamber Music Workshop, Chamber Orchestra, Wind Ensemble, Concert Jazz Ensemble, Jazz Workshop, African Music and Dance Ensemble, Opera Workshop, Theatre Ensemble, Dance Ensemble, Chorus and Madrigal Singers. In addition, a number of student-initiated senior projects in music, dance and drama are presented each semester, including noon concerts each Thursday.

The box office, located in the lobby of Ives Hall is open Monday through Friday from 10 a.m. to 4:30 p.m. Reservations are encouraged for all evening performances, (telephone 664-2353). Student rates, usually no more than \$1, are in effect for all performances.



CHEMISTRY

Department Chair: David L. Eck

Faculty: F. Leslie Brooks, Vincent Hoagland, Robert Holmes, Marvin Kientz, Donald Marshall, Douglas Rustad, Gene Schaumberg, Dale Trowbridge

The Chemistry curriculum is designed to familiarize students with the atomic and molecular world and how those concepts relate to our perception of the world around us. Variations in the curriculum provide students with suitable preparation for graduate study in chemistry, industrial positions, teaching credentials, or entry into professional programs such as medical and dental schools. Both B. A. and B. S. degree programs are offered, with an additional option of American Chemical Society accreditation of the B. . degree.

The curriculum emphasizes experimental laboratory work, with heavy exposure to sophisticated techniques that utilize instruments such as NMR, IR, UV, Atomic absorption, and computer analysis. Laboratory work stresses independent and individualized experimentation, with critical evaluation of data as the goal of most experiments. With small classes and no graduate program, extensive interaction is possible between students and faculty, almost all of whom are highly trained chemists.

All candidates for the B.S. or B.A. degrees in Chemistry will take the Undergraduate Program Examination in Chemistry during their final semester.

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 (34).

BACHELOR OF SCIENCE IN CHEMISTRY

The B.S. degree program is 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.

	<i>Units</i>
General Education	45
Major	40
Supporting Subjects	17–19
Electives or Minor	26–24
	128

COURSE REQUIREMENTS FOR THE B.S. DEGREE

<i>Chemistry Courses:</i>	<i>Units</i>
25AB *—General Chemistry (10 units—5 in Gen. Ed., 5 in Major)	5
335AB, 336—Organic Chemistry	10
375AB, 376AB—Physical Chemistry	10
381—Computer Programming	2
425—Advanced Inorganic Chemistry	3

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

158 / Chemistry

494—Undergraduate Research	1
497—Seminar	1
Upper Division Chemistry Electives †	8
	40

Supporting Courses for B.S. Degree

<i>Mathematics:</i>	<i>Units</i>
162, 212, 262, 312—Calculus with Applications I, II, III, IV (3 units in Gen. Ed., 9 units in major) (Recommended sequence)	9
OR	
110, 210, 310—Calculus I, II, III, (3 units in Gen. Ed., 11 units in major) (Optional sequence)	11
<i>Physics:</i>	
114, 116, 214, 216—Introduction to Physics and Laboratories	8
314, 316 STRONGLY recommended (4 units)	
	17–19

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.

† 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.

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

BACHELOR OF ARTS IN CHEMISTRY

Major

The B.A. degree introduces the necessary flexibility to allow broader emphasis and preparation for biochemists, for environmental scientists, and for those wishing to obtain technical work or work allied to chemistry such as: pre-professional, medicine, or dentistry, electronics, food processing, chemical sales, patent, safety, library, or supervisory work in the chemical industries. This degree would provide minimal preparation for graduate study should the degree holder consider continuing education toward an advanced degree in chemistry or in biochemistry.

	<i>Units</i>
General Education	45
Major.....	33-34
Supporting Subjects	11-15
Electives or Minor	30-37
	124

COURSE REQUIREMENTS FOR B.A. DEGREE

<i>Chemistry Courses:</i>	<i>Units</i>
115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major)	5
255—Quantitative Analytical Chemistry	4
310AB—Fundamentals of Physical Chemistry	4
335AB—Organic Chemistry	8
376A—Physical Chemistry Laboratory	2
Upper Division Chemistry Electives	10
	33

Supporting Courses for B.A. Degree

<i>Mathematics:</i>	<i>Units</i>
162, 212—Calculus with Applications I and II (3 units in Gen. Ed., 3 units in major) (Recommended sequence)	3
OR	
110, 210—Calculus I and II (3 units in Gen. Ed., 7 units in major) (Optional sequence)	7
<i>Physics:</i>	
209AB and 210AB—General Physics and Laboratories	8
OR	
114, 116, 214, 216—Introduction to Physics and Laboratories	8
	11-15

** May be taken in the second year.

*** These courses may be taken in the spring of the third year concurrently with Chemistry 375B.

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.

BIOCHEMISTRY ADVISORY PLAN

<i>Chemistry Courses:</i>	<i>Units</i>
115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major)	5
255—Quantitative Analytical Chemistry	4
310AB—Fundamentals of Physical Chemistry	4
335AB, 336—Organic Chemistry	10
376A—Physical Chemistry Laboratory	2
441—Biochemical Methods	3
445, 446—Biochemistry	6
	34

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)

PRE-PROFESSIONAL PREPARATION ADVISORY PLAN

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.

<i>Chemistry Courses:</i>	<i>Units</i>
115AB—General Chemistry (10 units—5 in Gen. Ed., 5 in major)	5
255—Quantitative Analytical Chemistry	4
310AB—Fundamentals of Physical Chemistry	4
335AB, 336—Organic Chemistry	10
376A—Physical Chemistry Laboratory	2
Upper Division Chemistry Electives	9
	34

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)

TEACHING CREDENTIAL ADVISORY PLAN (RYAN ACT)

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.

<i>Basic Core</i>	<i>Units</i>
Chemistry 115AB (or 125AB).....	10 (5 in major)
Geology 303, 304	5
Physics 114, 116, 214, 216 (or 209AB, 210AB)	8
Astronomy 200	3
Mathematics 162, 212 or 110, 210	6
Biology 215	4
	36 (12 in GE)
<i>General Education</i>	28
<i>Major</i> (B.A. degree)	28
<i>Electives</i> *	8
<i>Education</i>	24
	124

ACADEMIC MINOR IN CHEMISTRY

Completion of a minimum of 20 units in Chemistry courses. The 20 units must include a minimum of 6 upper division course units with courses in general chemistry, quantitative analysis and organic chemistry. (Chemistry 125AB fulfills both general and quantitative analytical chemistry).

CHEMISTRY COURSES

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.

- * It is strongly recommended that the elective courses (or courses taken in the fifth year) include as many as possible of the following: Chemistry 311, Chemistry 400, Geography 310, Geology 326, Biology 116, Biology 117. [Chemistry 311 and 400 can count as upper division Chemistry electives for the major.]

103. Chemistry and Society Laboratory (1)

Laboratory, 3 hours.

A laboratory-demonstration course designed to acquaint the student with chemical principals and phenomena directly affecting individuals in modern society. Experiments in areas such as chemical pollutants, chemical additives, biochemical processes and chemical reactions will be emphasized. Acceptable as General Education laboratory credit. Prerequisite: Chemistry 102 or concurrent enrollment.

110. Preparation for General Chemistry (2) (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 calculators, 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 (6-6) (Fall-Spring)

Lecture, 4 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) (Fall)

Lecture, 3 hours.

Survey and analysis of how chemicals and chemical processes affect the environment. Emphasis will be on the use of energy and fuels, the effects of chemical processes on air

and water quality and may include other timely environmental considerations related to chemistry and chemicals. Satisfies 3 units of the physical science general education requirement.

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 (3)

Lecture, 3 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, analysis, 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, carbohydrates, lipids, 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 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. Environmental Chemistry (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.

Prerequisites: Chemistry 335B; 310B or 375B or concurrent enrollment; and consent of instructor.

495. Special Studies (1-3)

Investigation of existing information on a specific or general topic of interest to the student.

Prerequisite: Consent of instructor.

496. Selected Topics in Chemistry (1-3)

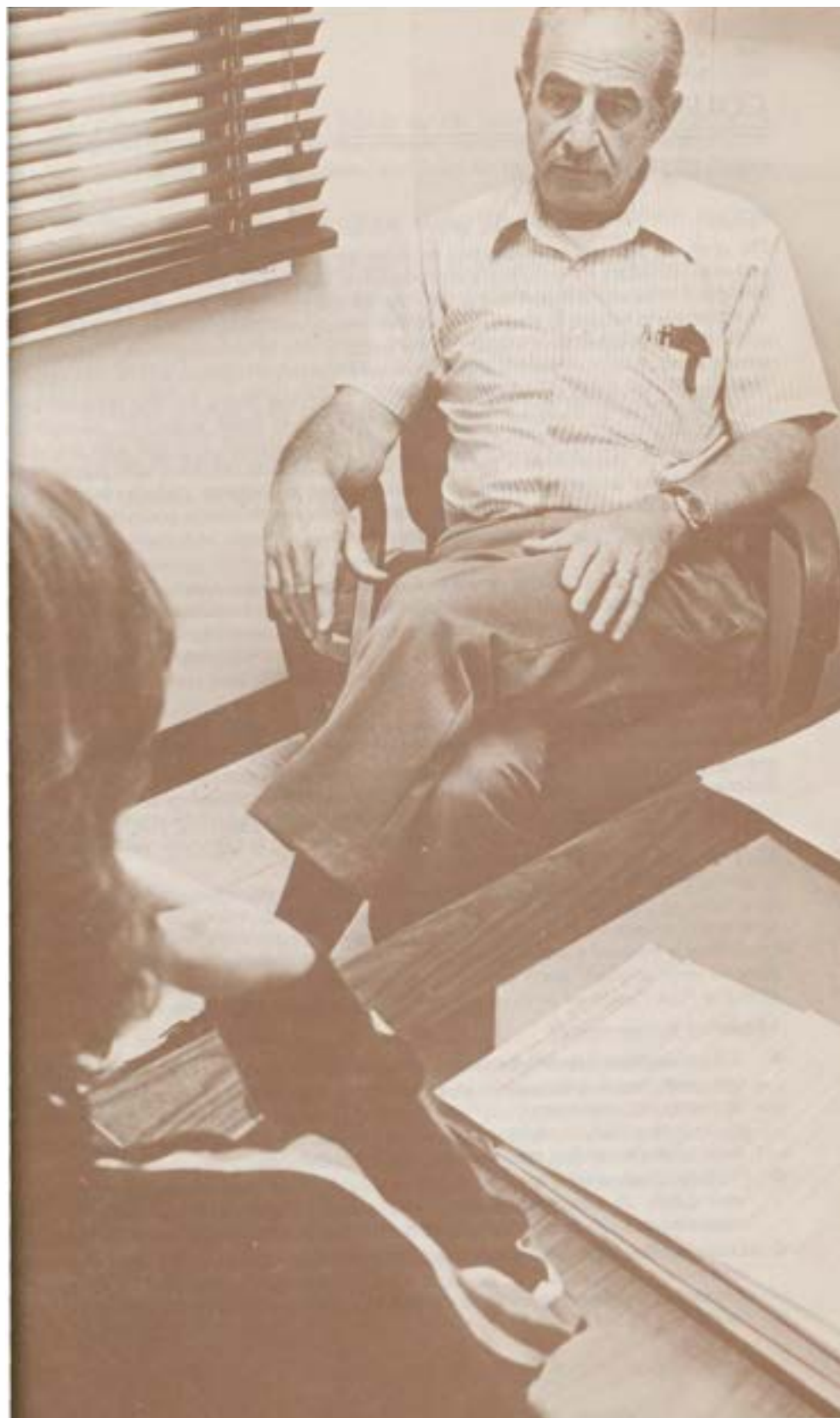
A study of an advanced topic in chemistry. May be repeated for additional credit with new subject matter. Topics such as: solid state; proteins; enzymes; chemical evolution; inorganic and organic syntheses; heterocyclic organic compounds; structure and drug action; thermodynamics, kinetics, quantum chemistry, bonding theories, molecular spectra; social responsibility of the scientist.

497. Seminar (1) (Spring)

Presentation and discussions of current topics in chemistry based upon a paper or papers selected from the recent chemical literature. Introduction to pedagogical techniques used in presentation of the subject matter.

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

Department Chair: Ben Karr

Faculty: Fred Moore, John T. Palmer, Sara Sharratt

The graduate program in Counseling provides an opportunity for students to learn the essentials necessary for entry into the profession of Counseling and/or Student Personnel Services. The faculty is committed to the concept and training of counselors who will take an active role in helping to shape the social/environmental milieu in which they will work and live—not as submissive keepers of the status quo or as unseeing iconoclasts, but as sensitive and perceptive participants representing individual freedom and human values.

The program relies heavily on field experience, beginning during the first semester and culminating with an intensive supervised internship in some aspect of counseling, permitting the 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 the theory and practice of both individual and group counseling; (3) encouragement in the maintenance and development of individual counseling styles; and (4) self-exploration and personal growth through participation in peer counseling, individual counseling, and group experience.

In sum, there is emphasis in the program on the three “basic pillars” (hopefully in creative interrelation) of theory, practical experience and personal exploration rather than on just one facet of professional preparation. The effort is to establish a sound foundation for a lifetime of continued professional growth for the student—a foundation which permits confident movement into an entry-level counseling position, but which does not pretend more. Within the compass of a thirty-unit program, the faculty sees such a goal as attainable and eminently worthwhile.

While the thirty-unit program can be completed within one academic year, some students may wish to move more slowly. Resources permitting, efforts will be made to accommodate individual patterns. For most students, eight units per semester will be considered a minimal number. *It should be stressed that individual patterns should be planned very carefully, since most courses are not offered every semester and some, including Pupil Personnel Services courses, are offered only once in any two-year period.*

Admission Requirements

- A. A baccalaureate degree—preferably one in the behavioral sciences, and optimally, one 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 good 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 for waiver of this requirement. It should be emphasized that such waiver is not automatically granted.
- C. Graduate Record Examination scores. While these scores will be used only for informational purposes (i.e., no basic cutoff minima will be required,) their timely submission is a firm requirement for candidacy for admission—and *no file will be*

read if the G.R.E. scores are not part of the file. Since you should allow at least 6 weeks for the scores to reach the Department, the test should be taken in good time. (For information on locations, dates, and times for the G.R.E., contact the Testing Office.)

- D. Completion of Counseling Department application forms, in addition to those required by the College.
- E. A personal interview may be a required part of the admission procedure.
- F. Departmental admissions committees (which include students) have found the following criteria meaningful for applicants:
 1. The ability to handle academic work of graduate-level rigor; generally, as evidenced by previous academic performance.
 2. Some (preferably paid) *relevant* work experience and/or life experience. In an intensive program such as ours, such experience may be indispensable.
 3. Thorough grounding in the behavioral sciences (on a baccalaureate level.)
 4. Global personal assessment—suitability for a career in a helping profession.

MASTER'S DEGREE REQUIREMENTS

	<i>Units</i>
Couns 501 Seminar: Counseling Theory and Practice	4
Couns 503 Seminar in Dynamics of Individual Behavior	4
Couns 510 Seminar: Supervised Field Experience	4
Couns 512 Seminar in Group Process	4
Couns 513 Research Methods and Literature	4
Couns 514AB Supervised Internship	8
Electives	2
Total Required Units	30

PUPIL PERSONNEL SERVICES CREDENTIAL

With the establishment of the Master's Degree Program in Counseling in September 1972, the College was approved to offer the Pupil Personnel Services Credential.

Requirements for the Credential include a Master of Arts Degree in Counseling as well as 23 additional graduate units:

	<i>Units</i>
Couns 511 Career Development and Planning	4
Couns 521 Seminar in Pupil Personnel Services Concepts and Organization	4
Couns 525 Seminar in Tests and Measurements	4
Educ 430 Seminar in Remedial and Special Education.....	3
Couns 530 Advanced Supervised Internship	4
Couns 570 Cross-Cultural Awareness in Counseling.....	4
Total Required Units	23

Candidates for the P.P.S. Credential are urged to be mindful of the following:

- A. While it is possible to complete all the courses required for the Credential in a two-year period, such a program requires *extremely careful planning*. The Department will offer each of the required courses at least once in the regular program during the two years, but some courses will 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:
 1. At least 240 clock hours of supervised field experience must be logged in one or more "K-through-12" settings.
 2. 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 examination for the above license become clear (through legislative and licensing authority actions,) the Department will make every effort to assist students in meeting these requirements.

APPLICATION PROCEDURES

Interested persons can obtain the standard state-wide application form from the Admissions Office of the state universities or colleges, or community colleges. Since students are accepted into the Counseling Program only once a year, applications are accepted during the month of November for admission the *following* Fall Semester.

COUNSELING COURSES

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. Seminar in Group Process (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. Cross-Cultural Awareness in 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

Coordinator: James P. Driscoll

The Criminal Justice Administration Program draws upon the College's Liberal Arts curriculum for those core courses which are necessary for an understanding and an appreciation of the formation of legal institutions, the rationale of criminal justice agencies, and their proper scope of operations as defined by the Constitution and the demands of citizens.

The changing nature and content of law, the shifting public expectations of criminal justice agencies, and the reactions of those agencies to social perceptions and political pressures can best be understood through a cross-disciplinary program of this kind, which emphasizes an eclectic liberal arts orientation and avoids the restrictive and narrow scope of a single academic viewpoint.

BACHELOR OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION

Major

	<i>Units</i>
General Education	45
Major Requirements	44
Supporting Subjects	20
Electives	15
TOTAL	124

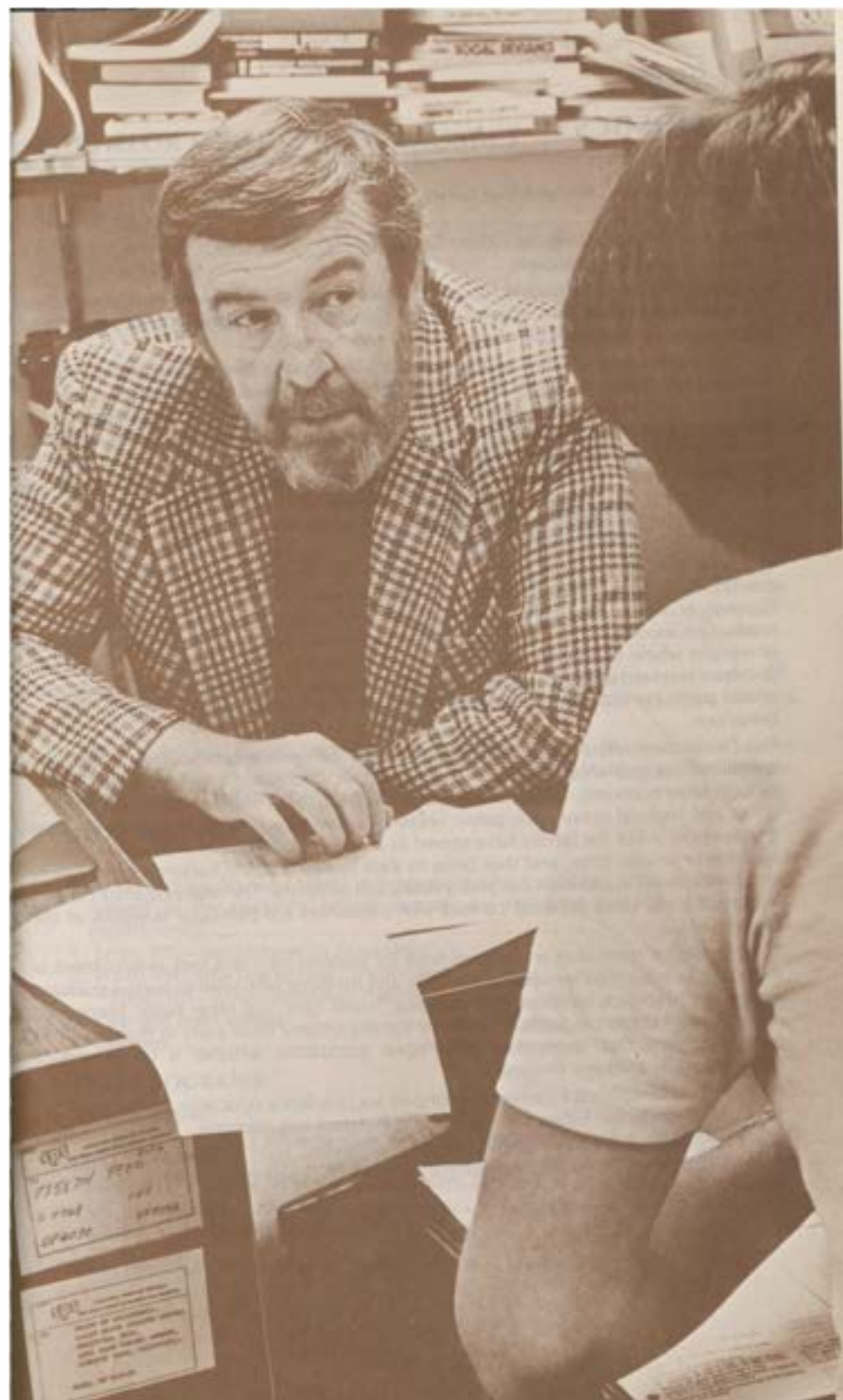
Please note that transferrable units from colleges and junior colleges may be applied to Elective and Supporting requirements.

COURSE REQUIREMENTS

	<i>Units</i>
Anthropology 352—Culture Change	4
Economics 341—Working in America	4
Field Research taken in a participating academic department	4
History 310—Law and Society in the Western World	4
Management 342—Human Relations in Management	4
Philosophy 334—Philosophy of Law	4
Political Science 423—Constitutional Law and the Judicial System	4
Special Study (495) taken in a participating academic department.....	4
Sociology 413—Criminal Justice and the Community	4
Sociology 418—Social Foundations of Delinquency and Crime	4
Sociology 490—Senior Seminar in Criminal Justice Administration	4
	44
Supporting Subjects	20
TOTAL	64

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

Department Chair: Richard Van Gieson

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

As a social science, Economics focuses on people and studies the ways in which they are organized in economic systems for the production and distribution of wealth and income, and for the exercise of opportunity and freedom.

The Economics program has two basic objectives. One is to provide students with a liberal arts education that includes a well-defined philosophical grasp of major economic and social institutions, ideas and problems. This is accomplished through exposure to dialogue concerning desirable policies and institutional arrangements in both the American and international economy. The second goal is to meet the expectations of graduate schools and employers that students of Economics will possess the technical skills necessary to research and analyze problems and issues. Thus, majors receive training in research methods and materials, applied statistics, analytical methodologies, and models.

The basic tools of economic theory are contained in micro and macroeconomic theory courses. Macroeconomics is concerned with structural and behavioral aspects of the national economy, including policy issues and problems regarding employment, production, income, money, and prices. Microeconomic theory concerns the functioning of markets where consumers and business firms deal with each other. Policy issues and problems involved in microeconomics include consumerism, efficiency and competition within particular industries, and government policies that attempt to regulate market behaviour.

The Department offers majors a number of fields within economics which are faculty specializations, and which normally consist of a basic course and a senior seminar. These include: labor economics, international trade, the developing nations, radical economics, urban and regional economics, public sector economics and finance, and health care management. All of the faculty have served as practicing economists with various public agencies or private firms, and thus bring to their teaching a rich background of theory along with practical experience in policy issues and problems. The relatively small classes, informality, and close personal contact with instructors are particular strengths of the Department.

The Economics curriculum is designed both for students who will seek employment in the public or private sector upon graduation, and for those who wish to pursue graduate studies in Economics, business, law, planning, health care, and other fields. Economics majors should consult individual faculty or the department chair early in their major to plan a program that meets their goals upon graduation, whether it be immediate employment or graduate training.

All majors contemplating a career in secondary social science education should see Page (423) for Ryan Single Subject Social Science Program requirements.

The Economics Department participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Economics, please refer to Page 33.

BACHELOR OF ARTS IN ECONOMICS

Major

	<i>Units</i>
General Education	45
Economics Courses	48
Electives	31
TOTAL	124

COURSE REQUIREMENTS

	<i>Units</i>
1. All majors are required to take the following courses *	32
Econ. 201—Introduction to Economics	4
Econ. 304—Macroeconomic Theory.....	4
Econ. 305—Microeconomic Theory	4
Econ. 317—Applied Statistics in Economics (or Mgt. 315)	4
Econ. 390—Research Methods and Materials in Economics.....	4
Econ. 484—Seminar in Macroeconomic Policy	4
Econ. 485—Seminar in Microeconomic Policy	4
Pols. 363—Computer Applications in Public Administration and Social Science	4
2. In addition, all majors will take the following elective courses	16
Two 300 courses in economics	8
Two 400 level seminars in economics	8
Total Units in Major	48

The Department offers majors a number of interesting 300 level elective courses, requiring only a background in principles of economics.

In addition, the majors can take 400 level seminars in such fields as: International Economics, American Economic History, Labor Economics, Economic Development, Urban Economics, Public Finance, and Radical Economics.

MINOR IN ECONOMICS

	<i>Units</i>
Students may qualify for a Minor in Economics, which shall be recorded on request in the student's official records, by satisfying the following requirements.....	20
1. Econ. 201—Introduction to Economics	4
2. Econ. 304—Macroeconomic Theory and Econ. 305—Microeconomic Theory	8
3. One 400 level seminar	4
4. Electives	4

OTHER PROGRAMS

1. Double Majors

Management or Politics 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.

* Majors should take Econ. 317 and Econ. 390 as soon as possible.

2. Graduate Work in Economics

Students planning graduate work should consult as soon as possible with the department chair to plan an appropriate undergraduate curriculum.

3. Evening Program in Economics

The Department has an evening degree program to accommodate those majors who can attend college only during the evening. An evening student can finish the major in three years by taking two courses a semester.

ECONOMICS COURSES

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 requirements.

210. Capitalism and Socialism (4)

A study of the economic organization and ideology of the United States and countries such as the 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.

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.

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. This course is a complement to Econ. 414. Prerequisites: Either Econ. 304 or 305 (or concurrently).

303. Development in the Third World (4)

This lecture discussion course is designed to examine the prospects of third world countries that currently face population pressures, famines, the energy crisis, diminishing aid from the West, and growing domestic and international conflicts.

304. Macroeconomic Theory (4)

A study of theories that attempt to explain the causes of fluctuations in production, employment, income, money and prices in the economy. Topics covered are: national income accounting, models of short run equilibrium and long run growth, and the macro-institutional framework of the U.S. economy. 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 the economy. Deals with theories of demand, pricing, production, cost analysis, and competition. Prerequisites: Econ. 201 or its equivalent.

309. Current Economic Problems (4)

The current economic problems and issues emphasized will vary with the instructor.

311. The Public Economy (4)

A basic introduction to the economics of the public sector designed to give the student a broad overview and the microeconomic tools of analysis by which government programs, policies, and enterprises can be evaluated. Emphasis is on the contribution that

Economics can make to the decision-making process in local, state, and federal government.

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.

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.

317. Applied Statistics in Economics (4)

Unlike courses which emphasize probability analysis, this course is devoted to techniques that are more frequently used by economists to analyze problems in industry and government, such as compound growth rates, future and present values, index numbers, seasonal adjustments, central tendency and dispersion, correlation and regressions.

320. Urban Economics (4)

The course deals with the pressing urban problems confronting this country today and alternative proposals to deal with problems of poverty and unemployment, housing, transportation, crime, public services, and the future of our cities.

Prerequisites: Econ. 201 or its equivalent.

322. Urban Economic Planning (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.

325. Radical Economic Analysis (4)

This course develops the analytical categories of radical economics and applies them to the contemporary American economy. Problem areas studied include: waste and irrationality in production and consumption, concentration of economic power, the internationalization of capital, the economic role of government, alienation and the labor process, and radical critiques of neo-classical and neo-Keynesian economic analysis.

Prerequisites: Econ. 201 or equivalent, or consent of 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.

342. Economic Growth and the Environment (4)

An examination of current proposals for controlling and managing economic growth—from higher prices and/or taxes on gasoline to nationalization of industry. An introduction to the effect of growth in income, output, and employment on the environment and the study of possible alternative forms of ecologically sound economic organization.

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.

349. Technology and The Future of Society (4)

A review of futurist writings on directions of technology and their impact on the economic

and social framework of our society. Limits to growth, and mechanisms which create, foster or impede change will be examined.

357. Economic Society in Films and Literature (4)

A review of selected films in economics and a comparison of the view of economic society they present with selected literature.

390. Research Methods and Materials in Economics (4)

A course designed to acquaint students, early in their major, with appropriate research methodologies and the important sources of information (statistical and other) for term papers and research projects in economics and related social sciences.

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.

403. Seminar in Economic Development (4)

Examination of the economic theories of development that are applied to analyze and solve the problems of increasing the standard of living in less developed countries.

Prerequisites: Econ. 303 or 305, or consent of instructor.

408. Mathematical Economics (4)

An introduction to the application of mathematical techniques to micro- and macroeconomic analysis. Students from the natural sciences are encouraged to enroll in this course. Prerequisites: Either Econ. 304 or 305 (which can be taken concurrently with this course) and Math. 117 or its equivalent.

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.

Prerequisite: Econ. 305 or 311.

414. Seminar in Balance-of-Payments Theory and International Monetary Policy (4)

Measuring the balance-of-payments: the life and death of the gold and gold-exchange standard: the theoretical conditions necessary for achieving internal and external equilibrium simultaneously: the policies available to the U.S. government in practice. This course is a complement to Econ. 302.

Prerequisite: Econ. 302.

420. Seminar in Urban and Regional Economics (4)

A seminar devoted to explorations of the nature and scope of the growth problems confronting the urban areas. Emphasis will be given to government planning efforts to deal with pressing urban problems in areas such as land use, transportation, housing, and unemployment.

Prerequisite: Econ. 320, or 311, or 305, or consent of 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.

Prerequisites: Econ. 304, or 305, or 341, or consent of instructor.

425. Seminar in Radical Economics (4)

The dynamics of the capitalist economy as viewed from Marxian and neo-Marxian perspectives. Topics include: methodology, price and value theory, class structure and the income distribution, exploitation and the labor process, capitalist development and

the theory of the state, and the evolution of capitalist ideology.

Prerequisites: Econ. 325, or consent of instructor.

432. Seminar in U.S. Economic History (4)

Economic development of the U.S. since the Revolution. Topics to be covered include: capital formation and the growth of business concentration; the distribution of national income; problems of agriculture; growth of the labor movement; patterns of inflation and depression; impact of international relationships on U.S. economic development. Some emphasis will be given to the study of social conflict generated by economic conditions at each stage of U.S. growth.

Prerequisites: Econ. 304 or 305, or consent of instructor.

483. Seminar in Health Systems Economics (4)

Advanced study of topics in the organization and financing of health-care delivery systems.

Prerequisite: Econ. 393, or consent of instructor.

484. Seminar in Macroeconomic Policy (4)

Seminar devoted to explorations of *economic policy issues* that require macroeconomic theory for their analysis. Topics may include income and growth policies in the United States and other countries, and the application of formal macroeconomic models to develop policy alternatives.

Prerequisites: Econ. 304 or its equivalent. Non-majors who have not taken Econ. 304 or its equivalent may enroll with the consent of the instructor.

485. Seminar in Microeconomic Policy (4)

Seminar devoted to exploration of *economic policy issues* that require microeconomic theory for their analysis. Topics may include studies of industrial structure and performance, antitrust policy, and government regulation of markets.

Prerequisites: Econ. 305 or its equivalent. Non-majors who have not taken Econ. 305 or its equivalent may enroll with the consent of the instructor.

495. Special Studies (1–4)

499. Internship (4)

EDUCATION

Department Chair: Thalia Silverman

Faculty: Tony Apolloni, Libby Byers, Thomas Cooke, Jayne DeLawter, George Elliott, Robert Fletcher, Herbert Fougner, Robert Fuchigami, Evangeline Geiger, Bernice Goldmark, Jose Gutierrez, Betty Halpern, Sally Hurtado, Bjorn Karlsen, John Lawrence, Duncan MacInnes, Carroll Mjelde, Deborah Priddy, Charles Rhinehart, Brian Shears, Thalia Silverman, Harold Skinner, David Thatcher, Eva Washington, Jean Young

The Department of Education is committed to excellence in the professional preparation of teachers and educational specialists. The many programs and faculty within the department reflect a pluralistic approach, ranging from behaviorist to humanist. Programs are competency based, with a strong emphasis on direct experience in several educational settings.

At the undergraduate level, teacher preparation programs within the department relate directly to the programs of liberal arts and sciences within the College; graduate programs reflect the varying needs of the professional community served by the College.

The main Education Department office and Program Coordinators are located in Stevenson 3096 (664-2131).

CREDENTIALS FOR PUBLIC SCHOOL SERVICE

Sonoma State College offers courses leading to the Multiple Subject Credential with emphases in Elementary, Early Childhood and Bilingual Education and courses leading to the Single Subject Credential. In addition to the two basic credentials, the College offers courses leading to the following Specialist Credentials: Early Childhood, Reading, Special Education (Learning Handicapped and Severely Handicapped) and Bilingual/Cross Cultural Education and to the following Services Credentials: Administration and Pupil Personnel Services. A program leading to a Children's Center Permit is also available. For detailed information regarding these credential programs see page 81.

Because of frequent changes in legal requirements, credential candidates should consult the Office of Credential Advising and Admissions, Department of Education, located in Stevenson 3079 (707) 664-2581. For information regarding the Bilingual/Cross Cultural Specialist Credential, consult the Department of Mexican American Studies (707) 664-2369; and for information regarding the Pupil Personnel Services Credential consult the Department of Counseling (707) 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 for 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. Information on current details of M.A. programs and requirements is available in Stevenson 3079 (664-2121).

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 graduate 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.
- E. Complete Aptitude portion of the Graduate Record Examination for advising purposes.
- F. Transcripts on file in Education Department.

COURSE REQUIREMENTS

A. CORE COURSES FOR M.A. IN EDUCATION Units

The following courses are required for *all options* in Education.

Educ. 574—Information Systems and Research Methods	(2–3)
Educ. 575A—Master of Arts Thesis or Project	2
Ed. 575B—Master of Arts Thesis or Projects	2
or (instead of 575A/B)	
Educ. 576A—Current Issues and Trends in Education	2
Ed. 576B—Current Issues and Trends in Education	2
(Students who complete Educ. 576A/B must also complete a written comprehensive examination)	

B. AREA OF CONCENTRATION

I. Reading Option

Required Area Courses of Education

(Educ. 516—Advanced Psychology of Education	3
or Educ. 517—The Psychology of the Reading Process)	3
Educ. 507—Advanced Seminar: Curriculum and Research in Reading	3
Educ. 560A—Diagnosis and Remediation	3
Educ. 560B—Diagnosis and Remediation (Practicum)	3
(or Educ. 561—Supervised Field Experience for Reading Specialists)	3

In addition, each student must complete twelve units of supporting coursework chosen with the advisor's approval from 400–500 level courses having an appropriate bearing on the student's objectives. Those students working toward the Reading Specialist Credential and M.A. degree simultaneously must take 33 prescribed units, not to include 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 81, 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).

<i>Required Area Courses</i>		<i>Units</i>
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.
2. 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.

<i>Required Area Courses</i>		<i>Units</i>
Education 550—Issues in Human and Cultural Diversity		3

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

<i>Block A</i>		<i>Units</i>
Education 502—Advanced Seminar: Curriculum in Mathematics		3
Education 507—Advanced Seminar: Curriculum and Research in Reading		3
Education 508—Advanced Seminar: Curriculum and Research in Language Arts		3
Education 503—Advanced Seminar: Curriculum and Research in Science.....		3
Education 504—Advanced Seminar: Curriculum and Research in Social Science.....		3
Education 506—General Curriculum		3
<i>Block B</i>		
Education 437—Integrated Curriculum in Early Childhood Education		3
Education 535—Curriculum Development in Secondary School.....		3
Education 536—Curriculum Development in the Elementary School..		3
Education 551—Curriculum in the Contemporary School		3
Education 558—Advanced Seminar in Curriculum Development		3

Block C

Education 510—Seminar: Educational Sociology	3
Education 511—Seminar: Comparative Education	3
Education 512—Seminar: History of Education	3
Education 513—Seminar: Philosophy of Education	3

Block D

Education 516—Seminar in Advanced Psychology of Education	3
Education 568—Evaluation in Education	3

SUPPORTING COURSES:*Units*

- Nine units selected with advisor's approval from 400 or 500 level courses having an appropriate bearing on the student's objectives. 9
- Questions regarding admission, course requirements, and further program details should be directed to the Department of Education at (707) 664-2121.

EDUCATION COURSES**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)

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. 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.

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 approval of Education Department.

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: Approval of Education Department.

401. Curriculum of the Elementary School (Environmental Education) (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. Prerequisite: Math. 300 and approval of Education Department.

403. Curriculum of the Elementary School (Science) (2)

Principles, methods and materials of instruction in science in the elementary school, including: (a) conservation of natural resources, (b) preservation of the environment, (c) current programs in science education. Includes audio visual. Prerequisite: Approval of Education Department.

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: 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 Subject Credential Program.

406A. Secondary Reading Field Experience (1)

An observation/participation field experience designed to provide the teacher candidate with preliminary 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 Subject 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: Approval of Education Department.

407B. Elementary Reading Field Experience (1)

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

Prerequisite: Approval of Education Department.

408. Curriculum of the Elementary School (Language Arts) (2)

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

Prerequisite: Approval of Education Department.

410. Social Foundations (3)

Brief survey of history and philosophy of education as background for contemporary educational problems. Influence of social structure on schools, school systems; American cultural values and their influence on education.

415A. Social and Psychological Foundations for Diversity in Education (2–3)

Devise classroom techniques and materials that provide for diversity in pupil abilities and that also provide for ethnic and socio-economic factors. 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. May be applied toward Children's Center Permit.

Prerequisite: Consent of instructor.

421. An Historical Look at Changing Definitions of Childhood (3)

Current practices in education and child rearing in societal and historical perspective. The class will examine paintings, photographs, diaries, autobiographies, legends, folk and fairy tales, and empirical data such as changes in survival rates of infants and possible effects upon adult attitudes.

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 Sciences

422I. Social Sciences

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's presence in the school for a prescribed time each regular day.

- 425A. Art
- 425B. English
- 425C. Foreign Language
- 425D. Life Sciences
- 425E. Mathematics
- 425F. Music
- 425G. Physical Education
- 425H. Physical Sciences
- 425I. Social Sciences
- 425J. 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.

426. 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.

429. 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.

430. Exceptional Children (3)

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

431A. Practicum in Child Study (3)

An intensive study of the growth and learning of children through observation and participation in selected situations. May be taken twice for credit. May be applied toward Children's 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 Emphasis credential program.

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 Children's Center Permit.

433 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 Children's 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 Children's 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 Emphasis, Early Childhood Specialist Credential, M.A. Programs.

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 Children (4–7)

Student teaching with at least two groups of exceptional children.

Prerequisite: Consent of Special Education Coordinator.

453. Seminar in Student Teaching (1–1)

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. Field Experiences with Young Children (3–6)

Field 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.

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

509. Organization, Administration and Supervision of Reading Instruction (3)

Principles and procedures in administration and supervision of instruction in reading, including surveys of current practices.

Prerequisite: Approval of Education Department.

510. Seminar: Educational Sociology (3)

An inquiry into alternative concepts in Sociology, their relation to education, and their consequences for teaching; the role of the school as an institution in a society of changing values; the social structure of the schools.

Prerequisite: Approval of Education Department.

511. Seminar: Comparative Education (3)

A study of school systems of other countries, including consideration of educational objectives, organization, administration and curriculum.

Prerequisite: Approval of Education Department.

512. Seminar: History of Education (3)

A study of major developments in the history of education in Europe and America.

Prerequisite: Approval of Education Department.

513. Seminar: Philosophy of Education (3)

An inquiry into alternative philosophies of education; their philosophic assumptions, values, ends, methods, problems, and consequences for classroom teaching; how should a philosophy of education be built?

Prerequisite: Approval of Education Department.

514. Selection and Evaluation of Reading Materials (3)

Evaluation of commercially published and teacher prepared instructional materials and devices for use in reading instruction.

Prerequisite: Approval of Education Department.

515. Seminar: Children's Literature (3)

A study of recent materials in children's literature, authors of children's books and ways of using children's literature in the classroom.

Prerequisite: Approval of Education Department.

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.

Prerequisite: Approval of Education Department.

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 Development in Secondary Schools (3)

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

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.

Prerequisite: Approval of Education Department.

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 Childhood 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 (2-3)

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. 542 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.

Prerequisite: 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 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.

Prerequisite: Approval of Education Department.

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.

Prerequisite: Approval of Education Department.

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.

Prerequisite: Approval of Education Department.

574. Information Systems and Research Methods (2-3)

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 (2)

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.

576A. Current Trends and Issues in Education (2)

This course offers an opportunity for students to look at some of the broad problems and issues facing education today as they relate to the various areas of education. Topics discussed will be those identified as (1) currently in a state of change, (2) controversial, and (3) interdisciplinary within the broad scope of education.

576B. Current Trends and Issues in Education (2)

This course is designed to be a follow up of 576A during which time the student will develop an in-depth study of a selected trend or issue in Education.

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

Department Chair: James Kormier

Faculty: 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

English, with its various areas of study, is one of the most comprehensive and “liberalizing” of the liberal arts. It provides a familiarity with the written documents that define our past and gives meaning and purpose to our present; it gives knowledge about the sources and structure of language; it improves our ability to use language in written and oral forms for effective communication; it stirs the creative impulses in all of us; it provides, through the study of fiction, poetry, drama, and the essay, knowledge about human relations, about the multiple ways in which we envision our world, about ourselves.

To achieve these ends, the department requires students to take courses which develop their skills in written expression, research, and the critical reading of literary texts. Students are also required to gain a broad knowledge of literary history, major writers, and the fundamentals of linguistics, and are encouraged to assemble elective courses in specific subject areas which meet their educational and career objectives. Ultimately, the aim of this major is to provide students with the traditional literature of the discipline as well as to allow the individualizing of each student’s program.

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).

BACHELOR OF ARTS IN ENGLISH

Major

	<i>Units</i>
Survey Courses.....	6
To be selected from English 235, 236, 237, 238, 239, 240, Study of Language (English 379)	3
Introduction to Literary Analysis: Seminar (English 301)	3
Upper Division Course in Writing.....	3
To be selected from English 303, 307, 308, 318, 329, 352, 366, 375, 407, 418, 429, 452	
Shakespeare (English 339 or 439)	3
Electives	18
TOTAL.....	36

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.

MINOR IN ENGLISH

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 IN ENGLISH

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:

- 1) 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; and
- 2) 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 494.

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
- 2) 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.

TEACHER CERTIFICATE PROGRAM (NON-DEGREE/NON-CREDENTIAL)

The English Department has established a new non-degree Teacher Certificate Program, focusing on the teaching of English. This program is designed to serve elementary teachers who wish to pursue post-baccalaureate courses 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. in English who seek courses with a teaching emphasis. Anyone with a GPA of 2.5 may apply for candidacy to this program. Applicants should seek individual advisement in the English Department.

The Teacher Certificate Program encompasses the following course of study:

	<i>Units</i>
I. English 379 Study of Language	3
II. English 491A Teaching Composition: Seminar	2
III. Literature: to include 3 units from each of the following categories.....	9
A. Survey: (235, 236, 237, 238, 239, 240)	
B. Children's Literature (English 342), or Youth in Literature (English 343)	
C. Genre: (369, 371, 373, 399, 494)	
IV. Electives *	6
TOTAL	20

ENGLISH COURSES

Composition/Creative Writing/Media Studies

101. Introduction to 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.

102. Research Paper (1)

A course designed to make the techniques of research paper writing available to all lower division students. The course may serve as an "adjunct" to a variety of general education subject matter courses. Emphasis will be placed on organization of information, research paper format, and use of library resources.

103. English as a Foreign Language (3)

Limited to 15 students, this course is for non-native speakers of English. Students may be advised to take other writing classes concurrently. Emphasis is on proficient writing in English at the college level.

202. Explorations in Writing (3)

A course designed to cover the needs of competent writers. Students who demonstrate a high degree of proficiency are advised to take this course. Students who have completed English 101 or an equivalent may take this course for continued development of their writing. Fulfills the basic skills requirement in composition.

302. College Composition: Adjunct (3)

A course for non-English majors to receive tutorial help in writing reports and research papers for subject matter courses they are currently taking. Training includes prewriting, basic writing and editing skills, organization, documentation, and style. Given on a credit/no-credit basis. Does *not* fulfill the WEPT requirement.

303. Special Studies in Composition (3)

An experimental course in composition that will include subjects not normally offered in the regular curriculum. See class schedule for current titles. May be repeated for credit.

307-308-318-329-352. Creative Writing (3-3-3-3-3)

Seminars involving criticism and discussion of students' works. Enrollment is limited to 15.

* Students who have not already successfully completed an upper division writing course *must* do so as part of their electives. The course selected may be College Composition (English 375), Creative Writing, or Media Studies.

307. Fiction Writing

Prerequisite: Consent of instructor.

308. Explorations in Creative Writing

An experimental course in creative writing that will include subjects not normally offered in the regular curriculum (i.e., biography, autobiography, etc.). See class schedule for current titles. May be repeated for credit.

318. Poetry Writing

Prerequisite: Consent of instructor.

329. Stage-Film-TV Script Writing

Prerequisite: Consent of instructor.

352. Personal Essay

Prerequisite: English 375 or consent of instructor.

366. 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.

368. 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 366 or equivalent and consent of instructor.

375. College Composition (3)

An advanced writing course, emphasizing organization of essays, style, rhetorical techniques, and rewriting and editing. Course includes discussion of effective prose, review of students' work, and individual consultations. Successful completion of this course (a grade of C or better) fulfills the college WEPT requirement. May be repeated for credit.

377. Film Studies (3)

An analysis of film narrative from aesthetic, theoretical, and sociological perspectives. Topics include American Film Genres, American Film Comedy, Hero in American Film, etc. May be repeated for credit.

407-418-429-452 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.

407. Advanced Fiction Writing

Prerequisite: English 307.

418. Advanced Poetry Writing

Prerequisite: English 318.

429. Advanced Stage-Film-TV Script Writing

Prerequisite: English 329.

452. Advanced Personal Essay Writing

Prerequisite: English 352

477. Special Studies in Media (1-3)

Analysis of the use, implications, and characteristics of contemporary media. See class schedule for current offering. May be repeated for credit.

LITERATURE**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.

214. Appreciation of Literature (3)

Introduction to the major literary genres: short story, novel, poetry, and drama. Emphasis will be on the analysis of these literary forms.

235. Survey: World Literature I (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.

236. Survey: World Literature II (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.

237. Survey: Early 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.

238. Survey: Later 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.

239. Survey: Early 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.

240. Survey: Later 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 controversy, the Decadents, the anti-Victorians, surrealism.

254. Introduction to Folklore (3)

An introduction to folklore (e.g., material culture, written and oral tales, ballads, etc.) and to the methods used to study this dimension of culture.

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.

313. Classical Studies (3)

In-depth study of individual works and writers. See class schedule for current listing.

329. 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.

339. Introduction to Shakespeare (3)

Introductory course which includes readings of major plays and poems. Available to majors and non-majors: fulfills Shakespeare requirement for English majors.

340. Development of the Old Testament (3)

The historical backgrounds and literary influence of major Old Testament books.

342. 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.

343. Youth and Literature (3)

A study of books, both traditional and modern, that are of interest to adolescent and young adult readers.

349. 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.

367. Introduction to Short Story (3)

The short story as a distinctive literary form. Critical analysis of representative modern stories.

369. Introduction to Poetry (3)

Form and functions.

371. Introduction to Novel (3)

Themes, ideas, and techniques in the novel.

373. Introduction to Drama (3)

Themes, ideas, and techniques in the drama.

398. Explorations in Genre (3)

An experimental course in genre that will include subjects not offered in regular curriculum (e.g., biography, autobiography, etc.). See class schedule for current titles. May be repeated for credit.

401. Literary Criticism (3)

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

436. Studies in World Literature (3)

Studies of literature in translation. See class schedule for current offering. May be repeated for credit.

437. Studies in Early American Literature (3)

Close study of topics unique to American Literature before 1850. See class schedule for current offering. Course may be repeated for credit.

438. Studies in Later American Literature (3)

Close study of topics unique to American Literature since 1850. See class schedule for current offering. Course may be repeated for credit.

439. Studies in Shakespeare (3)

Close study of comedies, tragedies, and history plays, and related literary criticism. Fulfills Shakespeare requirement for English majors.

444. Modes of Literature (3)

A single literary mode (Tragedy, Comedy, Satire, etc.) will be selected for study in depth. See class schedule for current offering. Course may be repeated for credit.

447. Studies in Comparative Literature (3)

The study of literary themes and movements: course includes the various literatures which relate to topic (e.g., Decadence and Symbolism, Modern European Literature, etc.). See class schedule for current offering. May be repeated for credit.

448. Periods in English Literature (3)

Middle English, Renaissance, Seventeenth Century, Restoration and Eighteenth Century, Romantic, Victorian, Twentieth Century. See class schedule for current offering. May be repeated for credit.

454. Studies in Folklore (3)

Types and forms of folklore. Students will be encouraged to follow special interests, such as the ballad, tale, folk speech, customs, or local history. Teachers may relate folklore to teaching units. See class schedule for current offering. May be repeated for credit.

470. Studies in Poetry (3)

Themes, modes, and techniques of poetry: modern British, twentieth century American, etc. See class schedule for current offering. May be repeated for credit.

472. Studies in the Novel (3)

In depth studies of a particular kind of novel: English, twentieth century American, political (offered jointly with the Department of Political Science), war novel, etc. See class schedule for current offerings. May be repeated for credit.

474. Studies in Drama (3)

Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, nineteenth Century, Modern. See class schedule for current offering. May be repeated for credit.

481. Studies in English Literature (3)

Close study of topics unique to English literature. See class schedule for current offering. Course may be repeated for credit.

482. Studies in American Literature (3)

Close study of topics unique to American literature, (e.g., Transcendentalism, Western American Literature, etc.). See class schedule for current offering. May be repeated for credit.

483. Individual Authors: American (3)

Each semester one or more authors will be selected for study in depth. See class schedule for the author to be studied. Course may be repeated for credit.

484. Individual Authors: English (3)

Each semester one or more authors will be selected for study in depth. See class schedule for the author to be studied. Course may be repeated for credit.

531. Seminar: Genre (3)

A specific genre will be selected for study in depth. See class schedule for current offering. May be repeated for credit.

Prerequisite: Consent of instructor.

536. Seminar: World 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.

539. Seminar: Shakespeare (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.

581. Seminar: English Literature (3)

A single topic of English literature will be selected for study in depth. See class schedule for current offering. May be repeated for credit.

Prerequisite: Consent of instructor.

582. Graduate Seminar: American Literature (3)

A single topic of American Literature will be selected for study in depth. See class schedule for current offering. Course may be repeated for credit.

Prerequisite: Consent of instructor.

204 / English

583. Seminar: Individual Authors: American (3)

In depth study of an individual author and related criticism. May be repeated for credit. See class schedule for current offering.

Prerequisite: Consent of instructor.

584. Seminar: Individual Authors: English (3)

In depth study of an individual author and related criticism. May be repeated for credit. See class schedule for current offering.

Prerequisite: Consent of instructor.

Language/Linguistics

341. Explorations in Language (3)

An experimental course in language or linguistics that will include subjects not offered in regular curriculum. See class schedule for current titles. May be repeated for credit.

379. The Study of Language (3)

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

488. Special Studies in Language (3)

Detailed study of a major area or topic in linguistic science and its applications. See class schedule for current offering. May be taken twice for credit.

Prerequisite: English 379 or consent of instructor.

489. Seminar: English Linguistics (3)

Individual and small group study of such specialized topics in English linguistics as the history of English, the structure of English, sociolinguistics, language acquisition, and literary stylistics. May be repeated for credit.

Prerequisite: English 379 or consent of instructor.

588. Graduate Seminar: Study of Language (3)

Linguistic theory and its applications to the study of English, with emphasis on original research and the detailed study of primary materials.

Prerequisite: Consent of instructor.

Speech

387. Public Speaking (3)

Introduction to speaking in front of groups.

May be repeated once for credit.

388. Oral Interpretation (3)

Introduction to the oral presentation of written texts.

May be repeated once for credit.

389. Interpersonal Communication Workshop (3)

A group-process approach to both verbal and non-verbal communication in personal and small-group interaction; video recording/playback is used extensively.

May be repeated once for credit.

Alternative Major

435. 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.

Related Studies and Research**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.

292. Introduction to Library Research (2)

Introduction to general reference tools. Practice in using card catalogues, periodical indexes, microfilms, government documents, and general reference works. Designed to assist future research. Open to all students.

392A. Advanced Library Research Tools (1)

In depth study of reference works in different disciplines. Library assignments will be the preparation of three pathfinders or guides to materials in major subject divisions. Prerequisite: English 296.

392B. Bibliography (1)

Preparation of annotated bibliography on a limited topic and a search strategy describing the research methods employed. Prerequisite: English 296.

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. 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.

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.

494. Senior Seminar (3)

A review of English and American literature. Recommended for those planning to take the English Department comprehensive examination.

495. Special Studies (1–4)**500. Research and Critical Writing (3)**

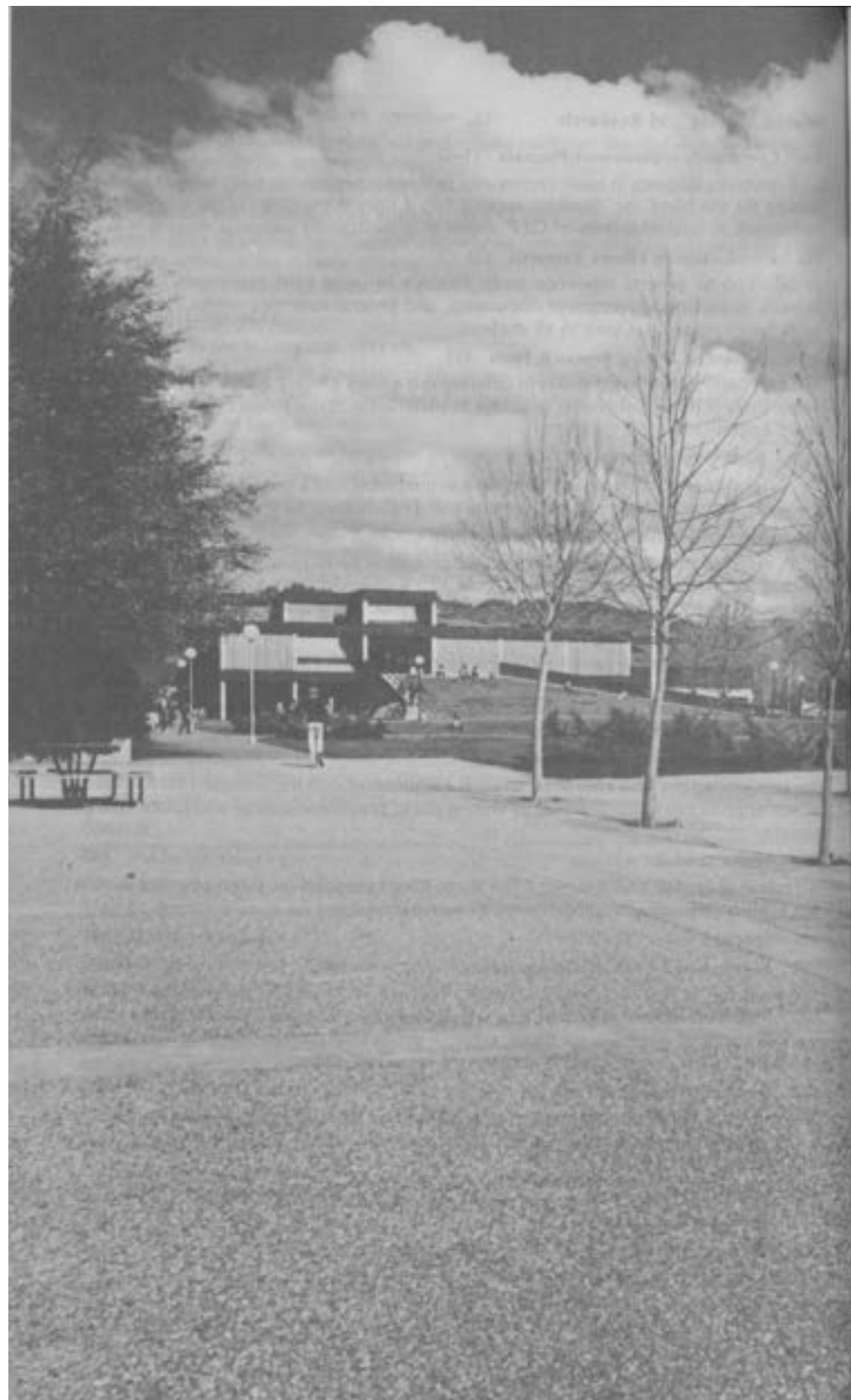
Required for M.A. candidates in English. The use of reference materials and library resources. Techniques of critical and scholarly writing. Exercises are adaptable to the student's area of emphasis for thesis, creative project, or non-thesis option. The course should be taken during the first semester of classified status.

554. Seminar: Experimental Studies (1–3)

Specialized studies currently needed or requested by students but which may not justify a permanent place in the curriculum (e.g., teaching college English). Course may be repeated for credit.

595. Special Studies (1–4)**598. Special Studies Seminar (3)****599. Thesis and Accompanying Directed Reading (6)**

Prerequisite: English 500 and admission to candidacy.



ENVIRONMENTAL STUDIES AND PLANNING

Provost: James C. Stewart

Faculty: Richard R. Day, Lester Feldman, Leland W. Gralapp, Stephen L. Greene, Roy Irving, Monte N. Kirven, Raymond E. Krauss, J. Bruce Macpherson, Stephen A. Norwick, Edward L. Pankow, Kenneth M. Stocking, 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; energy studies and 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.

BACHELOR OF ARTS IN ENVIRONMENTAL STUDIES AND PLANNING

ADMISSION REQUIREMENTS

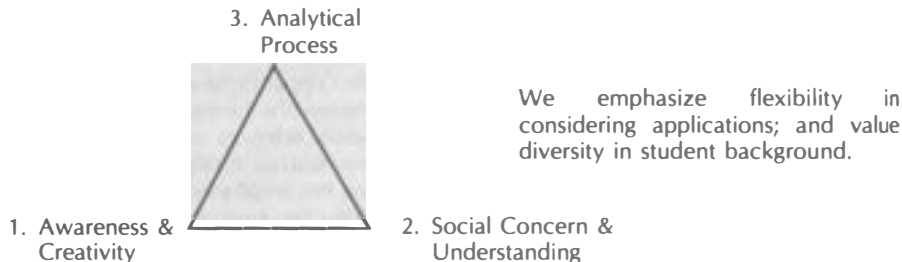
After being admitted to Sonoma State College, a student may apply for admission to The School of Environmental Studies and Planning by writing to the Provost. A student seeking admission should:

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.



NOTE:

In the following recommendations course numbers are those listed in the 1978–79 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 or AMES 210, (b) Cultural Anthropology, Anthro 203 (c) Introduction to Econ. 201, (d) Amer. Political System, 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: MAMS 219, NAMS 200, PHIL 200, 202, PSYCH 250. 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, AMES 220, NAMS 200, MGMT 225, POL SCI 201.

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: INDIVIDUALLY DESIGNED PLAN

For careers in environmental activism, analysis, management, media or other appropriate subject area. A minimum of twenty units planned with the aid of an advisor is required. This includes two semesters of a senior project and other work done both inside and outside of ENSP.

Requirements for the B.A. Degree	<i>Units</i>
(* ENSP 301—The Human Environment	3
* ENSP 311—The Social Environment	3
/ * ENSP 321—The Biological Environment	4
* ENSP 331—The Physical Environment	4
or	
ENSP 350—Introduction to Environmental Studies & Planning	16
ENSP 341AB—Current Problems	1—
ENSP 441AB—Current Problems	1—1
** ENSP 490—Senior Project-Seminar	4
** ENSP 491—Senior Project-Seminar	4
Electives in Environmental Studies & Planning	<u>0-16</u>
TOTAL UNITS FOR GRADUATION.....	36

PLAN II: ENVIRONMENTAL EDUCATION, ELEMENTARY CREDENTIAL (RYAN ACT)

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). The distribution of 18 units in English, 21 units in humanities, 21 units in social science and 24 units in math/science can be met by appropriate courses taken in ENSP and courses taken outside of ENSP as general education or for other reasons. Those interested in this program should contact both the School of Environmental Studies and Planning and the department of Education for advising.

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 education and environmental media.

PLAN III: PARKS AND NATURAL RESOURCES STUDIES

This plan prepares environmentally oriented students with our broad based major for careers in parks and related fields.

* 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.

** 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.

Required Courses for the B.A. Degree	<i>Units</i>
ENSP 301, 311, 321, 331 (or 350); 341AB, 441AB	18 or 20
ENSP 311A—Introduction to Planning	(3)
ENSP 325—Introduction to Parks/Natural Resources.....	(3)
ENSP 326—Interpretation in Parks and Natural Resource Agencies.....	(3)
ENSP 490, 491, 499—Includes a two semester Park or Natural Resource project.....	(2–8)
Supporting courses chosen from the following list	(2–10)
TOTAL UNITS FOR GRADUATION.....	36

Supporting courses suggested:

Human Relationships
 Management—340, 381
 Physical Ed.—400
 Psychology—319
 Social and Physical Understanding
 Anthropology—332
 Astronomy—100, 200, 231
 Geography—310, 330, 470
 Natural Resources
 Biology—116, 117, 300, 314, 330, 350, 360, 401, 402, 460, 462, 468, 475
 Chemistry—302
 Geology—102, 202, 233
 Environmental Studies and Planning—305, 338, 321B

PLAN IV: WATER QUALITY 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.

Required Courses for the B.A. Degree	<i>Units</i>
ENSP 301, 311, 321, 331 (or 350); 341AB, 441AB	18 or 20
ENSP 335—Water Quality Management.....	(4)
ENSP 336—Water Quality Assessment *	(2)
and/or	
ENSP 338—Environmental Problems and Aquatic Systems	(2)
ENSP 490/491/499—Internship and/or Sr. Project.....	(2–8)
Supporting courses chosen from the following list and contracted for with advisor. We strongly recommend a minor or a second major.....	(6–14)
TOTAL UNITS FOR GRADUATION.....	36

Supporting courses suggested:

Biology—202, 300, 315, 338, 340, 350, 460, 497 (appropriate topics)
 Chemistry—232, 255, 381, 455, 457
 Geography—370
 Geology—306
 Management—415
 Mathematics—165
 Physics—323, 354, 355, 491
 Politics—430, 438

* Prerequisite: Math 105, Chem 115 AB, and Biol 340

PLAN V: ENERGY

This plan is designed to prepare one for entry into or further study in the fields of energy planning in government, energy management and conservation in industry, energy efficient architecture, and energy related business. In addition, many students seeking more energy-conserving lifestyles have found this study plan to be highly relevant to their endeavors.

Required Courses for the B.A. Degree **Units**
 ENSP 301, 311, 321, 331, (or ENSP 350), 341AB, 441AB 18-20

1. Choose one course each from groups A,B,C,D, E.
2. Choose 24 units total from A,B,C,D,E, and F.

Group A—Fundamentals of Energy Use, ENSP 334

Group B—Energy Conserving Architecture, ENSP 314AB; Energy Efficient Transportation, ENSP 311G; Life in a Steady State Society, ENSP 311C; Energy, Education and the Environment, ENSP 308E.

Group C—Algebra & Trig, MATH 107; Trig and Analytical Geometry, MATH 108; Statistics, MATH 165 or equiv.; Computer Programming, MATH 120 or equiv. MATH 105D; Planning Methodology, ENSP 316.

Group D—Solar Energy, Direct Uses, ENSP 337; Advanced Solar Energy Seminar, ENSP 437.

Group E—Planet Management, MGT 392; Politics of Scarcity, POLS 479; Conservation and Resource Management, GEOG 355; Regional Planning Resources Management, POLS 438.

Group F—Introduction to Physics, PHYS 114; General Physics, PHYS 210A; Programming for Scientist, PHYS 381; Hydrology, GEOL 323; Ind. Study. Phys. Env., ENSP 332; Assistance Projects, ENSP 360; C.I.P., ENSP 395; Senior Project, ENSP 490-491; Design With Nature, ENSP 492; Physics of Structure, PHYS 403 & 405.

PLANNING EMPHASIS

Students in the Planning Emphasis follow a pre-professional curriculum in planning as a whole, and then develop a specialization in planning through a program of electives.

Required Courses for the B.A. Degree	Units
*ENSP 301—Human Environment.....	3
*ENSP 321—Biological Environment.....	4
*ENSP 331—Physical Environment	4
or	
ENSP 350—Introduction to Environmental Studies	16
plus	
ENSP 341AB—Current Issues	1-1
ENSP 441AB—Current Issues	1-1
ENSP 311A—Introduction to Planning	3
ENSP 351—Environmental Analysis	8
ENSP 411C—Planning Workshop	4
ENSP 316—Planning Methodology	4
**ENSP 413B—Planning Theory	4

* 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.

** MGMT 455B is a substitute.

212 / *Environmental Studies and Planning*

ENSP 499—Internship	1-4
SUBTOTAL UNITS REQUIRED COURSES	39

Students are encouraged to develop a specialization in Planning through a program of electives worked out with their advisor. Two examples of specializations are given below.

City and Regional Planning (15 or more units, 6 in ENSP)

	<i>Units</i>
ENSP 311E—Politics of Housing	4
ENSP 311G—Energy Efficient Transportation.....	3
ENSP 311N—Planning Media	3
ENSP 315—Environmental Impact Reporting.....	3
ENSP 319—Planning for Historic Preservation	4
ECON 322—Urban Economic Planning	4
GEOG 350—The City	4
HIST 469—The City in History	4
MATH 165—Elementary Statistics I	3
POLS 475—Urban Political Systems	4
SOCI 437—Social Planning	4

Rural Planning (15 or more units, 6 in ENSP)

ENSP 315—Environmental Impact Reporting.....	3
ENSP 317D—Small Rural Community Development	3
ENSP 318—Land Use Planning	3
ENSP 318L—Environmental & Planning Law.....	3
ENSP 321B—Native Plants, Indians, & Survival	3
BIOL 202—Natural History of the North Bay Area	3
GEOG 335—Rural Geography	4
GEOG 385—Cartography	4
HIST 469—The City in History	4
POLS 438—Regional Planning Resources Management.....	4

Students are encouraged to develop other options for specializations in conjunction with their advisor. Such options could be Housing, Planning Economics, Conservation Planning, Energy Planning, etc.

	<i>Units</i>
TOTAL UNITS FOR GRADUATION REQUIRED COURSES	39
ELECTIVE COURSES	15

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.

BACHELOR OF ARTS IN URBAN STUDIES

The Urban Studies curriculum is intended to provide the student with a background of knowledge and skills dealing with urban facts, issues, and problems. Students in their freshman and sophomore years are strongly urged to develop an appropriate lower division general education program in consultation with the Urban Studies coordinator to prepare them for upper division work in the field. The Urban Studies program is

interdisciplinary, and relies strongly upon courses already in existence in traditional as well as interdisciplinary departments and schools. The program provides a core of required general courses, and a variety of specific study plans designed to meet individual educational needs or goals. Upon completion of this curriculum, the student may proceed to participate in an urban environment with greater understanding and insight, or choose a graduate education program or enter a profession which provides greater opportunity to deal with urban systems. Jobs open to the graduate could include community organizing, city planning, or urban systems management or conservation.

Course Requirements	<i>Units</i>
ENSP 341AB—Current Issues	1–1
ENSP 311—Social Environment	3
or ENSP 311A—Introduction to Planning.....	3
ECON 320—Urban Economics	4
or POLS 302—Social Research Methods	4
GEOG 350—The City	4
or HIST 469—The City in History.....	4
SOCI 434—Urban Sociology	4
or ANTH 355—Urban Anthropology	4
TOTAL REQUIRED UNITS.....	17

STUDY PLANS:

Students are encouraged to develop a specialization through a program of courses selected in consultation with their advisor. Some examples of these study plans are given below.

PLAN 1: URBAN SYSTEMS (22 units, 6 in ENSP)

ENSP 311—Social Environment (3)	
ENSP 311E—Politics of Housing (4)	
ANTH 355—Urban Anthropology (4)	
ART 419—Modern Architecture (3)	
ECON 320—Urban Economics (4)	
GEOG 350—The City (4)	
HIST 469—The City in History (4)	
MGMT 318—Beginning Systems Analysis (4)	
POLS 320—State and Local Government (4)	
POLS 475—Urban Political Systems (4)	
SOCI 437—Social Planning (4)	
Total Required Units	17
Total Study Plan Units	22
TOTAL UNITS FOR GRADUATION.....	39

PLAN II: URBAN PLANNING (22 units, at least 17 units in ENSP)

ENSP 311A—Introduction to Planning (3) (required)	
ENSP 316—Planning Methodology (4)	
ENSP 351—Environmental Analysis (8)	
ENSP 411C—Planning Workshop (4)	
ENSP 413B—Planning Theory (4)	
or MGMT 456—Management of the Planning Process (4)	
ENSP 499—Internship-Planning (1–4)	
HIST 469—The City in History (4) (required)	
ANTH 350—Applied Anthropology (4)	
ECON 322—Urban Economic Planning (4)	
POLS 438—Regional Planning Resources Management (4)	
Total Required Units	17
Total Study Plan Units	22
TOTAL UNITS FOR GRADUATION.....	39

PLAN III: URBAN ETHNIC SYSTEMS (22 units, 3 in ENSP)

ENSP 301—Human Environment (3)	
AAMS 270—The Black Community (4)	
AAMS 405—The Black Family (5)	
AMES 220—Americans from Asia (4)	
AMES 370—Asian American Culture (4)	
AMES 405—Jews in the United States (4)	
AMES 407—The Italian in America (4)	
ANTH 203—Introduction to Cultural Anthropology (4)	
ANTH 355—Urban Anthropology (4)	
MAMS 356—Economics of the Chicano (4)	
NAMS 340—Contemporary Native Americans (4)	
MAMS 405—The Mexican American Family (4)	
HIST 469—The City in History (4)	
POLS 469—Ethnic Politics (3–4)	
Total Required Units	17
Total Study Plan Units	22
TOTAL UNITS FOR GRADUATION.....	39

Students are encouraged to develop other specialized study plans in consultation with their advisor. Such plans might include Urban Alternative Energy Systems, Urban Alternative Life Styles, Urban History, Urban Conservation, etc.

ENVIRONMENTAL STUDIES AND PLANNING COURSES**300. Understanding Environmental Concerns (3) I, II**

Lecture-Discussion 3 hours, Laboratory 1 hour.

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. Prerequisite: At least one course in Philosophy and one course in Social Science.

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.

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.

304. World Food/Population Crisis (3) II

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.

** ENSP 350 may be taken instead of 301, 311, 321, 331.

305. Wilderness and Endangered Species (3) II

A study of wilderness, changes in it and dangers to species which result from these changes. Field trips.

306. Rights of Living Things (3) I

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.

308. Environmental Awareness Through Education and Media (3) I

The development of environmental values in schools and the media. A practical and theoretical review of various usual oral and written techniques. Outside community visual involvement is required. Field trips.

308E. Energy, Education and the Environment (3) II

Energy teaching techniques for use in schools, environmental centers, public forums; the nature of energy, energy alternatives, energy resources their formation and use; political and social conditions necessary to live as energy conservatively as possible.

**** 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. Prerequisite: at least two courses in the social sciences.

311A. Introduction to Planning (3) I, II

Individual and group problem solving in planning, with a focus on physical planning one semester and social planning another semester. Discussions, workshops, field trips, project demonstrations. Emphasis on study projects in the county or nearby areas. (May, with permission of the instructor, be repeated for credit.)

311C. Life in Steady-State Society (3) II

An exploration of the individual, regional, national and global implications of life in the emerging steady-state society.

311E. Politics of Housing (4) II

An approach to the political interactions between government and the private sector in meeting housing needs of people. The political issues involving land use and agriculture, open space and urban density, energy saving and governmental regulations, and areas where negotiation is used in resolving conflicts of special interest groups.

311F. Planning for Housing (4) (Formerly 411-0) I

The housing planning process from both a cognitive perspective and from field experience within the housing industry, including finance, planning, design, construction, selling, and managing. All aspects of conventional housing considered, and also attention paid to alternative concepts (design, ownership) of planning and development.

311G. Energy Efficient Transportation (3) I

The automobile as a major energy user, compared with alternative strategies. The background of our transportation dilemmas; what we can do to move from domination by automobiles.

311N. Planning Media (3) II

A survey of verbal and non-verbal presentation methods commonly used by planners, with a focus on architectural drawing, building and zoning codes and maps, meeting reporting, memo writing, agenda preparation, and issue presentation using oral and

**** ENSP 350 may be taken instead of 301, 311, 321, 331.**

216 / Environmental Studies and Planning

written reports, along with supporting visual media (slides, maps, charts, diagrams, etc.) as needed.

312. Social Environment and Planning, Independent Study (1-4) I, II

(See 302 description.)

Prerequisite: ENSP 301 or its equivalent.

313. Classical Studies Environmental Literature (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.

314AB. Architectural Design and Energy Efficiency (3-3) I-II

Basic architectural graphic skills and design considerations for small energy conserving buildings. Site planning, interior arrangement, heating and ventilating, mechanical equipment, building materials, and construction techniques. Translation of design to completed buildings. Building codes, varieties of building types, site planning for difficult topography and for groupings of buildings.

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.

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, simulation of urban land economy.

317D. Small Rural Community Development (3) II

Introduction to rural development planning with case study emphasis on small intentional communities in Northern California. Field trips, class discussions; an analysis of a small rural community. Cooperatives, collective production and consumption of food, collective land purchase, and relevant legal/financial issues.

318. Land Use Planning (3) I

Survey of resource and land use planning in Sonoma County: mineral, gravel, timber, geothermal and agricultural resources. To achieve an understanding of the resources of Sonoma County, their physical nature, ecological context, use, environmental impacts, and public regulation.

318L. Environmental and Planning Law (3) (Formerly 411E) II

Emphasis on practical aspects of environmental and planning law; studies of legal sources. Discussions and independent research may center on such topics as surface and ground water rights, mineral, and development rights.

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.

****321. The Biological Environment (4) I, II**

Lecture 3 hours; laboratory 3 hours.

Studies of ecosystems; populations, succession; biological controls; species extinction. Field trips.

Prerequisites: A basic course in life science.

** ENSP 350 may be taken instead of 301, 311, 321, 331.

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. Lecture 1 hour, 3 hours lab.

Prerequisite: a course in basic botany or ENSP 321.

322. Biological Environment Independent Study (1-4) I, II

(See 302 description.)

Prerequisite: ENSP 321 or its equivalent.

324. Experimental-Organic Gardening (2) I, II

Natural gardening methods (biodynamic, French intensive) and soil-building techniques. Composting and use of fertilizers. Mulching and watering. Pest, disease, and weed control.

Prerequisite: a course in basic botany, ENSP 321, or permission of the instructor. \$3.00 charge for material. Lab. may be repeated for credit.

325. Introduction to Parks/Natural Resources (3) II

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.

326. Interpreting Parks/Natural Resources (3) I

Educational needs and communication skills required to interpret parks and natural resource areas to the public; an exploration of effective means of giving nature walks, slide programs and children's programs in parks and other natural settings.

329. Health and the Environment (2), I, II

A study of food additives and nutrition, carcinogens, industrial/occupational safety, pollutants, holistic health, stress, et al.

****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.

332. Physical Environment Independent Study (1-4) I, II

(See 302 description.)

Prerequisite: ENSP 331 or its equivalent.

334. Fundamentals of Energy Use (3) I

Natural and man-made systems in terms of energetic principles. Energy considered as a fundamental measure of organization, structure, and transformation in systems. Perspective on the current energy crisis.

335. Problems in Water Quality Management (4) I

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.

218 / Environmental Studies and Planning

336. Water Quality Assessment (2) II

Physical, chemical, biological and social parameters of a water quality monitoring study. The campus lake ecosystem will be studied. Prerequisites: Math 105, Chem 115 AB, and Biol 340.

337. Solar Energy, Direct Uses (3) I

Designing to formulae of passive and active solar heating and solar water heating systems from available components; a study of basic types of solar hardware. Prerequisite: MATH 114 required, MATH 107 recommended.

338. Environmental Problems and Aquatic Systems (2) II

Study of a current water quality issue in the Marin-Sonoma area. Exploration of the interaction of ecosystems and managerial procedures. (Field trips)

341AB. Current Issues 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) I

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. Extensive Field Trips.

Prerequisite: Permission of Instructor and at least one course in Philosophy, two in the social sciences, one in life sciences, and one in the physical sciences.

351. Environmental Analysis (8) II

Development of basic skills of the natural and social sciences to study human uses of the land. Group projects which analyze the human, social, biological, and physical aspects of sites and their surroundings. Development of intrinsic suitabilities, constraints, goals, and ideas for use. Workshops, speakers, discussions, field trips, presentations.

Prerequisites: ENSP 350 or 301, 311 or 311A, 321, 331 or consent of the instructor. (4 units applicable to Senior Projects.)

360. Assistance Projects (1-4) I, II

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.

409. Developing Environmental Education Materials (3) II

An examination of current materials available in environmental education. The development of new material as a class project through discussion, simulation games, task cards, art, photography, and music. Field trips to environmental education programs in the bay area.

Prerequisite: ENSP 308 or consent of instructor.

411C. Planning Workshop (4) I

Practical experience in planning for human uses of the land, from city to suburban-rural fringe to rural areas. Group projects which develop plans involving resource potentials and constraints, design considerations, economic and social concerns, citizen participation, and political processes. Workshops, speakers and discussions, field trips, project presentations. (4 units applicable to Senior Projects)

Prerequisites: ENSP 351.

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. Field trips.
Prerequisite: ENSP 316, or consent of instructor.

437. Advanced Solar Energy Seminar (3) II

Applications of the theory covered in ENSP 337. Comparison of solar heating systems to more conventional heating systems in different climates. Benefit/cost analysis of solar energy devices and energy conservation measures.
Prerequisites: ENSP 337 and MATH 107 or equiv.

441AB. Current Issues in Environmental Studies (1-1) I, II

For seniors. (See 341AB)

One of the following four courses or an approved equivalent study plan is to be undertaken each semester of the senior year.

490. 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.

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)

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) I, II

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.

FOREIGN LANGUAGES AND LITERATURES

Department Chair: Yvette M. Fallandy

Faculty: Mary Arnold, Russian; Philip Beard, German; Sterling Bennett, German; Aaron Berman, Teacher Education and Second Language Teaching; William O. Cord, Spanish; Earl F. Couey, French and Foreign Language Laboratory; Adele Friedman, French; Francisco Gaona, Spanish; William Guynn, French; Raymond Lemieux, French; Howard Limoli, French; Marion Nielsen, German; Giovanni Previtali, Spanish; Pablo Ronquillo, Spanish; Rosa Vargas-Arandia, Spanish.

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. 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 the rich cultures accessible to students through the Foreign Languages program.

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, oneself. 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. American students who extend their knowledge and understanding beyond the limits of this nation take a step toward joining the world of nations. Finally, though knowledge of a language itself does not guarantee a job in the world as it is today, combined with other skills it does provide broader opportunities for employment.

Languages at Sonoma State College are taught in the direct method (i.e., language courses are taught in target language) with fluency and a developed reading ability as primary goals. In addition to language and literature studies, the Foreign Languages Department offers courses in regional studies: French Canada, provinces of France, and areas of Germany and Mexico.

The Foreign Languages Laboratory contains an extensive collection of tapes of literature, poetry and folksongs in many languages. The Lab provides students with opportunities for listening, responding, recording and playback. The tape collection is augmented by cultural slides for use with Caramate projectors.

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.

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 21.

Placement in Foreign Language Courses

A student who has studied a foreign language in high school *only* may begin study for credit of that language in the lower-division course (courses numbered 100–299) of his/her choice. Once a student has completed successfully a lower-division course, he/she 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*:

	<i>Courses Numbered</i>
1. Less than 2 years of high school study	101
2. Two years of high school study	102
3. Three years of high school study	201
or	
any other 200 course except	202
4. Four years of high school study	202
or	
any other 200 course except 201	

Transfer students with college credit in a foreign language will not receive credit for work in the same language which duplicates that done at another college or university. Exceptions may be made by the Chairman of the Department when the following conditions are met:

1. The courses involved are of lower-division classification.
2. The original study was accomplished three or more years prior to enrollment in the language course at 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 51 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:

	<i>Units</i>
French 313A–B French Classical Studies in English	(3–3)
French 315 French Literature in English.....	(3)
German 306–307 German Culture and Civilization in English	(3–3)
German 335 From German Poetry to German Song in English	(3)
German 340 German Literature in English.....	(3)
German 341 Individual German Author in English.....	(3)
Russian 310 Survey of Classic Russian Literature in English	(3)
Russian 311 Survey of Soviet Russian Literature in English	(3)
Russian 312 Tolstoy and Dostoevsky in English	(3)
Russian 313 Soviet Russian Nobel Prize Winners (Sholokhov, Pasternak and Solzhenitsyn) in English	(3)
Spanish 316 Spanish-American Literature in English	(3)
Spanish 485 The Civilization and Culture of Spain.....	(3)
Spanish 490 The Civilization and Culture of Spanish America	(3)

BACHELOR OF ARTS IN FRENCH

The major in French is fully acceptable to the Education Department for any credential offered at Sonoma State College.

Major

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.

COURSE REQUIREMENTS

Upper Division

	<i>Units</i>
301–302. Advanced Grammar and Composition	6
310–311. Junior Seminar.....	6
425. Applied Linguistics	3
496. Senior Seminar	3
12 units selected from French 320–485	12
(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.

FRENCH COURSES

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.

224 / Foreign Languages

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 (105) minutes weekly of practice sessions in the language laboratory. Must be taken concurrently with 100X or 101–102.

150. Elementary Conversation (3)

Directed conversation in French for elementary level students. Includes individual and class assignments in language laboratory.

Prerequisite: French 101 or equivalent or current enrollments in French 101.

200C. Intensive Intermediate French: Conversation (3)

Covers equivalent of 250–251. Team taught. Students must take the appropriate laboratory course concurrently. 200G and 200R highly recommended.

Prerequisite: 100X or equivalent.

200G. Intensive Intermediate French: Grammar (3)

Covers equivalent of grammatical study of 201–202. Team taught. Students must take the appropriate laboratory course concurrently. 200C and 200R highly recommended.

Prerequisite: 100X or equivalent.

200L. Language Laboratory, French (1)

A minimum of 2½ hours (150) minutes weekly of practice sessions in the language laboratory. Must be taken concurrently with 200G, 200C or 200R.

200R. Intensive Intermediate French: Reading (3)

Covers equivalent of 220AB. Team taught. Students must take the appropriate laboratory course concurrently. 200G and 200C highly recommended.

Prerequisite: 100X or equivalent.

201–202. Intermediate French (3–3)

Review of fundamentals and study of more advanced aspects of grammar with practice in understanding, speaking, reading, and writing. Students must take 201L–202L concurrently.

Prerequisite for 201: French 102 or equivalent.

Prerequisite for 202: French 201 or equivalent.

201L–202L. Language Laboratory, French (1–1)

A minimum of 2½ hours (150 minutes) weekly of practice sessions in the language laboratory. Must be taken concurrently with 201–202.

220AB. Introduction to the Reading of French Literature (2–2) Yr

Reading in 19th and 20th century French literature; rapid reading techniques; literary analysis; vocabulary drill. Prerequisites; French 102 or equivalent. May be used in conjunction with other lower division language courses to satisfy foreign language requirements of other departments of the College.

250–251. Conversational French (2–2)

Systematic improvement of fluency, pronunciation and modern idiomatic usage in a framework of both free and directed conversation. Discussion of current newspapers and periodicals. Includes individual and class assignments in the language laboratory.

Prerequisite: French 102 or equivalent; French 202 highly recommended.

295. Community Involvement 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: labora-

tory 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.

485B. 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.

BACHELOR OF ARTS IN GERMAN

The major in German is fully acceptable to the Education Department for any credential offered at Sonoma State College.

Major

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

COURSE REQUIREMENTS

Lower Division	<i>Units</i>
250—Phonetics and Conversation.....	2
Upper Division	
301AB—Conversation and Composition	6
414—The Young Goethe and <i>Sturm und Drang</i> or	
415—The Age of Goethe or 430—Faust	3
425—Applied Linguistics.....	3
496—Seminar for Majors	3
Electives from 300–400 Courses	13

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.

GERMAN COURSES**101x. Fail-Safe German (1–4)**

Units earned will vary from one to four, depending on amounts of course material mastered. Credit may be granted for 102x during same semester. Students will learn at their own optimal pace, and must earn at least a “B” grade on a given course segment before proceeding. (see instructor for details.) Course content similar to 101. 101L (lab) must be taken concurrently.

102x. Fail-Safe German (1–4)

Continuation of 101x. Credit may be granted for 101x and/or 201x during same semester. 102L (lab) must be taken concurrently.

Prerequisite: completion of 101x material or equivalent.

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.

228 / Foreign Languages

101L–102L. Language Laboratory, Elementary German (1–1)

To be taken concurrently with German 101–102 or other elementary courses. Required minimum in the laboratory is 2½ hours (150 minutes) per week.

150. Beginning Conversation (2)

Practice in free conversation, games, and songs. For first-year students.

Prerequisite: enrollment in 101, 102, 101x, or 102x, or equivalent experience.

201x. Fail-Safe German (1–3)

Continuation of 102x, with emphasis on review and elaboration of 101x–102x materials, and on writing in addition to speaking. Credit may be granted for 102x and/or 202x during same semester. 201L (lab) must be taken concurrently.

Prerequisite: completion of 102x material or equivalent.

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.

202x. Fail-Safe German (1–3)

Continuation of 201x. Credit may be granted for 201x and/or 203x during same semester. 202L (lab) must be taken concurrently.

Prerequisite: completion of 201x material or equivalent.

203x. Fail-Safe German (1–3)

Continuation of 202x. Credit may be granted for 202x during same semester. 203L (lab) must be taken concurrently.

Prerequisite: completion of 202x material or equivalent.

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 2½ hours (150 minutes) per week.

220AB. Introduction to the Reading of Literature in German (2–2)

Readings designed to serve as an introduction to the reading of literary works in German, to assist in the building of reading vocabulary, and the development of ability to discuss and analyze literary work. May be taken concurrently with German 201, 202, 201x, 202x, or 203x.

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. May be repeated for credit.

Prerequisite: German 102 or equivalent.

251. Conversation (2)

Systematic improvement of fluency, pronunciation, and modern idiomatic usage in both free and directed conversation. May be repeated for credit.

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. Conversation and Composition (3-3)

Practice and extensive discussion in German of grammatical principles, idioms, vocabulary, and style. Normally, one written composition will be assigned per week.

Prerequisite: 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. May be repeated for credit.

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.

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, Wolf 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 repeated for credit.

No prerequisite.

341. Individual German Author in English (3)

A course conducted in English with all readings in English. No knowledge of German required.

o prerequisite. May be repeated for credit.

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 1776; Schiller.

Prerequisite: German 202 or equivalent.

418. The Modern Novel (3)

A study of representative plays by German authors in the 20th century.

Prerequisite: German 202 or equivalent.

419. The Modern Drama (3)

A study of representative novels 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 COURSES

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.

o prerequisite.

101L–102L. Language Laboratory, Beginning Italian (1–1)

Practice sessions in the language laboratory for a minimum of 2½ hours (150 minutes) weekly is required.

201–202. Intermediate Italian (3–3)

Study of language and culture from St. Francis to Mastroianni, art, history, short readings and music, including opera. Student must take 201L–202L concurrently.

Prerequisite: 1 year college Italian or equivalent.

201L–202L. Language Laboratory, Intermediate Italian (1–1)

Practice sessions in the language laboratory for a minimum of 2½ hours (150 minutes) weekly is required.

301–302. Advanced Italian (3–3)

Reading and writing skills. Readings in literature, art, history, and music, including opera, at an advanced level. Use of slides, films, and recordings.

Prerequisite: 2 years college Italian or equivalent.

495. Special Studies (1–4)

Directed individual study.

Prerequisite: Consent of instructor.

LATIN COURSES

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.

195. Special Studies (1–4)

For individualized study at the lower-division level. May be used to supplement work in the first and second-year Latin courses. Consent of instructor required.

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.

MINOR IN 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.

COURSE REQUIREMENTS

301–302—Advanced Russian	Units 6
425—Applied Linguistics	3

Unless stated otherwise, all courses are conducted in Russian.

RUSSIAN COURSES**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 (3)

Survey of major authors and literary trends beginning with the pre-Revolutionary period to the present day.

Prerequisite: Upper division standing. Does not count toward the minor.

312. Tolstoy and Dostoevsky in English (3)

Prerequisite: Upper-division standing; Russian 310 highly recommended. Does not count toward the minor.

313. Soviet Russian Nobel Prize Winners in English (3)

The major works of post-Revolutionary writers, winners of the Nobel prize for literature: Sholokhov, Pasternak and Solzhenitsyn.

Prerequisite: Upper-division standing; Russian 311 highly recommended. Does not count toward the minor.

233 / Foreign Languages

411. Survey of Soviet Russian Literature in English (3)

Major authors, literary and cultural trends in the Soviet period, from the immediate pre-revolutionary decade to the present day.

Prerequisite: upper division standing.

412. Tolstoy and Dostoevsky in English (3)

In-depth study of representative major works of these authors, set in the historical and cultural events of the second half of the 19th century, and their significance for the contemporary world.

Prerequisite: upper division standing; Russian 410 highly recommended.

413. Soviet Russian Nobel Prize Winners in English (3)

Major works of Soviet post-revolutionary writers, winners of the Nobel Prize for literature (Sholokhov, Pasternak, and Solzhenitsyn) in the context of the building of a "new society" in Russia.

Prerequisite: upper division standing; Russian 411 highly recommended.

414. Soviet Russia Today (3)

Major cultural developments since the 1917 Revolution in the framework of the political and economic goals of the Soviet society, based on official and dissenting documents and literature. Emphasis on the post-Stalin period from the 19750's.

Prerequisite: upper division standing.

495. Special Studies (1-4)

Directed and individual study, discussions, and reports on selected topics.

Prerequisite: Russian 302 or equivalent, or consent of instructor.

MINOR IN SECOND LANGUAGE TEACHING

The minor in Second Language Teaching is designed to train undergraduate students in the problems and solutions of second language acquisition. It will provide Foreign Language, English, Anthropology, Mexican-American Studies and other related majors with useful background and skills that will enable them to have a practical, additional teaching alternative. This program was also designed to provide the untrained ESL teacher with important insights into the various aspects of the ESL learners problems, learning situations and practical needs.

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

Units

8-10

Upper Division

Students wishing to minor in Second Language Teaching must complete a minimum of 15 units in upper division (300-400) courses as follows:

Linguistics in the second language the student plans to teach. Courses suitable to meet this requirement are English 489 or French, German or Spanish 425

3 units

SLT 300. Applied Linguistics for Second Language Teaching

3 units

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 489. Topics in English Linguistics	3 units
Individual and small group study of such specialized topics in English linguistics as the history of English, sociolinguistics, language acquisition, and literary stylistics. May be repeated for credit. Prerequisite: English 379 or consent of instructor.	
SLT 441. Second Language Teaching and Learning Strategies: Theory.....	3 units
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 units
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.	
SLT 445. Field Practice in Second Language Teaching	3 units
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 489.	15 units

BACHELOR OF ARTS IN SPANISH

The major in Spanish is fully acceptable to the Education Department for any credential 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

Course Requirements

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.
2. *Plan Selection*—Selection, by the student, of one of three (3) 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
* Spanish 101L–102L Language Laboratory	1–1
** Spanish 201–202 Intermediate Spanish	3–3
** Spanish 201L–202L Language Laboratory	1–1
* Spanish 301 Advanced Composition	3
Spanish 303 Introduction to Spanish Phonetics	3
Spanish 304 Introduction to Civilization of Spain	3
Spanish 309 Introduction to Civilization of Spanish-America	3
Spanish 425 Spanish Linguistics.....	3
	35

* Course substitutions, when approved by the faculty in Spanish, will be accepted.

**Spanish 203 will be accepted in lieu of Spanish 201, 201L, 202, and 202L.

PLAN SELECTION

PLAN I <i>Concentration in Linguistics</i>	<i>Units</i>
Basic Requirements.....	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

PLAN II <i>Concentration in Hispanic Culture</i>	<i>Units</i>
Basic Requirements.....	35
Spanish 401 Studies in Literature, Culture and Folklore of Spain	3
Spanish 403 Studies in the Literature, Culture and Folklore of Spanish America	3
Spanish 496 Seminar in Spanish Literature and Folklore	
OR	
Spanish 497 Seminar in Spanish American Literature, Culture and Folklore	
Plus 9 units of related courses:	
<i>History 339, 343, 411</i>	}
† <i>MAMS 340, 344, 352</i>	
<i>Geography 392</i>	
<i>Anthropology 335, 363</i>	
<i>Spanish 316 (Spanish or Spanish American Literature in Translation) ..</i>	
	9 units
	53 units

PLAN III <i>Concentration in Literature</i>	<i>Units</i>
Basic Requirements.....	35
Spanish 302 Literary Analysis	3
* Spanish 400 Spanish Medieval and Renaissance Literature	
-OR-	
* Spanish 420 Literature of the Golden Age	3
* Spanish 430 19th Century Spanish-American Literature	
-OR-	
* Spanish 440 19th Century Spanish Literature.....	3
* Spanish 460 20th Century Spanish-American Literature	
-OR-	
* Spanish 470 20th Century Spanish Literature.....	3
* Spanish 480A Don Quijote	
-OR-	
* Spanish 480B Don Quijote	
-OR-	
* Spanish 496 Seminar in Spanish-American Literature	
-OR-	
* Spanish 497 Seminar in Spanish Literature	3

SPANISH WAIVER PROGRAM

The following program is the required course work for the Ryan Act teaching credential in SPANISH. The program is accepted by the State Commission for Teacher Preparation and Licensing.

† MAMS—Mexican American Studies

* Course substitutions, when approved by the faculty in Spanish, will be accepted

236 / Foreign Languages

* 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.

SPANISH COURSES

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.

* Course substitutions, when approved by the faculty in Spanish, will be accepted

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.

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.

238 / Foreign Languages

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:

	<i>Units</i>
Anthropology 363 Ethnography of Mesoamerica	(4)
Anthropology 380 Language and Culture.....	(4)
Anthropology 382 Language Change	(4)
Geography 410 Latin America: Culture and Environment	(4)
History 343 Latin American Biography.....	(4)
History 411 History of Spain	(4)
Linguistics 310 Phonological Analysis	(4)
Linguistics 311 Grammatical Analysis	(4)
MAMS 340 Mexican-American Folklore	(3)
MAMS 343 Pre-Columbian History of Mexico	(4)
MAMS 344 Chicano Perspectives on Mexican History I.....	(4)

GEOGRAPHY

Department Chair: Timothy A. Bell

Faculty: William K. Crowley, Joseph W. Frasca, William J. Frazer, Alan Lipkin, Claude Minard, Jr.

The student of Geography will study both the cultural and the natural environment, their interrelationship, the spatial distribution of earth phenomena, regional studies, and landscapes. As a blend of the natural and social sciences, the major offers a broad-based field of knowledge for a liberal arts education.

A small department with close student-faculty relationships, Geography provides a course of study that is well rounded, yet flexible enough to fit specific educational goals of students. Emphases available within the major include: Weather Science, Cultural Studies, Techniques, Regional Studies, and Environmental Problems. Within the range of required courses, students will broaden their research and writing skills, work on various practical projects and problems, and gain field experience. For those who plan to pursue graduate studies in Geography, the major provides the necessary knowledge and skills through a balance of cultural and physical coursework, methodological viewpoints, and geographic techniques.

The Department of Geography has a fully equipped cartographic laboratory, an extensive collections of maps, aerial photographs and remote sensing imagery; and houses one of the most complete historical weather libraries in California. A facsimile weather map recorder provides students with current weather data to complement the historic resource.

Geography majors contemplating a career in secondary Social Science Education should refer to page 423 for Ryan Single Subject Social Science Program requirements.

BACHELOR OF ARTS IN GEOGRAPHY

Major	Units
General Education	45
Geography Courses	42
Supporting Subjects	8
Foreign Language and/or electives	29
TOTAL.....	124

COURSE REQUIREMENTS

The Geography course requirements (42 units) are divided into three groupings: Basic, Electives, and Senior Seminar. In addition, the Geography student is required to complete eight units in supporting courses from outside the major which should be chosen to enhance the student's particular emphasis within the field of 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. To complete the Geography Major, a student must fulfill the following requirements:

	Units
I. <i>Basic:</i> 300 (Introduction to Methods of Geographical Analysis, 302 (Physical Geography), 303 (Cultural Geography)	10
II. <i>Electives:</i> The student must complete twenty-eight (28) units from the following list. At least four (4) units must be taken from each	

category (A, B, C, D).	28
A. Physical: 305,306, 310, 360, 370, 416, 470	
B. Cultural: 320, 330, 335, 340, 345, 350, 403, 418	
C. Regional: 390, 400, 410, 420, 430, 440, 460	
D. Techniques: 307, 380, 385, 485A/B	
III. Senior Seminar: 490 (Geographic Thought)	4
IV. Supporting Courses: Eight (8) units in supporting courses are required. These must be chosen in consultation with the student's advisor and should be reflective of the option chosen by the student. Up to five (5) units of the Geography Intern Program (Geog. 499) may be utilized as a supporting course with the permission of an advisor.	8

OPTIONS

Within the framework of the GEOGRAPHY MAJOR COURSE REQUIREMENTS, a student may create a concentration of subject matter (Option). The Option may be student created and worked out with an advisor. Such individualized options are especially recommended for students considering a teaching credential or an advanced degree in geography. However, the student may instead select one of the Options listed below. In following these Options, the student will select sufficient units from those listed under the Option headings to fulfill the Major requirements (as outlined in the previous section). Consultation with an advisor is recommended to insure the program fulfills the student's needs. Supporting subjects should also be chosen to enhance the selected option.

Individualized Option.

Course work selected under consultation with an advisor to fit a student's specific needs.

Weather Science Option.

Geog. 307—Remote Sensing of the Environment
 Geog. 310—Elementary Meteorology
 Geog. 370—General Climatology
 Geog. 470—Seminar in Atmospheric Sciences
 Geog. 495—Special Studies

Cultural Studies Option.

Geog. 320—Political Geography
 Geog. 330—Historical Geography of North America
 Geog. 335—Rural Geography
 Geog. 340—Resource Utilization
 Geog. 345—Third World Development
 Geog. 350—The City
 Geog. 403—Seminar, Cultural Geography
 Geog. 418—Field Experience, Baja California, Mexico

Techniques Option.

Geog. 307—Remote Sensing of the Environment
 Geog. 380—Map and Air Photo Interpretation

Geog. 385—Introductory Cartography and Graphics
 Geog. 418—Field Experience, Baja California, Mexico
 Geog. 485A/B—Seminar, Cartographic Problems

Regional Studies Option

Geog. 390—California
 Geog. 400—Regional Geography of North America
 Geog. 410—Latin America, Culture and Environment
 Geog. 420—Seminar, Regional Geography of Western Europe
 Geog. 430—Seminar, Regional Geography of Asia
 Geog. 440—Seminar, Geography of the Pacific
 Geog. 460—Seminar, Area Studies

Environmental Problems Option.

Geog. 305—Oceanography
 Geog. 306—Environmental Geology
 Geog. 310—Elementary Meteorology
 Geog. 340—Resource Utilization
 Geog. 360—Geomorphology
 Geog. 370—General Climatology
 Geog. 380—Map and Air Photo Interpretation
 Geog. 416—Biogeography

MINOR IN GEOGRAPHY

The Geography Minor provides an effective means of strengthening the student's academic area of interest. The minor may be completed by fulfilling twenty (20) units

within one of the Options listed above (Weather Science, Environmental Problems, Cultural Studies, Techniques, or Regional Studies) or with the assistance of a Geography Advisor, a special minor may be developed to suit a student's specific academic needs.

GEOGRAPHY COURSES

General**

101. Maps and the Wilderness (2)

Introduction to maps and map reading for the out-of-doors. Emphasis is placed upon basic map appreciation, development of map reading skills for use in the out-of-doors, and map/compass use. Specific applications to orienteering will be stressed. Local field trips.

201. Man and 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 climate, soil, wine history, grape-growing, and winemaking. Guest speakers who are experts in enology and viticulture will be featured.

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 preliminary 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.

314AB. Field Experience, Northern California (1)

Field experience is provided in a variety of areas not usually offered in the regular geography courses. The course titles and contents may vary from semester to semester and may be repeated for credit. See the current class schedule for particular interest areas offered.

315. Gold Mining Landscapes (1)

An examination of the impact of gold mining on the landscape in Yuba and Nevada Counties. Stress will be placed on: (1) the gold mining process, (2) the physical alteration of the land resulting from various types of gold mining, and (3) the settlement network developed as a result of gold mining activities. The course includes preliminary lectures and a weekend field trip.

** The courses listed in this section may be counted toward graduation but not toward the Geography Major.

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.

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

300. Introduction to Methods of Geographical Analysis (2)

Introduction to methods used in current geographic field and library research through the study of a selected local area. Course involves exposure to research design and variety of modes of data gathering, analysis, and presentation.

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.

Electives

A. Physical

305. Oceanography (4)

An introductory course which considers the age, origin, and topography of the ocean basins, the composition of seawater, the ocean's energy budget, climate, tides, currents, and waves. The resource potential, ecological problems, shoreline processes, and the relationship of humanity to the sea, past, present, and future is explored.

306. Environmental Geology (3)

Lecture, 3 hours.

Study of geological principles and processes as they relate to our natural environment emphasizing the impact of man on the geological environment. Major topics will include earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; shoreline processes and coastal development; engineering geology and construction of highways and dams; development of natural resources, conservation, and ecology. Specific content will vary from year to year depending on individual instructor. Prerequisite: Geology 102, Geography 302 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. Work with weather instruments and maps is an integral part of the course.

360. Geomorphology (4)

Lecture 3 hours; laboratory 3 hours.

Detailed study of the earth's landforms; emphasis upon geologic structures; erosional and depositional processes and interrelationships with soils, vegetation and hydrology. Use

of topographic maps, geologic maps and cross sections and aerial photos in the interpretation of landforms. Field trips and field reports.

Prerequisite: Geography 302, Geology 102 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. Climate change, drought and flood, and solar radiation are among the topics investigated in detail.

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 explanation based on ecology and evolution.

Prerequisites: Biology 116, 117 and 300, or equivalent.

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.

B. Cultural

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.

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. Third World 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 urbanization, comparative urban forms, urban functional organization, land use, distribution of cities and their territories, and urban problems—pollution, housing, and open space.

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.

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. The course includes a weekly lecture conducted on campus.

Prerequisite: Consent of Instructor.

C. Regional

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.

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 topics of special importance to Latin America, including population growth, urbanization and economic development. Specific countries will also be examined in detail with an emphasis on settlement patterns and environmental characteristics.

420. Seminar in the Regional Geography of Western 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.

D. Techniques

307. Remote Sensing of the Environment (4)

Examination of the principles and concepts of remote sensing. Emphasis is placed upon basic remote sensing principles and the development of interpretative techniques using remote sensing materials in supplying both physical and cultural information concerning the earth.

Application of remote sensing information to land use and planning, resource evaluation, agriculture, environmental problems, structural geology, and archaeological considerations 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 basic communication principles and theories as related to cartography and the development of compilation and display techniques by the student. Topics include generalization and symbolization, graphic design, thematic mapping, and computer mapping.

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).

Senior Seminar and Special Programs

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. May be repeated for up to four (4) units of credit.

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

Department Chair: William Wright

Faculty: Thomas Anderson, Rolfe Erickson, Walt Vennum, G. Davidson Woodard

Geology is the study of the materials, structures, processes and history of the earth. Philosophically, it allows us to realize our place in the physical universe within the enormity of geologic time. Practically, it leads to understanding of earth processes, the formation of rocks and minerals, and the energy supplies and materials that support our civilization.

The Department is committed to undergraduate training that includes a well-balanced treatment of geologic principles with an emphasis on field geology. A core curriculum emphasizes petrology and geologic report writing. Direct field study occurs in companion courses to the core curriculum and in two field techniques classes. Required courses in Physics, Chemistry, and Mathematics support understanding of geologic principles.

Within the general field of geology, students may choose from several major programs that lead to either the B.A. (Liberal Arts and Pre-Professional Plans) or Pre-Professional B.S. degree. Another option leading to the B.A. degree is the single subject Ryan Act Credential Program. Because of the selectivity involved in choosing a program that meets their own particular interests and goals, students should consult with a departmental advisor concerning their course load each semester.

GEOLOGY CORE COURSES	<i>Units</i>
Geology 303—Advanced Principles of Geology	4
Geology 305A—Mineralogy	2
Geology 305B—Optical Mineralogy	2
Geology 307—Igneous and Metamorphic Petrology	4
Geology 308—Igneous and Metamorphic Field	1
Geology 311—Stratigraphy and Sedimentation	4
Geology 312—Stratigraphy and Sedimentation Field	1
Geology 317—Structural Geology	4
Geology 318—Structural Geology Field	1

BACHELOR OF SCIENCE IN GEOLOGY

Major

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

	<i>Units</i>
Major Courses	45
General Education	45
Supporting Courses	18
Electives	16
	124

Course Requirements

Geology Core Courses	23
Geology 320—Field Geology	4
Geology 325—Adv. Field Geology	4
Geology 413—Paleontology	4

250 / *Geology*

Geology 414—Paleontology Field	1
Geology 450—Senior Seminar	3
Upper Division Geology Electives.....	6
	45

Required Supporting Courses

Chemistry 115AB—General Chemistry (6 in G. E.)	4
Physics 114, 116—Introduction to Physics I (lecture and laboratory) (4) and Physics 214, 216—Introduction to Physics II (lecture and laboratory) (4)	8
Mathematics 162—Calculus with Applications I	3
Mathematics 212—Calculus with Applications II	3
	18

BACHELOR OF ARTS IN GEOLOGY

Major

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.

	<i>Units</i>
Major Courses	45
General Education	45
Supporting Courses	15
Electives	19
	124

Course Requirements

Geology Core Courses	24
Geology 320—Field Geology	3
Geology 325—Adv. Field Geology	4
Geology 413—Paleontology	4
Geology 414—Paleontology Field	1
Geology 450—Senior Seminar	3
Upper Division Geology Electives.....	6
	45

Required Supporting Courses

Chemistry 115 AB—General Chemistry (6 in G. E.)	4
Physics 209AB, 210AB—General Physics with Laboratory	8
Mathematics 162—Calculus with Applications	3
	15

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.

	<i>Units</i>
Major Courses	33
General Education	45
Supporting Courses	6
Electives	40
	124

COURSE REQUIREMENTS

Geology 303—Advanced Principles of Geology	4
Geology 304—Principles of Geology Field Course	1
Geology 305A—Mineralogy	2
Geology 326—Stratigraphy & Earth History	4
Geology 317—Structural Geology	4
Geology 318—Structural Geology Field	1
Geology 495—Special Studies	2
Upper Division Geology Electives.....	14
	32

Required Supporting Courses

	<i>Units</i>
Mathematics 107 or equivalent	4
Courses in Physics <i>and</i> Chemistry including a laboratory (6 in G. E.)	2
	6

TEACHING CREDENTIAL PLAN

This program prepares students for the Geology Single Subject Credential (Ryan Act).

Course Requirements:

<i>Core Courses:</i>	<i>Units</i>
Astronomy 200.....	3
Biology 215.....	4
Chemistry 115AB.....	10
Geography 310.....	4
Geology 303, 304.....	5
Physics 210AB	8
Mathematics 107	4
	38
<i>G.E. Remainder</i>	31
<i>Major:</i>	
The Liberal Arts degree in Geology <i>plus</i> a 12-unit concentration	
in another field such as physics (4 more) or Mathematics	16
Besides 303, 304, and elective units included below	
(8 more)	2–8
<i>Education Courses:</i>	24
<i>Electives:</i>	13–7
	124

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 COURSES

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, 3 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 hours; 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 geology and construction of highways and dams; development of natural resources, conservation, and ecology. Specific content will vary from year to year depending on individual instructor.

Prerequisite: Geology 102 or consent of instructor.

307. Igneous and Metamorphic Petrology (4)

Lecture, 2 hours; laboratory, 6 hours.

A study of the origin, nature, classification and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures, and structures of the more common rock types. Laboratory work will emphasize both hand specimen and microscopic petrography.

Prerequisite: Geology 305 or equivalent. Concurrent enrollment in Chemistry 115B strongly recommended.

308. Igneous and Metamorphic Petrology Field Course (1)

Field studies done in conjunction with Geology 307. Required weekend field trips.

Prerequisite: Geology 307.

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 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 hours; 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 recommended.

***325. Advanced Field Geology (4)**

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.

329. Geology of Western National Parks (3)

Lecture, 3 hours

The geology of the following parks will be among those discussed as the basis for the study of the geologic history of the western United States:

Big Bend, Grand Canyon, Yosemite, Yellowstone, Glacier, Zion, Bryce, Canyonlands, Mt. McKinley, Black Hills, Rocky Mountain. Death Valley, Glacier Bay, and Dinosaur National Monuments will be discussed. Not applicable as a geology major elective.

Prerequisite: Geology 102.

* Students may also complete this course at another college or university but should do so only in consultation with the Geology Department. Students must demonstrate equivalence in terms of field hours and course content to Geology 325 as offered at Sonoma State College.

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.

396. Internship in Geology (1-4)

Professional geologic work for a geologic firm or agency. 45 hours of work per unit. Not applicable as a geology major elective.

Prerequisite: Geology 303 and consent of instructor.

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 (2)

Lecture 1 hour, laboratory 3 hours.

Introduction to the use of x-ray diffraction and powder techniques.

Prerequisite: Geology 305B.

410. Geophysics (3)

Lecture, 3 hours.

The principles of physics as they are related to the earth. Physical basis for the methods of geophysical investigation: seismology, gravity and magnetism. Application of geophysical methods of 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 (1-3)

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.

HISTORY

Department Chair: Dennis E. Harris

Faculty: Robert Brown, Theodore Grivas, 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

History is an integrative discipline which allows students to analyze the interrelationship of individual and group behaviour as reflected in social, economic, cultural, and political institutions and activities. It provides perspective, encouraging one to go beyond self, subculture, and culture to the multiplicity of ways in which humanity has organized itself, interacted, and explained its existence. Those who are aware of the difficulties of past societies can better understand both the limitations of humankind and the forces over which exercise of control is difficult. History allows, in the words of David Riesman, "an imaginative extension of the real world" which enriches individuals by lifting them "beyond the sensuous and practical immediacy" of their present existence. And it provides "roots", a knowledge of the sources of one's thoughts, aspirations, and organizational patterns, as well as of the accomplishments in which one shares as an inheritor of and participant in a common cultural tradition.

The History program is designed both to provide the basis for an excellent liberal arts education and to meet the variable needs of individual students. Within the specific requirements of the major, students receive basic instruction in the history of their own society, in that of the world's major civilizations, and in that of "third world" cultures. They are also introduced to the methods of historical inquiry, to differing philosophies of history, and to historical writing. Beyond these requirements, it is the intent of the program to enable students, in consultation with department faculty, to design an education in the discipline which meets their needs and interests. Course offerings provide the opportunity for study of selected areas and periods as wells for individual creative research.

In addition to preparation for teaching and graduate work within the discipline of history, the program provides an excellent background for many post-baccalaureate programs, including law, library science, archival research, and government careers. Students who plan to pursue graduate work or a teaching career are advised to diversify their studies rather than concentrate on any single geographic area or national state. Those who plan extensive graduate study are encouraged to include foreign language courses in their programs. 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 34.

BACHELOR OF ARTS IN HISTORY

Major

Each student plans his/her major program in consultation with a departmental advisor.

COURSE REQUIREMENTS

A. Lower Division (all courses or transfer equivalents required:	<i>Units</i>
1. History 100	2
2. History 251	3
3. History 201 and 202.....	8

B. Upper Division:	
1. History 390 or 391	4
2. One upper division survey course from among the following: History 300, 301, 330, 336, or 339	4
3. Two senior seminars of which at least one must be a research seminar.	8
C. Additional History courses (to be chosen in consultation with a departmental advisor and of which at least 10 units must be in upper division courses):.....	15
Total History units required	44
D. General Education Courses	45
E. Minor and/or Elective and/ Foreign Language and/or Credential Courses	35
Total units required for a B.A. Degree in History	124

MINOR IN HISTORY

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."

TEACHING CREDENTIAL

Students seeking a teaching credential may elect History as their single subject academic major under the Ryan Act. All majors contemplating a career in secondary social science education should see Page 423 for Ryan Single Subject Social Science Program Requirements. Students contemplating a career in elementary education who major in History are required to pass the Common Examination of the National Teacher Examination to obtain the multiple-subject credential.

MASTER OF ARTS IN HISTORY

REQUIREMENTS FOR ADMISSION TO CANDIDACY

1. A Bachelor's Degree in History from an accredited institution. Students with majors in other fields may be considered on the basis of their GRE scores, academic records, and letters of recommendation.
2. An over-all and major field grade point average of 3.0 or better for all college work attempted as evidenced by the transcripts furnished.
3. Completion of the Graduate Record Examination (Aptitude Tests: Verbal and Quantitative and the Advanced Test in 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.
5. Completion and acceptance of separate applications for admission to the College Graduate School (Office of Admissions and Records) and to the Department of History.
6. Favorable recommendation for admission to candidacy by the Departmental Graduate Studies Committee after 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 Graduate Adviser, a maximum of six units of postgraduate transfer or extension credit (or any combination of the two) may be

included as part of the student's specific pattern of study. At least 15 units of the study pattern must be taken after admission to candidacy and at least 21 units of the pattern must be completed in residence at Sonoma State College. All courses are to be taken for grade.

3. All requirements for the M.A. Degree in History, including any conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within five years from the time of admission to candidacy.
4. With the approval of the student's committee chairman and the Departmental Graduate Adviser, the satisfactory completion of one of the following two options:
 - A. Master's Thesis Option (*chosen in consultation with committee chairman*): Units

Courses at the "300" or "400" level	15
Graduate courses at the "500" level	9
Master's Degree Thesis Research (History 599)	6
<i>Total Units Required for the M.A. in History</i>	30
 - B. Field Examination Option (*chosen in consultation with committee chairman*):

Courses at the "300" or "400" level	15
Graduate courses at the "500" level	12
Field Examination Reading and Research (History 598)	3
Written and Oral Field Examinations	0
<i>Total Units Required for the M.A. in History</i>	30

HISTORY COURSES

Lower Division

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)

150. Credit by Examination (3)

CLEP Examination—See page 34 of the catalog. The State Code requirement in U.S. History may be satisfied by passing an examination such as the CLEP Examination in American History: Subject Examination and Essay. Approval of the exam and passing levels are determined by departmental policy. (Confer with the History Department Chairman.) May be used as an alternative to challenging a specific course.

201. Foundations of World 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)

240. History of the Americas to Independence (3–4)

A comparative study of the history of the Americas, including Canada, Latin America and the United States, focusing on the first Americans, European expansion and colonization, colonial empires, economic systems, slavery and race relations, literary and artistic achievements, the role of women, and the independence movements. Satisfies the G.E. requirement in U.S. History. (White)

241. History of the Americas since Independence (3–4)

A comparative study of the histories of Canada, Latin America and the United States since independence with particular emphasis on nation-building, economic development, responses to industrialization, reform or revolutionary movements, cultural differences literary and artistic achievements, the role of women and minorities, imperialism and

relations between the United States, Canada and Latin America. Satisfies the G.E. requirement in U.S. History. (Wexler, White)

251. History of the United States to 1865 (3)

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 requirement in U.S. History. Required for all history majors. (Staff)

252. History of the United States since 1865 (3)

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 requirement in U.S. History. (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 toward graduation. (Staff)

Upper Division

300. The Ancient Near East (4)

A survey of the cultures of Southwest Asia and the East Mediterranean from the rise of the early civilizations in the area to the Roman domination in the First Century B.C. (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, Brown)

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)

330. Introduction to African History (4)

Survey of African civilizations from the 18th century until 1950, including cyclical developments; indigenous organizational patterns; Arab and European conquests and colonization; and the development of political independence since 1945. Special attention to indigenous institutions which enabled most African polities to survive foreign domination. Cross-listed as AAMS 300, 330. (Holmes)

336. Introduction to Asian Culture (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 (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)

343. Latin American Biography (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 Ana, 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 (4)

- e The arts and artists of the 1910 Revolution with special focus on the muralists Rivera, Iqueiros 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)

345. The Study of Revolution (4)

Comparative analysis of major twentieth century revolutionary movements, including their historical roots, nature and role of personalities, influence of ideas and intellectual and social groups, phases of development, foreign factors and the consequences of these revolutions. (White)

346. Comparative Communism: Russia and China (2-4)

An investigation of the Communist transformation of Russia and China, comparing and contrasting their origins and development. Includes pre-revolutionary cultural and institutional background, party structure and rise to power, leadership, culture, Sino-Soviet relations and the response to the outside capitalist world. (Lin, Watrous)

347. Renaissance Personality (2)

A study of prominent men and women of the Italian Renaissance, their characteristics in common and their individual distinctiveness. An analysis of artistic, philosophical, social, religious and political views through inquiry into childhood and family experiences, social origins, environment, aspirations and ideals. (Watrous, Laferriere)

348. Creative History: Writing Historical Fiction (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 topic selected that particular semester. (White)

349. Major Historical Problems (1-4)

Studies of particular themes, issues and individuals that are of special interest to historians. These courses are designed for the general student, as well as majors. (Staff)

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)

351. History and Human Aggression (4)

This course examines various psychological theories of human aggression and tests them historically by case studies involving Hitler and the Camps, Robespierre and the Reign of Terror, and Gandhi and the liberation of India. (Brown)

354. Black History (Topics subject to change) (4)

A study of the Afro-American from 1468 to the 20th Century Negro in the United States. Cross-listed as AAMS 345. (Holmes)

360. Photography in History (1-2)

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. Introduction to Historic Preservation (2)

An outline of the techniques of historic preservation and the systematic collection of available historical sources. The course will include, in a work-shop format, lectures by experts and practical application of these techniques. Required for all students entering the Historic Preservation Program. (Mellini)

362. Society and Architecture (3-4)

An analysis of the interrelationship between the built environment and history, focused largely on the United States, but with California structures utilized as a "laboratory". Traces this relationship from the European heritage and Colonial era to the present, with extensive use of visual materials. A core course in the Historic Preservation Program. (Mellini, Markwyn)

363. 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)

365. Collecting Local Stories (3)

Practical experience and discussion of the problems of collecting and transcribing "oral history" from long-time residents of the North Bay region. Cross-listed as LIBS 381. (Morse)

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)

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 (4)

Introduction to psychological approaches to historical issues, particularly psychobiography, the impact of mass trauma, the emotional meanings of social change. Includes study of theoretical contributions of Erik Erikson, Robert J. Lifton and Bruno Bettelheim. (Wexler)

401. Prehistory of the East Mediterranean and Europe (4)

This course will emphasize the cultural development from the introduction of domestication of plants and animals to the various political, religious and social developments associated with what is called the rise of civilization. (Poe)

401A. The Roman Republic (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, Laferriere)

401B. The Roman Empire (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, Laferriere)

402. The Middle Ages, 476–1450 The Age of Chivalry (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)

402A. The Gothic Cathedral in History (4)

Introduces students to the society that built some of Europe's great Gothic cathedrals, eternal monuments to human genius and piety. These engineering marvels of glass and stone gave us insight into and an understanding of the medieval mind, the technological capabilities of the age, and the financing, construction, evolution and meaning of the cathedral. (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, Watrous)

404. Europe: The Age of Absolutism, Enlightenment, and Revolution, 1650–1815 (4)

European history from the mid-seventeenth century to the end of the French Revolution. Major topics include the rise of modern science, the development of capitalism, enlightened despotism, and the French Revolution and its impact on European society. (Brown, Watrous)

405. Europe: Dominance and Decline, 1815 to the Present (4)

An examination of European history from the end of the French Revolution to the present. Emphasizes European political, social, economic and ideological movements and their impact on the world. Major topics include: liberalism, imperialism, the World Wars, the Russian Revolution and the growth of totalitarianism. (Brown, Laferriere)

407. War and Peace in 20th Century (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)

411. History of Spain (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. Survey of France: People, Power and Culture (4)

This course examines French civilization across its history, power structures, and culture. It is designed to provide a basic understanding of French civilization, which has been

fundamental in shaping the course of Western and World civilizations. (Brown, Laferriere)

414. History of Germany, 1500 to the Present (4)

A survey 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)

416. Survey of Britain: People, Power and Culture (4)

This course examines British civilization across its history, power structure and culture. It is designed to provide a basic understanding of British civilization, which has been fundamental in shaping the course of Western and World civilizations. (Brown, Mellini)

418. Origins of Modern Russia (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 (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 Britain, 1485–1714 (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 (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 (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 end with the advent of war in 1914. (Mellini)

422. Great Britain Since 1707 (4)

The evolution of British society since the Act of Union through her membership in the European Community. Topics to be covered: British oligarchy; Britain during the Industrial and French Revolutions; consolidation of Liberalism; Victorian and Edwardian Ages; rise and fall of the British Empire; and evolution of the Welfare State. (Mellini)

424. Varieties of Imperialism (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)

429. Middle East and North Africa Since 1453 (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 (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 (4)

The dynamics of the Arab-Israeli conflict are explored—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. Special Topics in the History of West and South Africa (4)

An in-depth study of the major historical events affecting one region of the continent during the 20th century. One of the two regions will be examined in detail, focusing on the importance of the region to the United States and Third World countries. The indigenous cultures will be examined in relation to contemporary European cultural patterns. Cross-listed as AAMS 430. (Holmes)

435. Twentieth Century China (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 (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 (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 (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 (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 (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 (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, Juarez Díaz, Madero, Zapata, Villa, Cárdenas, Rivera, Orozco, etc. (White)

444. Twentieth Century Latin America (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)

447A. Women in Latin America (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 (4)

The changing roles, status and consciousness of American women from the 17th century to the present. Emphasizes the origins, persistence and expressions of sexism in American society and culture, and the ways in which women have resisted oppression. Includes study of notable American women. (Wexler)

447F. Women's Biography (4)

Studies of the lives and ideas of selected women from the United States, Europe and Latin America. (Wexler)

448A. Warfare: Neolithic to Napoleonic (4)

An historical study of arms and armies from earliest times to the late eighteenth century, concerned mainly with Persia, Greece, Rome and Medieval period. Coverage includes battle tactics, campaign strategies, weaponry and the role of the military within society. (Laferriere)

448B. Warfare: Napoleonic to Nuclear (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)

449C. Religion and Society in American History (4) (Markwyn)

449D. History of Death (3-4) (Price)

449E. Communist Movements in Asia (4) (Lin)

449G. Emotionalism in American Life (4) (Karlsrud)

449H. Russian Culture and Social Thought (4) (Watrous)

450. Colonial America, 1607-1763 (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 (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 (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 (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 (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 (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 (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 (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 (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 liberties. (Grivas, Johnson)

459. Mass Violations of Civil Liberties (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 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 (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 (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 (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.

463. Your Family in American History (4)

Designed to give students both the skills and the opportunity to study their own history

and the relationship of their family's history to that of the larger society. Genealogical techniques, oral history, and traditional sources will be used to develop a coherent historical essay. (Harris)

464. Business Enterprise in America (4)

Examination of the outstanding figures (and scoundrels) who made fortunes in merchandizing, international trade, banking, railroading, manufacturing, advertising and speculation—their motivations, institutions, and their impact upon the eras in which they lived. Includes an analysis of the historical and present-day significance of the stock markets and commodity exchanges. Cross-listed as Management 494. (Johnson)

466. United States Foreign Relations (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 (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 (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) (See ENSP 413A)

471. The American West (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: Spanish and Mexican Periods (4)

Colonization and expansion of New Spain. The development of political, social, and economic institutions of Mexican California. The American conquest and the early decades of California as a State in the Union. (Grivas)

473. California Since the Gold Rush (4)

An analysis and evaluation of the major issues in California history from the late nineteenth century to the present with emphasis on the political, social, and economic currents of twentieth century California. (Grivas)

476. The American Constitution and the Bill of Rights 1787–1791 (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 (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, Laferriere)

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 1815. Consult the class schedule for the specific topic selected by the instructor. (Brown, Laferriere, Mellini)

483. Senior Seminar: Modern and Contemporary Europe (4)

Directed studies in European history from 1815 to the present. Consult the class schedule for the specific topic selected by the instructor. (Brown, Laferriere, Mellini)

487. Senior Seminar: African History (4)

Directed studies in African history. Consult the class schedule for the specific topic. Cross-listed as AAMS 481. (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)

270 / History

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 in 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)

498. Historic Preservation Internship (6)

Field experience in public history and historic preservation, including directed community projects with both private and public agencies. Included both as part of the Historic Preservation Program and as one of the local history options. (Mellini)

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, Laferriere)

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 1815. (Brown, Laferriere, Mellini)

583. Graduate Seminar: Modern and Contemporary Europe (4)

Advanced studies and/or research projects in European history from 1815 to the present. (Brown, Laferriere, Mellini)

587. Graduate Seminar: African History (4)

Advanced studies and/or research projects in African history. (Holmes)

588. Graduate Seminar: Asian History (4)

Advanced studies and/or research projects in Asian history. (Lin, Holmes)

589. Graduate Seminar: Latin American History (4)

Advanced studies and/or research projects in Latin American History. (Wexler, White)

590. Graduate Seminar: Colonial America (4)

Advanced studies and/or research projects in American history to 1763. (Markwyn)

590A. Graduate Seminar: The Atlantic Frontier (4)

A seminar that will emphasize various aspects of the exploration, discovery, expansion and influence of the Atlantic Frontier in American history. (Grivas)

591. Graduate Seminar: Revolutionary and Republican America (4)

Advanced studies and/or research projects in United States history from 1763 to 1815. (Markwyn)

592. Graduate Seminar: Nineteenth Century America (4)

Advanced studies and/or research projects in United States history from 1815 to 1900. (Johnson, Karlsrud, Markwyn, Price, Harris)

593. Graduate Seminar: Twentieth Century America (4)

Advanced studies and/or research projects in twentieth century United States History. (Grivas, Johnson, Karlsrud, Harris)

594. Graduate Seminar: The American West (4)

Advanced studies and/or research projects in the Westward Movement, the Trans-Mississippi West, and California history. (Grivas)

595. Special Studies (1-4)

Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Open only to graduate students from one to four units as determined by departmental faculty sponsor and by the graduate adviser. (Staff)

596. Graduate Seminar: Research and Teaching Assistance (1-2)

Directed participation and experience in developing teaching methods, course organization, and research techniques. Open only to advanced graduate students with consent of instructor and graduate co-ordinator. (Watrous)

596A. Graduate Seminar: Women in 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)

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. (Staff)

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. (Staff)

HUTCHINS SCHOOL OF LIBERAL STUDIES

Department Chair: Les K. Adler

Faculty: Susan Barnes, Maurice Blaug, Michael Coleman, Lu Mattson, Lou Miller, Edgar Morse, J. Anthony Mountain, Warren Olson, Frederick Rider, Jeannine Schuler-Will, Jacqueline Strain, Richard Zimmer

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. Interdisciplinary education focuses on the interrelated nature of knowledge and offers innovative ways of bridging the traditional divisions among disciplines. The Hutchins program, which is designed to provide a unified liberal arts education, is taught by a faculty drawn from the humanities, social sciences and natural sciences. The School provides students with integrated intellectual skills and the opportunity to define and develop personal and professional interests leading to a variety of career options.

Education in the Hutchins School is an active and interactive process requiring self-motivation and responsibility from students. It combines careful advising, accessibility to faculty and a community atmosphere. The learning environment primarily consists of small seminar discussions and close student-faculty interaction, with increasing emphasis on independent study.

The Hutchins program thus offers students both the structure necessary to guide intellectual development, and the flexibility which allows for and supports individual growth and choice.

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.

BACHELOR OF ARTS IN LIBERAL STUDIES

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 complete:

	<i>Units</i>
General Education Requirements.....	45
(Taken in the Hutchins School or another institution.)	
Hutchins Major	40
(Taken in the Hutchins School.)	
Electives	39
(Taken in the Hutchins School or elsewhere in SSC.)	
TOTAL.....	124

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 of 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.

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.

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 weaknesses 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.

Lower Division Course Offerings**101. The Human Enigma (12)**

An introduction to some of the complexities involved in understanding human nature and the development of culture. 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 attempt—as expressed in language, myth, the arts, religion, and science—to understand the limits of our 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.

102A. 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. This fulfills the State Code Requirement in U.S. History, U.S. Constitution and California State and Local Government.

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.

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 faculty advisor, the student plans a program of study which may be composed of interdisciplinary SEMINARS, INDEPENDENT STUDY, WORKSHOPS, LECTURE COURSES, and SPECIAL STUDIES, as well as COMMUNITY INVOLVEMENT PROGRAM and FIELD EXPERIENCE. ELECTIVE 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. At present the School offers 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 upper division students. LIBS 301 and LIBS 302. (See Course Descriptions below.) Students take the remainder of their required 40 units in any one of the following four plans.

PLAN I: INDIVIDUALLY DESIGNED PROGRAM

This option is designed for students who have a considerable degree of self-motivation and some general sense of direction. It gives students maximum flexibility to pursue their own interests. With their advisor, students design their own major, utilizing lecture courses, elective seminars and workshops of their 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. Students can organize their programs 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/she 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.

Course Descriptions (Plan II)

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.

370. Consciousness and Reality (3)

A survey of the structures of consciousness and the processes of reality construction which are fundamental to human experience and inquiry in any field whatsoever. The various concepts of consciousness and the unconscious found in phenomenology, psychobiology, sociology, linguistics, structuralism, psychoanalysis, bioenergetics and Zen Buddhism.

371. Consciousness and History (3)

A survey of the ways in which consciousness seems to alter with time. Focuses on the relations between divine transcendence and human creativity in Homer, the Bible, Romanesque and Gothic architecture, Shakespeare, and contemporary religious writings.

460. Workshop: Creative Processes (2)

A series of exercises designed to give students fuller access to their capacities and to provide practice in putting those capacities to productive use—in the arts, in problem-solving, and in daily life.

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 seeking an elementary teaching credential must, under the Ryan Act, complete a multiple-subject major. This major can be completed in the Hutchins School concurrently with a series of professional training courses in the Education Department.

Students who enter Hutchins in either the lower or upper divisions can be certified as having met the multiple-subject major requirements provided they complete a total of eighty-four units of academic work in four specified areas: English, mathematics and science, social science and humanities. By law, students must complete from eighteen to twenty-four units in each of these four areas. These units accrue from all appropriate lower-division courses that the student has taken, and from further work in the upper division. Among their eighty-four units, students must include four required upper-division courses, one in English (including a linguistics component) one in science, one dealing with drug abuse, and one in mathematics. Furthermore, the student must have completed three additional units in mathematics. Students intending to earn an elementary teaching credential should contact the Ryan Advisor at Hutchins School.

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/she will take part in an Internship seminar, analyzing his/her 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/her 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).

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.

UPPER DIVISION COURSE OFFERINGS

Course offerings in the upper division at the Hutchins School fall into the following categories:

Required Courses

Introductory Seminar	LIBS 301
Intro to Independent Study	LIBS 302

[NOTE: these courses are *not* required of students who have done their lower division work at Hutchins School.] They *are* required of all new upper division Hutchins students.)

Electives:

Elective Seminars:	LIBS 320, 322, 324, 326, 327, 328, 329, 330, 331, 333, 334, 336, 337, 338, 339, 340, 344, 345, 348, 381, 382, 420, 421, 422, 423, 424, 425, 426, 427, 428, 430, 432, 436, 440, 465
Senior Seminar:	LIBS 401
Workshops:	LIBS 360, 460
Independent Study	LIBS 310; 410
Independent Study Tutorials:	LIBS 361; 461
Student Instructed Seminars:	LIBS 350
	May be repeated for credit
	May be repeated for credit.
	May be repeated for credit.
	May be repeated for credit.

Special Studies:	LIBS 315; 415	May be repeated for credit.
Community Involvement Program:	LIBS 395	May be repeated for credit
Field Experience:	LIBS 398	May be repeated for credit.

HUTCHINS UPPER DIVISION COURSE DESCRIPTIONS

Required Courses:

301. Introductory Seminar (3)

Practice of the skills needed for effective seminar learning and independent study: small-group dynamics, interpretation of texts, research and expository writing. To be taken in conjunction with LIBS 302 (below).

302. Intro to Independent Study

Electives:

310. Independent Study for Juniors (1-7)

315. Special Studies (1-4)

320. Elective Seminars (3) Staff

These courses will be offered under different titles each semester, as new topics arise.

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

What "shocks" a society says much about its needs and values. This seminar will examine some representative examples of society's attempts to rule certain things out of its public consciousness. Discussions focus on Shaw, Ibsen, Lawrence, Wilde, Selby and others; banned art and music; legal decisions governing media.

327. The English Language (3) Mountain

Restricted to Hutchins students; this course is designed for students pursuing the Multiple Subject Major.

328. Growing up in America (3) Adler

An interdisciplinary seminar concentrating on the changing concept and nature of childhood in European and American history.

329. Perspectives on the Human Body (3) Blaug

People have always had to come to terms with the strengths and limitations of their physical bodies. The human organism acts in both a social and a physical world. This course will be concerned with the ways in which the body's requirements for food, clothing, shelter, communication, health and beauty have been expressed throughout human history. Materials are drawn from the social sciences, humanities, human biology and ecology.

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 often viewed as centrally important in our era. How serious is the malady? What are 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.

333. Myth, Thought, and the Arts of Ancient Middle 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. Yoga & Vedanta: An Intro to Eastern Consciousness (3) Coleman

An introduction to the Eastern World View with special emphasis on Yoga and Vedanta. Course includes selections from the literature and philosophy of ancient India, contemporary commentaries, biographies, and scientific studies on Yoga and reincarnation.

337. Social Implications of Technological Change (3) Zimmer

This course focuses on the ways in which changes in the technology change social relationships, particularly on a micro-level. The course emphasizes projects done in a field situation. There are site visits.

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.

339. Stigma and Prejudice (3) Zimmer

This course explores the different aspects of prejudice and the stigmatizing process, from a variety of points of view—psychological, sociological, cultural, and historical. Emphasis is made on children and stigma. Readings include Allport, Goodman, Ellison and Goffman.

340. Philosophy in Literature (3) Mountain and Coleman

This seminar investigates how philosophical themes are expressed in literature. Readings are drawn from a variety of cultural and religious traditions, and include both ancient and contemporary works.

344. Sleeping and Dreaming (3) Barnes

Sleeping and Dreaming are the most regularly experienced altered states of consciousness. This course examines the physiological bases of these states and then explores historical theoretical explanations of dream states and content. Half of the course emphasizes scientific research (neuro-physiology) and the other half integrates psychological theories with personal dreaming experience.

345. Literature and Society (3) Adler and Mattson

This seminar deals with the interrelationship between Literature and Society during several periods of American Cultural development. Selected authors ranging from American transcendentalists through recent American writers are considered along with their relationship to American social, political and economic development.

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.

399. Student Instructed Course (2)

360. Workshop (2) Staff

Topics and material for this course will be developed individually by instructors and will vary from semester to semester.

361. Independent Study Tutorial (1–4)

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. Concurrent enrollment in LIBS 360 Workshop: Collecting Local Stories, is required.

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, however they do not count towards completion of our 40 unit major.

398. Field Experience (3)

This course is designed to provide supervised field experience to students in their chosen field. May be repeated for credit.

399. Student Instructed Course

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. Elective Seminars (3) Staff

These courses will be offered under different titles each semester, as new topics arise.

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. (See LIBS 423.)

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. (See LIBS 421.)

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) Rider

This course combines the writing of your own autobiography with studying how other writers have done it. This process raises questions about the nature of self-knowledge and interpretation. We shall read Fritz Perls, St. Augustine, Cardano, Montaigne, Rousseau, and possibly Jung, Joyce, Gide, or Gertrude Stein.

427. 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.

428. The Law: An Interdisciplinary Approach (3) Zimmer

A workshop seminar on the many facets of the law. The overall focus of the seminar will be to see law as a necessary consequence of social organization. Material will be drawn from anthropology, sociology, and political science. Students will do community research on selected topics. Readings: Malinowski, Hoebel, Fuller, Kaplan.

430. Love and the Growth of Self (4) Coleman

This seminar assumes there exist higher forms of love and that these are intimately related to Self-transformation. How are higher forms of love to be understood? How are they achieved? Do we change our ways of loving to undergo Self-transformation? Or do changes in the nature of love result from Self-transformation?

432. The Past Dimension: Studies in the Historical Imagination (3) Adler, Mountain, Zimmer

An interdisciplinary seminar considering the distinction and interwoven relationship between history and literature. What is the relation between documented fact and imaginative recreation? Where do fiction and historical fact combine and where do they separate? Readings from Henry Adams, Becker, Styron, Mailer, and others.

436. Themes 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.

440. Theater and Ritual (3) Zimmer

This course examines the similarities between theatre and ritual in different cultures. Symbolic communication will be emphasized. Students will participate in both types of situations.

460. Workshop (2) Staff

The topics and materials for this course will be developed individually by instructors and will vary from semester to semester.

461. Independent Study Tutorial (1-4)

465. Experiencing History (4) Adler and Miller

An experimental course employing simulation techniques to recreate the experiential reality of current and historical events in the classroom.

Other Elective Seminars taught in the past and which will be repeated upon sufficient demand: The American Dream (Adler, Mountain, Zimmer); Creativity (Blaug, Schulerwill, Barnes); James Joyce and the Odyssey of Western Man (Rider); Discovery of the Unconscious (Adler, Barnes); Work Leisure and Society (Olson); The Next Ten Years (Zimmer); The Future of Relationships (Zimmer); Discovery of the Primitive (Schuler-Will).

INSTITUTE OF INTERDISCIPLINARY STUDIES

Coordinator: Roshni Rustomji

The Institute of Interdisciplinary Studies coordinates a wide variety of ongoing interdisciplinary programs and courses which bridge traditional department and division offerings. Through its programs and experimental, one-semester courses, the Institute provides a valuable stimulus to interdisciplinary, cross-disciplinary, and cross-cultural studies within the liberal arts curriculum of the College. Colloquia, interdisciplinary lecture series on selected topics, and the National Endowment for the Humanities All-College Fellows activities are some of the Institute's contributions to the campus.

Offered within ITDS are:

<u>Programs</u>	<u>Minors</u>	<u>B. A. Degree</u>	<u>Master's Degree</u>
Media Studies	Gerontology	B. A. in Liberal Studies	Special Major
Women's Studies	Historic Preservation	European Studies	
	Linguistics	India Studies	
		Special Major	

The Special Major program is designed for students who wish to prepare and follow individualized, interdisciplinary undergraduate or graduate courses of study which cannot be pursued through traditional majors. Please see the following description of Special Majors for further information.

Each semester, the Institute offers experimental interdisciplinary courses that are open to students in any major.* Because the experimental courses change each semester, the Institute publishes a poster which describes each new course in detail. The posters are available in the office of the Institute at Cluster School 51. Current offerings are also listed in the Class Schedule under ITDS.

INTERDISCIPLINARY STUDIES COURSES

200. Introduction to Library Research (2)

Introduction to general reference tools. Practice in using card catalog, periodical indexes, microforms, government documents and general reference works. Designed to assist future research. A basic level course open to all students.

300A. Advanced Library Research Tools (1)

Provides more in depth study of reference works in different disciplines. Library assignments will be the preparation of three pathfinders or guides to materials to major subject divisions. Prerequisite: ITDS 200

300B. Bibliography (1)

Prepare an annotated bibliography on a limited topic and write a search strategy describing the research methods employed. Prerequisite: ITDS 200

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.

* These classes are often of special interest to undeclared majors also.

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.

495. Special Studies (1–4)**595. Special Studies (1–4)****599AB. Thesis and Interdisciplinary Research (3—3)****ITDS PROGRAMS****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 our 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 developed. Students in Media Studies may choose courses for their area of study from Art, Afro-American Studies, Anthropology, English, Environmental Studies and Planning, History, Liberal Studies, Management, Music, Native American Studies, Political Science, Psychology, Sociology, and Women's Studies.

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 may 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 Institute of Interdisciplinary Studies, CSC 51.

Students interested in pursuing Media Studies through the English Department should contact the Department of English for advising.

MEDIA STUDIES COURSES

	<i>Units</i>
ART 206 Animation Drawing.....	1-4
ART 208 Principles of Art Photography.....	1-4
ART 212 Introduction to World Film History	3.0
ART 213 Introduction to American Film History	3.0
ART 270 Experimental Art	1-4
ART 275 Multi-Media Arts.....	1-4
ART 285 Basic Filmmaking	1-4
ART 308 Intermediate Photography	1-4
ART 313 Classical Film Studies	3.0
ART 470 Advanced Experimental Art.....	1-4
ART 475 Advanced Multi-Media Arts	1-4
ART 485 Advanced Filmmaking	1-4
ART 486 Advanced Animation	1-4

	<i>Units</i>
AAMS 380A Black Cinema	4.0
ANTH 380 Language & Culture	4.0
ANTH 389 The Ethnography of Communication	4.0
ENG 211 Publication Workshop	1-3
ENG 387 Public Speaking	3.0
ENG 389 Interpersonal Communication Workshop	3.0
ENG 366 Writing for the Media	3.0
ENG 296 Introduction to Library Research	2.0
ENG 352 Personal Essay	3.0
ENG 340A Advanced Library Research Tools.....	1.0
ENG 340B Bibliography	1.0
ENG 368 Media Workshop	1-4
ENG 377 Film Studies.....	3.0
ENG 410 Small Systems Video	3.0
ENG 478 Special Studies in Media	1-3
ENG 452 Advanced Writing—Personal Essay	3.0
ENG 435 Alternative Major	1-3
ENSP 308 Environmental Education and Media	4.0
GEOG 385 Introductory Cartography and Graphics	4.0
HIST 360 Photography in History.....	1.0
ITDS 310 Media in America	4.0
ITDS 350 Seminar: Media in America	4.0
LIBS 320 Sticks, Stones, & Space	3.0
LIBS 326 Censorship and the Arts	3.0
LIBS 399 Internship: Media	3.0
LIBS 424 Expressionism in the Arts.....	3.0
LIBS 440 Theater and Ritual	3.0
MAMS 302 Seminar in Communication Skills.....	1-3
MGT 360 Marketing Environment.....	4.0
MGT 361 Advertising Management	4.0
MUS 261 Introduction to Electronic Music	3.0
MUS 461 Advanced Electronic Music Composition	1-3
POLS 461 Politics and the Media	3-4
POLS 467 Campaign Management and Voting Behavior	3-4
POLS 490 Government Regulation of Business.....	4.0
PSY 490 Psychology of Communication	3.0
SOC 318 Films for Sociology.....	4.0
SOC 339 Seminar: Mass Media.....	4.0
WOMS 450 Women & Media	2-4

WOMEN STUDIES

Interdisciplinary by their very nature, a variety of offerings appear each semester under the WOMS rubric, in addition to women studies courses provided within departments (e.g., Sociology 431). A brochure for students that describes the specific focus and content of classes currently offered under the broadly defined courses listed below is printed each semester by the Women Studies Program. Copies of the brochure can be obtained in the Women Studies office.

WOMS courses are taken as electives or to contribute to an area of concentration within a major. Sonoma does not currently offer a degree program in Women Studies. Many courses in the program are student taught. The Women Studies office will attempt to assist students in the program with child care needs. Students may contact the office at 664-2840 or their teachers for information regarding child care.

WOMEN STUDIES COURSES

200. Changing Woman (4)

A good introduction to Women Studies which seeks new ways of looking at woman's experience, achievements, and struggles, as well as her potential for social and personal change. Possible topics to be explored are violence against women, self-defense, self-help,* women and creativity, self-image, sexuality, and women and work.

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, lesbian 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. A weekly lecture series offers presentations and discussions on current women's issues.

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.

* Self-help is a self-administered examination of the vaginal and genital area, using a speculum and mirror to aid the student in a better understanding of her anatomy and health. It is an optional activity available in the classes noted above. When self-help is available on an optional basis in a class, it will be noted in the syllabus distributed at the beginning of the semester.

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)

ITDS MINORS

GERONTOLOGY

An interdisciplinary program designed to acquaint students with the aging process and make them aware of Gerontology as a career, the program consists of an undergraduate minor, workshops, and special courses. Those who are employed in Gerontology-related agencies and organizations will find the program valuable in up-grading their training.

MINOR IN GERONTOLOGY

Requirements for the Minor are:

- (a) GERN 203: Basic Gerontology—Survey of Concepts, Issues and Service to the Elderly—3U
- (b) Three (3) Core Courses—One (1) course from each group.
- (c) Two (2) units minimum Community Involvement Program, Internship or Field Experience in gerontology under any appropriate department.
- (d) Six (6) additional units from the course listings; either core or supportive.

GERN 203. Basic Gerontology: A Survey of Concepts, Issues, and Services for the Elderly. (3)

Required for the Gerontology Minor. Introduces the study of aging from biological, psychological, sociological, and environmental perspectives. Aging is presented as a normal stage of development with both positive and negative aspects. Specific issues discussed include: Health care, Housing, Economics, Education, Legislation. Open to all students.

CORE COURSES

Group A:

	<i>Units</i>
Biology 224—Human Physiology	(3)
380—Human Nutrition	(4)
Physical Education 497—Directing Adult Fitness	(2)

Group B:

Psychology 490—Psychology of Aging.....	(4)
490*—Living and Dying	(4)

Group C:

Sociology 322—Aging and Society	(4)
343*—Cultural Values of Death & Dying	(4)
History 449D*—History of Death.....	(3–4)
Management 540—Pre-Retirement Years	Seminar
American Multi-Cultural 433—Ethnicity and Aging.....	(3)
Politics 441—Group Dynamics & Public Organization	(4)

SUPPORTIVE COURSES

	<i>Units</i>
1) Biology 201—Human Species (when related to gerontology)	(2)
220—Human Anatomy	(4)
385—Contemporary Issues in Biology (when related to gerontology)	(3)
2) English 498—Literature of the Aging.....	(3)
3) History 365—Oral History	(3)
4) Management 318—Analysis of People Systems	(4)
325—Law and Society	(4)
328—Survey of Legal Rights and Remedies.....	(4)
393—Managing Health Systems	(4)
461—Consumer Protection.....	(4)
5) Mexican-American Studies 405—The Mexican-American Family.....	(4)
6) Physical Education 366C—Community Recreation.....	(4)
7) Politics 200—The American Political System.....	(4)
330—Introduction to Public Administration.....	(3)
477—Poverty and Enrichment	(3–4)
8) Psychology 434—Psychology of Disability	(4)
9) All Departments 495—Special Studies Project in Gerontology (under appropriate Depts.)	

HISTORIC PRESERVATION

Program Director: Peter Mellini

Faculty Committee: Timothy Bell, Geography; David Fredrickson, Anthropology; Theodore Grivas, History; Daniel Markwyn, History; Edgar Morse, Hutchins School of Liberal Studies; David Peri, Anthropology; Margaret Wheaton, Environmental Studies and Planning

The Historic 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 includes: use of the media in preservation, economics, historical research, and implementation of a variety of restoration or preservation projects in a community.

* Complete only one of these courses since each focuses essentially on Death and/or Dying.

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 not less important, result is 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 upon approval of the Program Director. Students should inform their major advisor of their intention to add this minor to their course of studies.

MINOR IN HISTORIC PRESERVATION

Twenty units of related courses are required. Students are urged to consult with the Director of the Historic Preservation Minor Program for suitable related electives or majors to pursue their interest in Historic Preservation more deeply, if they so desire.

Required Courses:

	<i>Units</i>
ENSP 319—Planning for Historic Preservation	4
HIST 362—Society and Architecture	4
LIBS 382—Old Building Construction and Restoration (Tentative)	3
HIST 469—The City in History	4
HIST 361—Techniques of Historic Preservation	1–2
ANTH 328—Cultural Resources Management (Tentative)	4
	20

COURSE DESCRIPTIONS

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 financing. (Wheaton)

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. (Mellini)

LIBS 382. Old Building Construction and Restoration (3)

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. (Staff)

HIST 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)

HIST 361. The Techniques of Historic Preservation

An introduction to the sources and the techniques of historic preservation. The course will include, in a work-shop format, lectures by experts and practical activities used for these techniques. (Mellini)

ANTH 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. (Staff)

LINGUISTICS

Program Coordinator: Shirley Silver

The Linguistics Minor is an interdisciplinary program designed to offer a secondary field of interest that strongly supports majors in related disciplines. 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 an interest in a particular field of linguistics as a complement to a major.

MINOR IN LINGUISTICS

20 units, 11–12 of which must be in the following courses:

	<i>Units</i>
Linguistics 200—Interdisciplinary Introduction to the Study of Language	4
(or) English 300—The Study of Language.....	3
and Linguistics 310—Phonological Analysis.....	4
and Linguistics 311—Grammatical Analysis.....	4
	11–12

Electives

8–9 units to be chosen from the following linguistically-oriented courses offered by established departments. (Note: Courses may not be counted toward both the linguistics minor and major or another minor.)

	<i>Units</i>
American Ethnic Studies 356—Language and Ethnicity	4
Anthropology 380—Language and Culture	4
Anthropology 382—Language Change	4
Anthropology 386—American Indian Languages.....	4
Anthropology 389—Ethnography of Communication	4
Anthropology 482A–B—Linguistic Field Methods	4
Anthropology 494—Seminar in Anthropological Linguistics	4
English 308—Words: Origins and Use	3
English 408—Linguistics Seminar	3
English 508—Seminar in Language Study	3
French 425—Applied Linguistics	3
German 425—Applied Linguistics	3
Mexican American Studies 225–325—Barrio Language	4
Mexican American Studies 326—Bilingualism in the Chicano Community.....	4
Philosophy 352—Philosophy of Language	3
Russian 425—Applied Linguistics.....	3
Sociology 342—Sociology of Language	4
Spanish 425—Applied Linguistics	3

LINGUISTICS COURSES

300. Interdisciplinary Introduction to the Study of Language (4) I

The nature and structure of language; psycholinguistics: language and the mind, child language acquisition; sociolinguistics: role and function of language in the context of personal and group interactions and identities; anthropological linguistics; language and other communication systems in culture and society; comparative and historical linguistics; how language changes; applied linguistics: using the skills and insights afforded by the scientific study of language.

310. Phonological Analysis (4) I

Introduction to articulatory phonetics; methods and practice in the analysis of sound systems.

311. Grammatical Analysis (4) II

Methods and practice in the analysis of the morphological, syntactic and semantic components of language.

Prerequisite: Linguistics 310 or consent of instructor.

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

Note: It is possible to develop a special interdisciplinary major in Linguistics. Interested students should contact the Coordinator of Interdisciplinary Studies and the Coordinator of the Linguistics Program. For students wishing to develop a comparative and historical linguistics emphasis, one or more of the following language courses are particularly pertinent:

	<i>Units</i>
† Greek 101—Beginning Homeric Greek	3
India Studies 302A-B—Sanskrit	3-3
Latin 101-102—Elementary Latin.....	3-3

ITDS MAJORS

B.A. Degree Programs offered within ITDS are: Bachelor of Arts in Liberal Studies; European Studies; India Studies; and Special Major. These programs are described on the following pages.

† Not offered 1978-79.

BACHELOR OF ARTS IN LIBERAL STUDIES

Coordinator: Eugene Soules

The B.A.L.S. program is designed to provide students the opportunity to earn a bachelor's degree in studies broader than those traditionally presented within one discipline or with 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-coordinated exploration in the areas of English, the Humanities, Social Science, and Natural Science, enabling students to discover the relationships among the disciplines. In addition, taking a conceptually-oriented core course and applying its concepts during the semester to a specifically related complementary course increases student understanding of a particular discipline.

The program also 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).

BACHELOR OF ARTS IN LIBERAL STUDIES

Major

To satisfy requirements for the major, students must complete twenty-eight units in the four areas of English, the Humanities, Social Science and Natural Science. There are four required Liberal Studies core courses (one from each of the four areas), plus one cross-disciplinary seminar. Each of the four core courses deals with a specific discipline. To insure the cross-disciplinary nature of the program, each student is assisted by his or her faculty advisor in the selection of existing courses offered in other departments to complement the Liberal Studies core courses.

Students seeking admission to the program must have completed college General Education requirements or equivalent course work. Application should be made during the second semester of the sophomore year for entry into the program as first semester juniors.

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.

LIBERAL STUDIES COURSES

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.

EUROPEAN STUDIES

Faculty: Ellen Amsterdam, Music; Mary Arnold, Russian; Robert Brown, History; Gerald Egerer, Economics; Adele Friedman, French; Robert Smith, Political Science; John Steiner, 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.

BACHELOR OF ARTS IN EUROPEAN STUDIES

Major

Requirements for the major are:

1. A concentration (minimum 34 units) within
 - A. The Humanities, selected from some of the following fields:
 - Art History
 - Drama and Dance
 - English and Literature
 - French Literature
 - German Literature
 - Music
 - Philosophy
 - Russian Literature
 - Spanish Literature
 - AND/OR
 - B. The Social Sciences, selected from some of the following fields:
 - Anthropology
 - Economics
 - History
 - Management
 - Politics
 - Sociology
2. A language minor (minimum 20 units) in either French or German or Italian or Russian or Spanish.
3. The three European Studies Seminars (9 units)

The language requirement may be met by demonstrating equivalent competence in a language. Selection of courses will be done in consultation with the student's advisor and will be guided by the criterion of interdisciplinary association, i.e., courses in several disciplines relating to the same period, movement or theme of particular interest to the student. Students coming into the program in their junior year may be able to apply some courses previously taken as credit towards the 34 unit concentration. The following is an example of a theme within the major:

The social and intellectual origins of French Impressionism

	<i>Units</i>
1. Concentration (34 units)	
A selection of Art and Art History courses	12
History 405—Dominance and Decline, 1815 to the Present.....	4
History 410—European Culture and Intellectual History	4
History 412—Survey of France	4
French 315—French Literature in English.....	3

	<i>Units</i>
Music 250—Intro to Music Literature	3
Music 342—Studies in Music History	3
Politics 350—European Politics	4
2. Language Minor	20
3. General Education	45
	102
4. European Studies seminar (3 semesters)	9
Senior thesis	6
5. Electives	7
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 academic record, personal motivation, and interests. Continuation in the Program will depend upon satisfactory performance. Graduation will require, in addition to the 34 units of concentration and 20 units of language, submission of a senior thesis on the student's chosen theme and an oral examination related to that theme. While the Program is rather demanding, it should be emphasized that it is also highly flexible, having been designed to try to meet the particular needs of each student enrolled.

EUROPEAN STUDIES COURSES

All European Studies Majors are required to take the following three seminars. They may be taken in any order.

305. The Idea of Europe (3)

The seminar investigates the ways various disciplines treat the concept of "Europe". Geographic, political, literary, socio-economic and artistic views on the identity of Europe may be some of the approaches selected for study and comparison. No time structure is imposed on the content of the seminar and examples may range from early Christendom to the Common Market.

306. The Europeans (3)

The seminar focuses upon the lives and works of Europeans who have contributed most to the dominant ideas, movements and events in Europe. The group of individuals studied will vary each year but always with a mixture of see'ers and do'ers from various eras and fields of interest.

307. Europe Now (3)

The forces that are shaping contemporary Europe are evaluated and compared in this seminar. The impact of new ideas and developments upon the life-styles of the present generation of Europeans is of central concern. Insights from various disciplines will be interrelated to create a picture of present-day Europe.

495. Special Studies (1-4)

Special interdisciplinary studies in European civilization to be worked out by the student in consultation with a member of the staff.

496. Pre-Senior Thesis (2)

Required of all European Studies majors, this course is preparatory to the senior thesis. It involves the planning of the senior thesis project including initial research and the compilation of bibliographical information.

497. Senior Thesis (4)

Required of all European Studies majors, the senior thesis is an interdisciplinary essay on a major theme, problem, or concept of European civilization.

INDIA STUDIES

Program Coordinator: Laxmi G. Tewari

Faculty: Barry Ben Zion, Economics; 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 Poe, History; Thomas Rosin, Anthropology; E. Gardner Rust, Music; Roshni Rustomji, India Studies; Alan Sandy, English; Gordon Tappan, Psychology; Robert Tellander, Sociology

The B.A. in India Studies is an interdisciplinary program that allows students to choose their own direction to an extent unique among Asian Studies Programs in California. Breadth can be achieved through study of many different aspects of Indian and other Far Eastern cultures and students can also delve into specific areas of interest. The major combines easily with many minors, providing students with great flexibility in exploring their 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. Also required is critical reflection on the reasons for renewed western interest in the east. Students are assisted in meeting these challenges of the program through special courses, seminars, independent study projects, and field experience in India for those with adequate preparation.

BACHELOR OF ARTS IN INDIA STUDIES

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 specialty 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.

MINOR IN INDIA STUDIES

The minor consists of any 18 units in Indian and Asian Studies. India Studies 301 must be included in these 18 units.

BASIC LIST OF COURSES

	<i>Units</i>
Anthropology 375—Cultures of South Asia	4
Art 417A—Oriental Art	3
History 439—History of Modern India Since 1512	4
Music 452—Music of India and the Near East	3
Philosophy 360–362—Eastern Philosophy	3–3
Politics 452—Third World Political Systems	4
Psychology 321—Psychology of Yoga	2–4
India Studies 301A—Indian Civil: The Sacred Tradition	4
India Studies 301B—Indian Civil: The Secular Tradition	4
India Studies 302A—Beginning Sanskrit	3
India Studies 302B—Intermediate Sanskrit	3
India Studies 315—Introduction to Indian Music	3
India Studies 316—Indian Devotional Poetry	3
India Studies 401—Seminar on India	4
India Studies 493—Field Experience in India	4–12
India Studies 495—Special Studies	1–4
Other Courses on Asia	
Anthropology 203—Introduction to Cultural Anthropology	4
Anthropology 343—Peasant Societies	4
Anthropology 493—Seminar in Cultural Anthropology I and II	4
Art 417B—Oriental Art	3
Geography 430—Seminar in the Regional Geography of Asia	4
Geography 460—Seminar in Area studies that deal with Asia	4
History 336—East Asia Since 1800	4
History 435—Twentieth Century China	4
History 436—History of Chinese Thought	4
History 438—History of Japan	4
History 438—Senior Seminar: Asian History	4
History 588—Graduate Seminar: Asian History	4
Music 451—Music of the Far East	3
Philosophy 340B—Eastern Philosophy	3
Philosophy 350—Philosophy of Religion	3
Philosophy 356—Religious Studies	3
Politics 480—Southeast Asia Seminar	3
Psychology 484—Seminar Psychology of China	4
Psychology 335—Seminar in Zen	4
Psychology 490—Psychology seminars that deal with Asian psychology	4
Psychology 496—Tutorials that deal with Asian psychology	1–16
Sociology 330—Sociology of Religion	5
Sociology 331—Seminar in Religion	3
Sociology 337—Politics of Religion	4
Sociology 432—Social Organization of Western and Non-Western Societies	4
Sociology 440—Comparative Societies	3

Other courses may be taken in addition to the above courses to fulfill the India Studies requirements, with the approval of the advisor.

11A. Indian Civilization: The Sacred Tradition (4)

Exploration of the culture and thought of India with an emphasis on the philosophical and spiritual tradition.

11B. Indian Civilization: The Secular Tradition (4)

Exploration of the culture and thought of India with an emphasis on the secular rather than religious tradition.

12A. Beginning Sanskrit (3)

This course covers elementary Sanskrit grammar, the reading of Sanskrit in the Devanagari script, and translation of easy texts.

12B. 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.

15. 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.

116. Indian Devotional Poetry (3)

Study of devotional poems in terms of their importance in daily life. Explanations of song texts and the lives of Saint musicians.

101. Seminar on India (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.

193. Field Experience in India (4-12)

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

INTERNATIONAL STUDIES

The Division of Social Sciences offers an interdepartmental minor in International Studies designed to introduce the student to the methodologies of the social sciences appropriate to the study of international and intercultural affairs. It is especially recommended for students interested in international affairs, overseas employment and teaching.

After the student has been introduced to the concepts of the social sciences, he will utilize these methods for research in an interdisciplinary seminar designed to apply analyses of the various fields to a problem or area of international study.

In order to fulfill the requirements for the minor, the student will complete: (1) a series of approved courses, taken from at least four of six departments in the Division of Social Sciences, and (2) an interdisciplinary seminar. A student with a major in a department of the Social Sciences Division may credit the approved courses within that department to both his major and the International Studies minor.

Any student interested in the minor should get an application form from the Department of Politics and confer with the chairperson of the committee for the International Studies minor, or the advisor for the program.

MINOR IN INTERNATIONAL STUDIES

Requirements for the 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. 303—Development in the Third World

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

Politics

Pols. 342—International Politics

Sociology

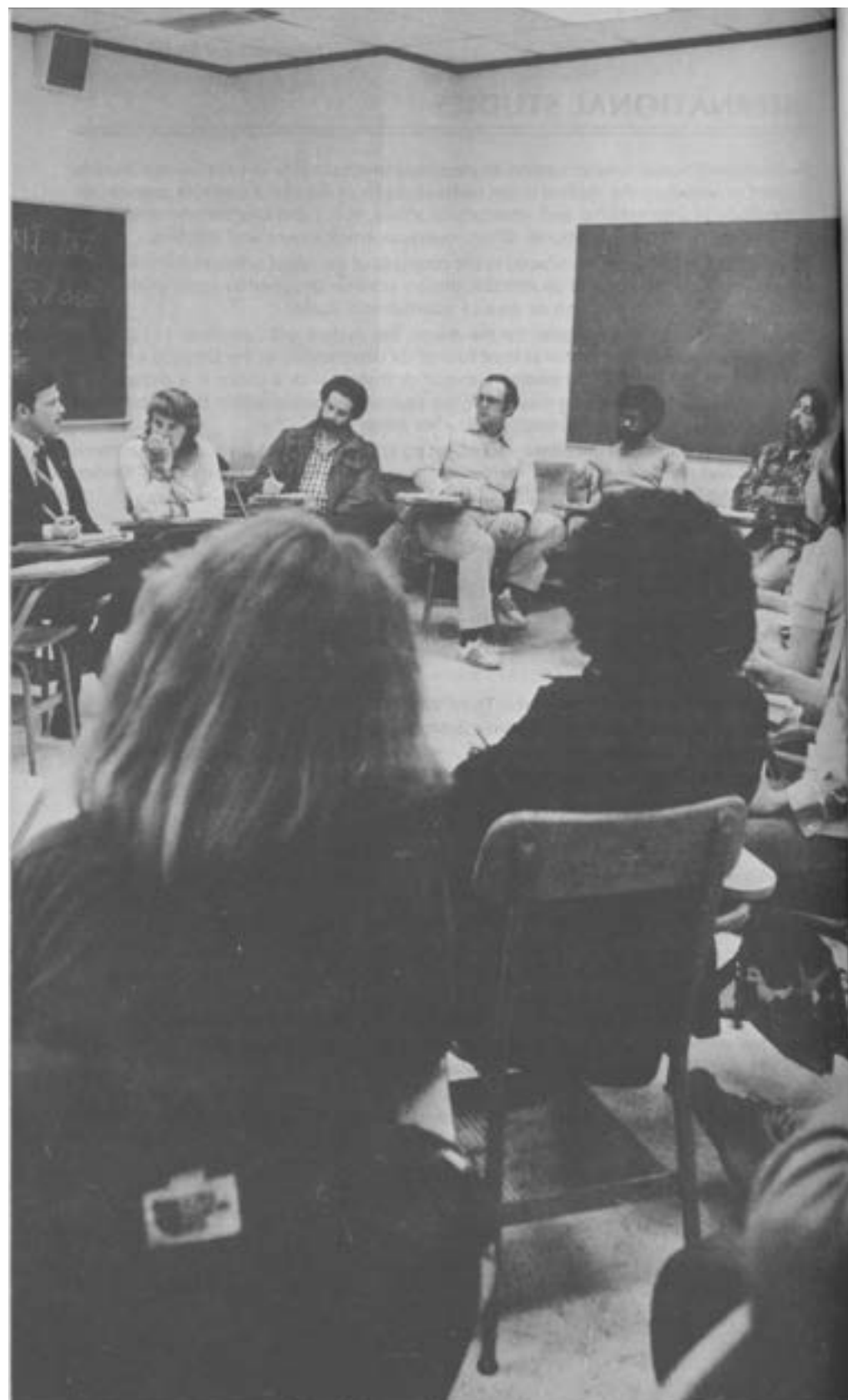
Soc. 432—Social Organization of Western and Non-Western Societies

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 Model United Nations (Poli. Sci. 345)

Total units required for the International Studies Minor: 20 (21 if including Poli. Sci. 345).



MANAGEMENT STUDIES

Department Chair: Jeffrey T. Douth

Faculty: Michael Baldigo, Saul Eisen, Robert Girling, Wyman Hicks, George Johnson, Paul Juhl, Wingham Liddell, Wallace Lowry, Roston Maxie, William Reynolds, Delmar Valleau, Margaret Vaughan.

Management Studies is a multi-disciplinary approach to problem definition and problem solving. It is an eclectic blend of the social sciences and seeks actions which serve human purposes at personal, organizational, and societal levels. As an applied social science, it emphasizes human resources. A process of working with and through people to define and accomplish goals, management is an intensely human and personal process. It stresses long-range dimensions and holistic perspectives, and provides an excellent basis for a liberal arts education.

The Management Studies major at Sonoma is designed as an alternative to traditional programs offered by schools of business which require every student to complete a structured list of courses. The Sonoma approach favors personalization over standardization. Each student in Management Studies pursues an individual program of study planned to meet his or her unique needs. The student and faculty advisor prepare an appropriate study plan and consultation continues regularly until graduation, with any modification made only upon the approval the advisor. This process is responsive to the student diversity which helps to make Sonoma an exciting place for learning.

For those students seeking to specialize in certain fields, optional concentrations may be developed through advisement, including (but not restricted to) the following: Accounting, Finance, Human Relations, Marketing, Multinational Management, Organization Theory, and Systems.

The Management Department participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Management, please refer to Page (33).

BACHELOR OF ARTS IN MANAGEMENT STUDIES

Requirements in the Major are:

	<i>Units</i>
A. Mathematics	3
1. Mathematics 117 or 118	
OR	
2. Mathematics 417	
OR	
3. Three (3) units from the Mathematics 105 series	
B. Economics 201	4
C. Management Studies courses	32
1. Up to eight (8) of these units can be taken in Economics courses (other than Economics 201)	
2. At least 16 units must be Upper Division	
D. Supporting courses	16
1. Ordinarily Upper Division	
2. Chosen from the liberal arts and sciences	
3. Approved by the student's advisor	

4. Courses credited to the student's General Education requirements cannot be used here.

TOTAL units required for the major 55

Total Requirements for the Bachelor of Arts Degree in Management are:

	<i>Units</i>
A. General Education	45
B. Management Major (see above)	55
C. Other electives	24
TOTAL units required for the B.A. degree	124

(The student is reminded that within the 124 units required for the B.A. degree, at least 40 must be Upper Division.)

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 Financial Accounting Fundamentals
- Mgt. 330A–330B Intermediate Accounting
- Mgt 332 Accounting for Management Control
- Mgt 433 Income Taxes
- 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 beyond Math 117 are desirable
- Mgt 230 Financial Accounting Fundamentals
- Mgt 370 Introduction to Managerial Finance
- Mgt 470 Managerial Finance
- Mgt 391 Theories of Business Behavior
- Mgt 375 Money, Banking, and Management
- Mgt 332 Accounting for Management Control

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 344 Managerial Psychology
- or Mgt 444 Seminar in Human Relations

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

or

b. Mgt 381 Management Research Methods & Reports

Mgt 426 Business Law and Human Behavior

Mgt 442 Behavioral Science in Management

Econ 320 Urban Economics

and/or

Econ 322 Urban Economic Planning

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

Mgt 466 Organizational Communication

Psych 445 Social Psychology

Soc 339 Seminar: Mass Media

Soc 341 Sociology of Mass Communications

MULTINATIONAL MANAGEMENT

Mgt 493 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 International Trade: Theory and Policy

Econ 303 Economic Development in the Third World

Geog 340 Resource Utilization

Geog 350 The City

Hist 339 Introduction to Latin American History

Hist 424 Varieties of Imperialism

Hist 430 History of West Africa South

Poli Sci 342 International Politics and Foreign Policy

Soc 434 Urban Sociology

Anthro 343 Peasant Societies

Anthro 366 Ethnography of South America

Anthro 376 Peoples and Cultures of Africa

In addition, familiarity 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 Behavior 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

SYSTEMS ANALYSIS

Mgt 318 Beginning Systems Analysis

Mgt 418	Intermediate Systems Analysis
Mgt 518	Seminar in Systems Theory
Mgt 350	Management Theory and Organization Behavior
Mgt 451	Management Theory with Practical Applications
Mgt 455	Management of the Planning Process
Mgt 344	Managerial Psychology

Minor in Management

A minor in Management shall consist of twenty (20) units in Management Studies courses approved by a faculty advisor in the department. At least six (6) units must be Upper Division.

College Level Examination Program (CLEP)

The Department of Management Studies participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Management Studies, refer to page 33.

Evening program

Evening course offerings provide students with widened flexibility for completing requirements for the major in Management Studies.

Graduate Study in Management

Graduate students may take courses in the Department of Management Studies for professional growth, toward a second B.A. degree, as "conditionally classified" students seeking admission to "classified" status in the M.A. program, or as fully "classified" M.A. students.

Second B.A. Degree

Many students enter the Department of Management Studies to work toward a second B.A. Students in this program are required to take Math 117 (or equivalent), and Economics 201, plus 24 units of Management Studies courses, approved by a faculty advisor. All second B.A. students are placed in "unclassified post-baccalaureate" status. On the application form for admission to the College, the student should specify "Second B.A." in Section 10 concerning "immediate objective at time of planned enrollment."

Professional Growth

Some students may wish to return to college in graduate status to take general or specialized programs of study in undergraduate classes in the department. Such students have no degree objective, but rather are taking courses for personal or professional growth. They are placed in "unclassified post-baccalaureate" status. Interested students should specify on the application form their areas of interest in Management Studies (e.g., preparation for C.P.A.) under Section 10a concerning "specific enrollment objective at time of planned enrollment."

MASTER OF ARTS IN MANAGEMENT

Students seeking a different type of program than either of those mentioned above may apply for admission to the M.A. program. Admission is a two-stage process which ordinarily requires that the student enter in "conditionally classified" status and apply for "classified" status at the appropriate time. Please note that admission to "conditionally classified" status does *not* guarantee that the student will necessarily later be accepted in "classified" status.

Students wishing to work toward the M.A. in Management should indicate this intention on the application form in Section 10 concerning "immediate objective at time of planned enrollment."

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. It attempts to provide the student with various approaches, tools, and areas of knowledge which may be useful in management. The student will develop a working knowledge of contemporary management, and an appreciation of the economic, social, legal, and political trends in the increasingly complex environment in which the manager must function. Furthermore, the student will have an opportunity to focus closely upon a problem of his or her particular interest, in the preparation of a thesis and in intensive study in an area of interest.

Admission Procedures

As indicated above, entering students will ordinarily be placed upon admission into "conditionally classified" status, if eligible; however, openings may be limited. Such "conditionally classified" students must later request from the department's Graduate Screening Committee acceptance into "classified" status.

To be accepted into "classified" status, the student must:

1. File with the Graduate Coordinator in the Department of Management Studies a transcript of record covering the last 60 units of college level work;
2. Supply scores from either of the following:
 - (a) Graduate Record Examination (GRE) aptitude test
 - (b) Graduate Management Admissions Test. (GMAT)
3. Submit "M.A. in Management Information Sheet";
4. Take a qualifying exam in written communications skills prepared and assessed by the departmental Graduate Screening Committee. (This test is intended for placement purposes. Some students may be required to take additional training in written communication before being accepted into classified status.);
5. Complete any unfinished core requirements. (See below);
6. Receive a favorable evaluation from the Screening Committee;
7. File with the Graduate Studies Office Form G-1 ("Advancement to Graduate Standing") indicating departmental approval and the name of the Chair of the student's Committee;
8. File with the Graduate Studies Office Form G-2 (approved graduate study plan, including the names of the student's Committee).

(Note: It is the student's responsibility to confer with faculty members and nominate his/her chair and committee member.)

Admission Requirements

The student entering the program in "classified" status must have coursework in five core areas. The students whose coursework as evaluated by the Graduate Coordinator is lacking in some of the core areas must make up this deficiency while in "conditionally classified" status. The five core areas include:

1. Economics of Management
2. Sociology of Management
3. Psychology of Management
4. Quantitative Approaches to Management
5. Ethnic Studies or Women's Studies

Requirements for the Master's Degree

The M.A. program requires 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 (i.e., graduate level) courses. A minimum of 18 of the 30 must be Management studies courses. A maximum of 9 units may be transferred from other post-graduate work, subject to departmental approval. A minimum of 15 units must be taken after the student has been accepted in "classified" status.

Each M.A. student pursues a "field of concentration" in which a minimum of 14 units must be taken. These 14 units will include: one 500-level course (4 units); one 400- or 500-level course (4 units); 599A (3 units); and 599B (3 units). The content of the 599A-B sequence includes the research and writing for the student's thesis.

The department plans to offer areas of specialization in: Human Relations; Management Theory and Organizational Behavior; History of Management Theory; Community Environment of Management; Finance; Marketing Management; Managerial Economics; and Quantitative Methods in Management. Other fields may be developed by the student in consultation with his/her Chairperson. Please note that not all of these areas can be offered in the near future, due to limited resources.

The degree is completed with 16 elective units, approved by the student's Chairperson, and included in the Plan of Study (Form G-2). At least 5 of these elective units must be in 500-numbered courses.

The student must maintain a minimum grade-point average of 3.0 for work taken in graduate status. All of the 14 units in the area of specialization must be in traditional grading mode (i.e., A/B/C/D/F). Up to 10 units from the 16 units of electives may, with the approval of the student's Chairperson, be taken in non-traditional grading mode (i.e., CR/NC).

For further information, write to the Department Secretary for a brochure, or contact the Graduate Coordinator.

MANAGEMENT STUDIES COURSES

111A. Computer Orientation (1)

Students who know nothing about computers learn to use them for college work, research, etc. A set of self-taught computer tasks of increasing sophistication is supervised and evaluated by regular faculty.

111B. Computer Orientation (1)

After Mgt 111A, training in use of machine-ready system "Statistical Package for the Social Sciences" for use with the many Data Bases now available.

111C. Computer Orientation (1)

After Mgt 111A, training in use of machine-ready System "DATA MANAGEMENT SYSTEM TEN" or "SYSTEM 2,000" for manipulating text and numbers, preparing reports, tables, graphs, etc.

199. Student Instructed Course (1-4)

With faculty approval and supervision, advanced students may occasionally be permitted to offer selected topics as student-instructed courses. For offerings and enrollment details, check with Department office.

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.

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 behavioral 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.

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 ranging from communes to child care centers to businesses, etc.

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. Prerequisite: Management 230

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.

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.

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.

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.

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.

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. May be repeated for credit.

345. Sex Roles in Management (4)

Roles, role stress, and what is "expected" of women and men at work. Class members share and examine experience and expectations concerning their own personal sex role behavior on the job.

349. Personnel Management and Administration (4) (formerly Mgt 339)

Introduction to personnel practices in industrial fields; includes interviewing selection, training and counseling of employees. Job analysis, safety programs, and rating methods. Discussion of wage and salary administration.

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. Starting the Successful Small Business (4)

Intended for prospective entrepreneurs wishing to start a new business and/or participate in the management of a small ongoing company during its early months. Also appropriate for students interested in consulting, banking or investing in small companies. Emphasis on the preparation of realistic, action-oriented business plans necessary for presentations in organizing and financing.

352. Managing the Small Business (4) (formerly Mgt 351)

This course will focus on decision-making in functional areas of marketing, production and finance. Consulting to actual businesses in the community. Students, working in teams with faculty and professional backup, will help businesses solve such problems as: expansion; cost control; location studies, etc.

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 (2)

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, Banking, and Management (4)

Financial systems of the Federal Reserve system, U.S. Treasury, national/international banking, and other financial institutions studied as they pertain to management objectives. Special attention given to: theory of monetary and fiscal policies; interest rates and supply of funds; and to economic interactions leading to inflation, recession, depression, growth, and stagnation. Alternative goals and policy measures examined.

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)

Techniques of research planning and preparation for management purposes. Sources of data; survey methodology; questionnaire design; report writing and presentation.

391. Theories of Business Behavior (4)

Variety of theoretical frameworks presented to explain the nature of the firm's behavior in a complex and changing world. Emphasis on economic theory and related tools made relevant to management settings.

392. Planet Management (4)

Corporate policy, technological change and social policy affect the physical and socio-economic 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.

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 325 and Math. 117 or equivalent.

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.

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 role 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)

Behavioral labor market theories applied to current personnel issues. Applications of human capital theory. Career progression, salary progression, performance and recruitment, all evaluated from a managerial viewpoint.

442. Behavioral Science in Management (4)

Study of meaning of "bureaucracy: its human impositions of orderliness, fair play, privacy, depersonalization, specialization, and inefficiency. Alienation in the workplace in varieties of mechanized production processes and for varying socio-economic groups. Emphasis on viewpoint of those who coordinate work of other people.

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.

450. Seminar in Advanced Management Theory (4)

An eclectic and interdisciplinary approach to the study of management theory and organization 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.

455. Management of the Planning Process (4) (formerly Mgt 455B)

The organizational planning process from the perspective of managers of public and private institutions. Systems analysis, psychological, philosophical considerations.

456. Management of Urban and Regional Planning (4) (formerly Mgt 455A)

Environmental and economic impact statements and reports. Plans and reports required by regulatory bodies. Implications for managers.

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.

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.

466. Organizational Communication (2-4)

Communication theory as applied to management; impact of the organizational environment; strategies for development of effective messages. Oral and written exercises required.

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.

476. 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.

482. Research in Management (1-4)

May be repeated for credit.

491. Seminar in Management Theory and Policy (4)

Group discussion of current issues in managerial and corporate policy, including, but not limited to marketing policy, investment policy, social responsibility, personnel policy, profit policy, etc. Simulation of the managerial process through computer decision models. Discussion of case studies. Prerequisite: Senior standing.

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.

493. Introduction to International Business (4) (formerly 463)

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.

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.

499. Internship in Management (1-4)

Field experience in Business or Government. Enrollment by prior arrangement only: Consult Internship Coordinator for details. 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)

Overview of comparative management focused on comparison between authoritarian and democratic management systems. Managerial systems analyzed both at level of firm and nation, with focus on: planning and economic systems; case studies of management in other countries; problems of management and economic transition; and alternative systems of motivation.

Prerequisites: Mgt 450, Econ 333 or consent of instructor.

554. Industrial Democracy (4)

How management can be combined with democratic values and decision-making. Case studies used to analyze measures for worker participation in management and to evaluate practical experiences.

555. Seminar in Current Issues in Planning and Control (4)

Discussion of current issues such as: participative planning in organizations; M.B.O.; variable budgeting; program budgeting; zero-based budgeting; collective bargaining by objectives; sales forecasting; cash forecasting; quantitative models for planning and control; and other contemporary problems in planning and control.

Prerequisite: Graduate standing or consent of instructor.

320 / Management Studies

560. Seminar in Marketing Analysis (4)

Graduate study of market assessment, development of marketing plans, and evaluation of marketing programs. Careful consideration of the conceptual background of marketing. Current trends and emerging developments.

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.

592. Seminar in Development of Management Theory (4)

An eclectic view of the history of management theories. Extensive library research and class discussion. Survey of current state of the theory "jungle."

Prerequisite: Graduate standing or consent of instructor.

595. Special Studies in Management (1-4)

Prerequisite: Graduate standing and consent of the instructor.

596. Graduate Internship (1-4)

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

Department Chair: Robert Johnson

Faculty: William Barnier, Donald Duncan, Clement Falbo, Norman Feldman, Shanna Freedman, Robert Johnson, Frederick Luttmann, Thomas Nelson, Charles Phillips, Jean Stanek, Thomas Volk, Sommai Vongsuri.

Programs offered by the Mathematics Department are designed to equip students with an understanding of the art of symbol manipulation and the ability to reason in the context of symbols. They also stress the necessary interplay between the place mathematics has in everyday life and the development of mathematics as an art form of the highest kind. This dialectic has enabled the discipline to stand the test of time quite well. Mathematics is the oldest of the academic disciplines and continues to grow.

The basic curriculum is suitable for continuation of study toward advanced degrees in mathematics. The B.A. and M.A. programs provide preparation for mathematics teaching through the community college level; and the B.S. programs prepare students for many fields, including computer science, statistical work in government and industry, biostatistics, and actuarial work. Because a degree in mathematics indicates mastery of symbol manipulation, graduates are also sought after in many areas where mathematics may be of minimal importance, but clarity of thinking is essential.

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.

BACHELOR OF ARTS IN MATHEMATICS

Major

General Education	45
Major.....	44
Electives	35
TOTAL.....	124

COURSE REQUIREMENTS

110—Calculus I (3 units in G.E., 2 units in major)	2
210—Calculus II	5
220—Logic and Proof	3
231—Introduction to Linear Algebra and Differential Equations.....	3
312—Vector Calculus	3
320—Modern Algebra I	3
322—Linear Algebra	3
340—Real Analysis I	3
Electives in Mathematics (15 of which must be upper division not including 300, 312, or 417. Any lower division math elective must be approved by the mathematics advisor.)	19
TOTAL.....	44

BACHELOR OF SCIENCE IN MATHEMATICS

OPTION IN APPLIED MATHEMATICS AND COMPUTER SCIENCE FOR THE B.S. DEGREE

322 / *Mathematics*

Major

General Education	40
Major.....	45
Electives	39
	124

COURSE REQUIREMENTS

A. Applied Math Emphasis

120—Machine Programming	
or	
122—Intro. to Computer Programming	3
162—Calculus A (3 units in G.E.)	0
212—Calculus B.....	3
220—Logic and Proof	3
231—Intro. to Linear Algebra & Diff. Equations	3
262—Calculus C.....	3
312—Vector Calculus	3
322—Linear Algebra	3
331—Applied Differential Equations II	3
340—Real Analysis I	3
460—Introduction to Complex Variables	3
Two electives selected from Math 345, 352, 430, 480	6
Upper Division electives in math (excluding 300, 312, and 417)	9
	45

B. Computer Science Emphasis

122—Intro. to Computer Programming	3
162—Calculus A. (3 units in G.E.)	0
212—Calculus B.....	3
220—Logic and Proof	3
231—Intro. to Linear Algebra & Diff. Equations	3
250—Assembly Lang. & Computer Organization.....	3
262—Calculus C.....	3
312—Vector Calculus	3
320—Modern Algebra I	3
322—Linear Algebra	3
340—Real Analysis I	3
345—Probability Theory	3
354—Data Structures.....	3
406—Combinatorics	3
An elective selected from Math 450, 452, 454	3
Upper Division electives in Math, excluding 300, 312, and 417.....	3
	45

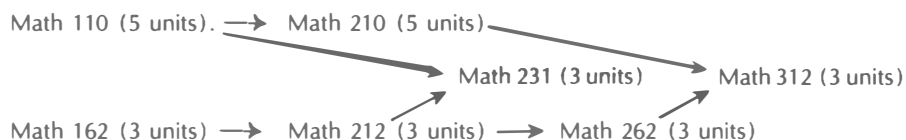
OPTION IN STATISTICS FOR THE B.S. DEGREE

Major

General Education	45
Major.....	44
Electives	35
	124

COURSE REQUIREMENTS

120—Machine Programming	
or	
122—Intro. to Computer Programming	3
110—Calculus I (3 units in G.E.)	2
210—Calculus II.....	5
220—Logic and Proof	3
231—Introduction to Linear Algebra and Differential Equations.....	3
312—Vector Calculus	3
340—Real Analysis I	3
345—Probability.....	3
360—Design of Experiments	3
365—Statistical Inference	3
Electives selected from a list of courses on file with the undergraduate advisor.	
That list includes Math 465, 466, 467, 515, 565, and others	13
	44

THE CALCULUS SEQUENCES**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

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 required units must include calculus and a course in statistics. At least 6 units must be upper division, not including Math 300.

MATHEMATICS COURSES**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 unit G.E. requirement if the remaining 2 unit requirement is satisfied by credit for Math 105A and Math 105B.

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, polynomials 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 instructor.

108. Analytic Geometry and Trigonometry (3)

Analytic Geometry: distance formula, slope, circle, ellipse, parabola, tangent lines.

Trigonometry: right triangles, trigonometric functions, identities, applications.

This course assumes more background in algebra than Mathematics 107 and is primarily designed as a precalculus course. Students may not get credit for both Mathematics 107 and Mathematics 108. Satisfies General Education requirement for mathematics.

Prerequisite: Two years of high school algebra or consent of instructor.

110. Calculus I (5)

Functions, limits and continuity (informally). Introduction to differentiation including Chain Rule, Mean Value Theorem, implicit differentiation. Introduction to integration including Fundamental Theorem, and some techniques. Satisfies General Education requirement for mathematics.

Prerequisite: Mathematics 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 contribution 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.

Satisfies General Education requirement for mathematics.

Prerequisite: None.

116. Introduction to COBOL (3)

A first course in programming in the business-oriented computer language, COBOL. The student will learn to analyze typical business problems and prepare programs for their solution on the computer.

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 (4)

Elementary descriptive and inferential statistics and their application to the behavioral, natural, and social sciences. Discrete probability theory, sampling, random variables, special distributions, central limit theorem, estimation, test of hypothesis, analysis of variance, linear regression and correlation, and some non-parametric tests. Lecture and laboratory. This course is designed as an elementary introduction to the application of statistics for the non-mathematical student, and those minoring in mathematics.

Satisfies the General Education requirement for Math.

Prerequisite: None.

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. 18 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, 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; crystallographic point groups; affine spaces; affine coordinates; affine symmetries and their analytic representation.

Prerequisite: Math. 320 and Math. 322 or consent of instructor.

410. History of Mathematics (3)

Mathematics from ancient times to the present. The student learns how to solve problems of the past using only the tools of the past.

Prerequisite: Consent of instructor or Math 110 or Math 162.

417. Topics in Calculus for Management and the Social Sciences (3)

This calculus course is designed for management and social science majors and will emphasize applications. Topics include differentiation, maximum and minimum problems, antiderivatives, the definite integral, exponential and logarithm functions, functions of more than one variable, Lagrange multipliers, partial differentiation, improper integrals.

Prerequisite: Enrollment in a degree program other than Mathematics or Physical Sciences. Math 117 or 105B or 114 or their equivalencies.

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) I**

Study of geometry in Euclidean space by means of calculus. Curves and surfaces in 3-space, Frenet formula, Gaussian curvature. Euclidean motions. Intrinsic Geometry of curves and surfaces, 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. 340.

* Offered alternate years.

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. 354 or consent of instructor.

466. Sampling Methods and Theory (3)

The basic sampling models and methods, generalization of basic models and applications, analytic surveys.

Prerequisite: Math. 166 or consent of instructor.

467. Non-parametric Methods in Statistics (3)

Tests of randomness, symmetry, random blocks, independence and the theory underlying them.

Prerequisite: Math. 166 or consent of instructor.

470. Mathematical Models in Biology (3)

Mathematical analysis of topics in ecology, genetics, physiology, developmental biology and health models. Each student will be required to develop a project which concentrates on a specific model. The mathematics needed for the project will be taught on an independent basis.

Prerequisites: At least junior standing in one of the Natural Science Division majors and Math. 114 or equivalent. Other interested students may enroll with the 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.

MASTER OF ARTS IN MATHEMATICS

A. The requirements for acceptance in the Mathematics Department's M.A. degree program are:

- (1) 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.
- (6) Completion of the advanced Graduate Record Examination in Mathematics. 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:

- (1) 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 Masters 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.
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. <i>Master's Thesis Option</i>	<i>Units</i>
"Mathematic courses at the "500" level	12
Math courses at the "400" level or the "500" level (or other approved non-mathematical electives not to exceed 6 units)	12
Master's Degree Thesis (Mathematics 599)	6
Thesis seminar presentation	0
TOTAL units required	30

A thesis advisor and two additional members must be selected from the full-time mathematics faculty to serve on the committee with the thesis advisor as chairman. Selection of courses for the 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

Mathematics courses at the "500" level	12
Mathematics courses at the "400" level or the "500" level (or other approved non-mathematical electives not to exceed 6 units)	15
Mathematics Project (Mathematics 595)	3
Project Seminar Presentation	0
TOTAL units required	30

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 or her 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

Mathematics courses at the "500" level	15
Mathematics courses at the "400" level or the "500" level (or other approved non-mathematical electives not to exceed 6 units)	15
Examination (Oral or Written)	0
TOTAL units required	30

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 material in the student's study program.

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.

520. Nonlinear Differential Equations (3)

Approximation methods for solving nonlinear differential equations. Iterative techniques. Theory of convergence. Difference equations.

Prerequisite: Math 430 or consent of instructor.

525. Numerical Analysis (3)

Selected topics in numerical analysis which are of present day interest to the applied mathematician.

Prerequisite: Math. 330, 331, and 352 or equivalent or consent of instructor.

535. Ordinary Differential Equations (3)

Linear systems, existence theorems regular and irregular singular points. Topics from regular and singular boundary value problems. Qualitative behavior of solutions. Perturbation methods, stability theory.

Prerequisites: Math. 430 and Math. 438 or consent of instructor.

540. Functional Analysis I (3)

Topics studied are: abstract linear spaces, linear operators, topological spaces, including Hausdorff. Normed linear spaces, especially Banach and Hilbert. Minkowski functionals, differential and integral equations, L^2 kernels.

Prerequisites: Math 440 or 570 and Math 418 or consent of instructor.

550. Abstract Algebra—Group Theory (3)

The Jordan-Hölder-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 application 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

Department Chair: Manuel J. Hidalgo

Faculty: Esteban Blanco, Andrea Neves,
Francisco J. Hernandez

Contributing and Part-time Faculty: Ned Averbuck, Herb Castillo, Carlos Cordero, Rafael Diaz, Sally Hurtado, Raul Lara, Ernesto Martinez, Herminia Menez, Miguel Tirado, Daniel T. Lopez.

The major in Mexican American Studies is an interdisciplinary program designed to provide the student with both academic preparation and an awareness of the historical, educational, political and cultural situation of Chicanos in the United States. The major is suited for those students preparing to enter the fields of teaching or social services in the Spanish-speaking community. The B.A. in Mexican American Studies also provides the student an opportunity to prepare for graduate work in Chicano Studies, Education, Social Work, Law/Business and related areas in the traditional disciplines. The department offers academic waiver programs in Mexican American Studies/Liberal Studies and Mexican American Studies/Social Science leading to the multi-subject and single subject teaching credentials, respectively.

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.

BACHELOR OF ARTS IN MEXICAN-AMERICAN STUDIES

Major

General Education	<i>Units</i>
Major.....	45
Core Courses	40
Area of Concentration	20
Electives or Supporting Courses.....	20
Total	39
	124

COURSE REQUIREMENTS

A. Core

MAMS 219—Introduction to Mexican American Studies	<i>Units</i>
MAMS 445—Chicano History	4
MAMS 451—Mexican American Humanities	4
MAMS 480—Seminar in Chicano Studies	4
MAMS Core Elective, from the following courses:	4
MAMS 225—Elementary Barrio Language	
MAMS 325—Advanced Barrio Language	
MAMS 326—Bilingualism in the Chicano Community	
MAMS 374—Chicano Literature	
MAMS 405—The Mexican American Family	
MAMS 456—Bilingual/Cross-Cultural Education	
TOTAL UNITS CORE COURSES	20

B. Areas of Concentration

The student must select an area of concentration: such as: Education, History, Social Science, Social Services, Philosophy and Psychology or Humanities.	20
MINIMUM UNITS IN AREA OF CONCENTRATION	20
TOTAL FOR THE MAJOR	40

C. Spanish Language Competency

It is anticipated that, beginning with the 1979–80 academic year, candidates for the B.A. degree in Mexican American Studies must demonstrate Spanish language competencies through satisfactory completion of an oral and written assessment, administered by the Department of Mexican American Studies.

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. The minimum requirements for the Minor is the same as the 20 unit core for the major (see above).

TEACHING CREDENTIAL OPTIONS

A. Mexican American Studies/Social Science Single Subject Waiver Program

This waiver program was developed to meet the Ryan Act Single Subject waiver leading to the Single Subject (Secondary) Teaching Credential.

At the beginning of the junior year the students must consult with their advisor before enrolling in one of the following tracks with the Mexican American Studies/Social Science waiver option.

- Mexican American Studies/Social Science (Bilingual Track)
- Mexican American Studies/Social Science (Non-Bilingual Track)

B. Mexican American Studies/Liberal Studies Multiple Subjects Waiver Program

This waiver program was developed to meet the Ryan Act Multiple Subjects waiver requirements leading to the multiple subjects (elementary) teaching credential. It is specifically designed to provide the academic background for those students interested in entering the Multiple Subjects/Bilingual Emphasis Credential Program.

At the beginning of the junior year the students must consult with advisors from Mexican American Studies before enrolling in the Mexican American Studies/Liberal Studies program.

C. Bilingual/Cross-Cultural Specialist Teaching Credential

This program was developed to meet the requirements for credentialled teachers to obtain a specialist credential in bilingual education. The program will use both English and Spanish as languages of instruction, and a candidate must successfully complete a Language and Culture Assessment prior to official admission to the program

MINIMUM COURSE REQUIREMENTS FOR THE BILINGUAL/CROSS-CULTURAL SPECIALIST CREDENTIAL

			<i>Units</i>
Phase I	MAMS 445	Chicano History	4
	MAMS 451	Mexican American Humanities	4
	MAMS 456	Bilingual Education	4
	MAMS 326	Bilingualism in the Chicano Community	4

Phase II	* MAMS 426	Target Language Skills for Speakers of Spanish	3
	* MAMS 557	Methods & Materials in Bilingual Education.....	5
	* MAMS 558	Teaching Reading to the Bilingual Child	2
	* EDUC 531	Bilingual Field Practicum.....	4
	TOTAL	30

Language and Culture Assessment

All students who wish to obtain a bilingual credential must successfully complete a Language and Culture Assessment given by the Department of Mexican American Studies. Students who have to take the Language and Culture Assessment should contact the Department of Mexican American Studies for dates and times the Assessment will be given. This should be done at the time the student applies for admission to the credential program.

MEXICAN-AMERICAN STUDIES COURSES

102. College Survival for Non-Traditional Students (2)

A study skill development approach to student involvement with college. Emphasis upon the mechanics of study, i.e., reading, note taking, term papers, vocabulary, test taking, and others. Course offered only for Credit/No Credit.

105. 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.

201. Experimental Courses (1–5)

203. Seminar in Communication Skills (1–3)

An analysis of the principles of methods of discussion skills. Emphasis upon problem solving and critical thinking as they apply to the written and spoken word. Course only offered for Credit/No Credit.

219. Introduction to Mexican-American Studies (4)

A general education course in Mexican Americans emphasizing 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 barrio language as found within Chicano communities. Using language learning techniques, including lab work and field work trips, the students will develop proficiency in the language.

301. Experimental Courses (1–5)

303. Mexican-American Identity (4)

A study of the social, psychological, geographical, and racial factors that explain the character and identity of Mexican Americans.

306. MECHA (2)

The course will involve students in experimental projects that will orient them to problems faced by the Chicano student community and the greater Chicano community in the campus service area. This course is offered Credit/No Credit.

309. Mexican Guitar and Folk Songs (3)

A historical survey of Mexican and Chicano music. The course also includes instruction in the Mexican guitar and Mexican and Chicano folk song accompaniment (corridos). Course only offered for Credit/No Credit.

* Candidate must have passed the Spanish language assessment, completed Phase I, and be officially admitted to the program prior to taking Phase II courses.

310. Mexican American Folk Arts and Crafts (3)

Analysis of and workshop on Mexican And Mexican American arts and crafts. To include village and folk arts with particular emphasis towards adapting these arts to the public school curriculum. Course only offered for Credit/No Credit.

320. Community Spanish for Medical Practitioners (2-3)

A survey of community and dialectal Spanish pertinent to public health agencies. Recommended for medical practitioners who plan to work with the Mexican American community.

325. Advanced Barrio Language (4)

A review of the fundamentals and an advanced study of language within the Chicano community, using language lab and field trips the student will study specialized dialects, including Calo, as a part of development proficiency in the language.

Prerequisite: MAMS 225.

326. Bilingualism in the Chicano Community (4)

An examination of the development and maintenance of bilingualism within the Chicano community. Will include a history of the development of the Spanish language, and an overview of the various factors that affect bilingualism, including psychological and sociological factors. The course will focus on a linguistic analysis of Spanish and English and the effects of speaking both on bilingual persons in the Southwest.

330. Chicano and the Law (4)

A historical examination of the law, the legal system and the legal heritage in the Chicano community. Students will review case law, statute law, and legal institutions, with a concentration on the recent developments in the law resulting from the Civil Rights Movement.

340. Mexican American Folklore (3)

A description and analysis of traditional cultural expressions of the Mexican and Mexican American through folk narratives; folk poetry; drama; the arts; religion and folk beliefs.

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 Chicano analysis of the historical forces which helped shape the Mexican people from the pre-columbian era to the present with particular attention to the Mexican Revolution. To include the settlement of the Southwest and anlysis of diplomatic history between Mexico and the U.S. as it related to Chicano communities.

351. Mexican American Thought (4)

Intellectual history of the Chicano as reflected in Nahua, European and Mexican thought, with an emphasis on contemporary Chicano thought.

352. Aztec and Maya Philosophy (4)

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

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.

338 / Mexican-American Studies

356. Economics of the Chicano (4)

Economics of the Chicano community and its relationship to wider economic systems. The roles of credit, poverty, land tenure, consumer behavior, and occupational patterns in the Chicano community. An analysis of the changing role of Chicanos as workers, consumers, investors, and entrepreneurs in local, regional, and national levels of the economy.

365. Chicano Theatre (4)

The review of the development of drama in the Chicano culture from a variety of sources; anthropological, sociological and historical as well as the contemporary developments. Course includes a workshop leading to the performance of a term play; along the lines of the Teatro Campesino. Course only offered for Credit/No Credit.

366. Mexican American Music and 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. Course offered only for Credit/No Credit.

374. Chicano Literature (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. Selected Topics in Chicano Studies (1-4)

Selected topics in Chicano Studies with course content to be determined.

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 and 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 (4)

The relationship between the barrio and Anglo society. To include theories of organizing the Chicano community for creative roles in policies, social change, etc. The role of the professional organizer.

445. Chicano History (4)

An analysis of Chicano history from the exploration and settlement of the Southwest to the present. To include an examination of such themes and topics as: the Chicano heritage, the Mexican War and Treaty of Guadalupe Hidalgo, the land question, social banditry and other forms of resistance and the Chicano in the twentieth century.

46. Research Seminar Local Chicano History (4)

Research seminar in local Chicano history, 19th and 20th century, using primary source materials. Includes the methods and techniques of oral history. 2 unit seminars, 2 units field work.

Prerequisite: MAMS 445 or consent of instructor.

47. 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.

48. Religion and the Mexican American (4)

A critical review of the development of religious thought and experience among the Mexican and Mexican-American, from pre-Columbia to the present.

49. Mexican-American Humanities (4)

An analysis of the literature, philosophy, religion, art and the performing arts as they have developed in the Mexican American society.

50. The Mexican-American in American Education (4)

An historical study of the Chicanos role in the U.S. public and private schools. To include an examination of Chicano education during the Spanish/Mexican period as well as Chicano alternative education since 1848.

51. 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.

52. 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.

53. Bilingual General Science (1-3)

A general science 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.

Prerequisite: Functional target language skills and completion of general education science requirements.

54. Bilingual Fundamentals of Mathematics (1-3)

A general math course taught bilingually (Spanish/English) and designed to give cultural depth in the mathematics required for a liberal education.

Prerequisite: Functional target language skills and completion of general education mathematics requirements.

55. Mexican American Art Workshop (4)

A workshop on social-context art; including the technical and conceptual forms stemming from the art history of the Mexican American. Includes lectures and studio practices and the designs of mural painting.

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. Chicano Studies Seminar (4)

An in-depth analysis of selected topics from the area of Chicano Studies. Using current analytical models and research techniques, the students will examine a specific topic for research and presentation.

490. Chicano Children's Literature (4)

An analysis of children's literature written about and for Chicano children. Students will review and analyze the literature for style and content. Students will study non-traditional literature collections from the Chicano community.

495. Special Studies (1–4)

501. Experimental Courses (1–4)

557. Methods & Materials in Bilingual Education (5)

This course is an application of current educational theory affecting bilingual students to curriculum design. It is a brief review of theories on language learning, culture and cognition and culture and teaching. Students will develop curriculum materials and curriculum outlines for bilingual students in all subject areas and for all levels. The students will also evaluate and adapt existing curriculum materials for use in the bilingual classroom. The course will be taught in Spanish. Prerequisite: Consent of instructor.

588. The Teaching of Reading for the Bilingual Child (2)

An examination of the techniques, methods, and theories which apply to teaching reading to bilingual children. Students will review past and present theories as well as analyze current methods and materials.

Prerequisite: Consent of instructor.

595. Special Studies (1–4)



MUSIC

Department Chair: E. Gardner Rust

Faculty: Ellen Amsterdam, Lawrence Anderson, Arthur Austin, Glenn Blair, Billy Browning, Anne Crowden, Margaret Donovan-Jeffry, Joann Feldman, James Frieman, Arthur Hills, Ralph Holtz, William Johnson, Richard Kvistad, Kwaku Ladzekpo, Carolyn Lewis, Charles Metzger, Lucien Mitchell, Walter Oster, John Palacios, Mitchell Ross, George Sakellariou, James Schultz, David Sloss, Larry Snyder, Thomas Stauffer, Jean Stevens, Laxmi Tewari, Marilyn Thompson, Augustus Vidal, Donald Walker, Bonnie Williams.

The discipline of music focuses one's hearing and perception through the practical and cognitive studies of theory, history, analysis, performance and composition.

The student majoring in music refines his musical sensitivity against the background of a liberal arts education. The Music Department offers a four-year program designed to give the student comprehensive preparation in theory, history and performance. Special options are available in performance and music education. Free private instruction is provided to qualified students on all standard musical instruments and in voice. 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. While encouraged to develop advanced proficiency in their performing specialties, and to take advantage of the extensive opportunities available for solo, chamber and large ensemble performance, students are also expected to pursue a broadly diversified program of class study.

The Department houses large collections of both standard instruments and African and Chinese instruments as well as a growing collection of Medieval and Renaissance instruments. Facilities include a large library with modern listening stations, an electronic music studio, concert and recital halls, and twenty practice rooms.

A program for students working toward a teaching credential is included within the curriculum, as are courses appropriate for general education requirements.

The Department of Music is accredited as a Member of the National Association of Schools of Music.

BACHELOR OF ARTS IN MUSIC

Major

	<i>Units</i>
General Education	45
Major.....	43-51
Electives	28-36
TOTAL.....	124

(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 semester in residence. During this semester they must demonstrate motivation and proficiency appropriate to their prior experience as musicians and must also show satisfactory progress in music classes. Every student must consult his advisor before continuing as a music major beyond the probationary semester.

Proficiency Expectations

All entering music majors will be given a placement test to determine at what level they should enter the program. Students who do not demonstrate fluent reading of treble and bass clef, ability to sing at sight a simple tune, knowledge of basic intervals, understanding of simple meter and rhythm, and familiarity with major and minor scales, will be asked to take Music 105 as a prerequisite to Music 110 and 120.

Entering students must either pass a Piano Proficiency Test or begin immediately to develop technique sufficient to pass it. Students 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 the final examination in Music 305. 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 Music 305 or its prerequisites.

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.

Lower Division Program

The core of the lower division program for music majors is a sequence of four courses in musicianship and music literature. This sequence is a comprehensive approach to ear-training in its broadest sense. It includes, but is not limited to, sight-singing, dictation, counterpoint, 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 or she sees and see what he or she 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 two of the following three courses: Music 351; Music 352; Music 353.

Every music major will be expected to complete a Senior Project of one or two units, depending on its scope. The Senior Project (Music 490) 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 courses such as those in specific periods, genres, or composers; conducting; composition; orchestration; jazz arranging; non-Western music; or studio instruction. Performing ensembles may not be included among these units.

The Performance Requirement

Music Department ensembles include 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 appropriate ensembles designated by the music faculty, 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 music education are encouraged to consult an advisor about the possibility of arranging individually tailored programs of study or pursuing the Music Education or Performance Option. 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.

COURSE REQUIREMENTS		<i>Units</i>
Music 110	Musicianship II	3
Music 120	Musicianship II Lab	2
Music 111	Musicianship III	3
Music 121	Musicianship III Lab.....	2
Music 210	Musicianship IV	3
Music 220	Musicianship IV Lab	2
Music 310	Musicianship V.....	3
Music 320	Musicianship V Lab	2
Music 200	Listening Skills I—Western Music	3
Music 300	Listening Skills II—Non-Western Music	4
Music 305	Aural Skills Workshop	1
Music 306	Keyboard Skills Workshop	1
Two of the following three courses:		8
Music 351	History and Analysis—Early Western Music (4)	
Music 352	History and Analysis—Common Practice Period (4)	
Music 353	History and Analysis—Twentieth Century Music (4)	
Music 490	Senior Project.....	1–2
Additional Upper Division Music Courses		4–5
TOTAL		43

MUSIC EDUCATION OPTION

The Option in Music Education is designed to provide the strongest possible preparation for service as a teacher of music in the public school system.

The candidate who elects the Music Education Option will meet all of the core requirements of the music major for the B.A. degree in Music. The candidate will also take additional supporting music education courses in order to prepare him/herself to be admitted to the credential program.

Completion of the major requirements and the additional supporting courses does not automatically insure acceptance into the credential program which requires a separate application to the Education Department. This application is generally submitted during the junior year. It is also possible to graduate with the regular music major or the performance option and to complete the extra music education and education courses in a fifth year.

All candidates must have a recommendation from the Department of Music and must have passed the Aural Skills Test (Music 305) in order to be eligible for acceptance into the credential program.

In addition to the courses prescribed for the Option in Music Education, Music 401 and 402 are strongly recommended as supporting courses to the basic curriculum. The student is also encouraged to select, in consultation with his/her advisor, one of the following courses as a general elective: MAMS 309, MAMS 366, AAMS 300, or NAMS 356.

Course Requirements

	<i>Units</i>
Music 110 Musicianship II	3
Music 120 Musicianship II Lab	2
Music 111 Musicianship III	3
Music 121 Musicianship III Lab.....	2
Music 210 Musicianship IV	3
Music 220 Musicianship IV Lab	2
Music 310 Musicianship V.....	3
Music 320 Musicianship V Lab	2
Music 200 Listening Skills I—Western Music	3
Music 300 Listening Skills II—Non-Western Music	4
Music 305 Aural Skills Workshop	1
Music 306 Keyboard Skills Workshop	1
Two of the following three courses	8
Music 351 History and Analysis—Early Western Music (4)	
Music 352 History and Analysis—Common Practice Period (4)	
Music 353 History and Analysis—Twentieth Century Music (4)	
Music 315 Orchestration	
Music 400 Theory of the Elementary School	
Music 415 Beginning Voice Technique	
Music 422 Class Instruction in Strings	
Music 423 Class Instruction in Woodwinds	
Music 424 Class Instruction in Brass	
Music 429 Class Instruction in Percussion.....	
Music 430 Conducting	
Music 490 Senior Project	
Total	51

Note: Music 415, 422, 423, 424 and 429 may be taken as lower division courses (115, 122, 123, 124, 129).

PERFORMANCE OPTION

Upon successful audition, students pursuing the Performance Option must enroll each semester in studio instruction, perform at least once a semester in department concerts, and demonstrate appropriate progress each semester by means of a final examination. The Senior Project for these students will be a Senior Recital (Music 491) showing functional competence in the medium, and an understanding of performance procedures in realizing several musical styles.

Course Requirements

	<i>Units</i>
Music 110 Musicianship II	3
Music 120 Musicianship II Lab	2
Music 111 Musicianship III	3
Music 121 Musicianship III Lab.....	<u>2</u>
Music 210 Musicianship IV	3
Music 220 Musicianship IV Lab	2
Music 310 Musicianship V.....	3
Music 320 Musicianship V Lab	2
Music 200 Listening Skills I—Western Music	3
Music 305 Aural Skills Workshop	1
Music 306 Keyboard Skills Workshop	1
Two of the following four courses:.....	8
Music 300 Listening Skills II—Non-Western Music (4)	
Music 351 History and Analysis—Early Western Music (4)	
Music 352 History and Analysis—Common Practice Period (4)	
Music 353 History and Analysis—Twentieth Century Music (4)	
Music 133, 134, 137, 138, 139, 141 or 143—Studio Instruction	4
Music 433, 434, 437, 438, 439, 441 or 443—Studio Instruction	6
Performing Ensembles.....	6
Music 491 Studio Instruction/Senior Recital	1
TOTAL.....	50

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.

MUSIC COURSES**101. Basic Piano I (1)**

A beginning course in the development of fundamental keyboard skills.

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 unless Music 121 has been completed.

Prerequisites: Music 110 and 120 or equivalents, and placement test.

113. Class Instruction in Guitar (1)

Beginning and intermediate instruction in folk, classical and other guitar styles. May be repeated for credit. Also offered for upper division credit as Music 413.

Prerequisite: Consent of instructor.

114. Class Instruction in Recorder (1)

Beginning and intermediate instruction in recorder technique. May be repeated for credit. 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.

Prerequisites: Music 120 or equivalent 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. May be repeated for credit with consent of instructor.

Prerequisite: Consent of instructor.

128. Intermediate Voice Technique (1)

Continuation of Music 115. Also offered for upper division credit as Music 428. May be repeated for credit with consent of instructor.

Prerequisite: Music 115 or consent of instructor.

129. Class Instruction in Percussion (1)

Also offered for upper division credit as Music 429. May be repeated for credit with consent of instructor.

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 433. 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—Western Music (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.

210. Musicianship IV: Theory (3)

Chromatic harmony and contrapuntal techniques. Must be taken concurrently with Music 220, unless Music 220 has been completed.

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.
Prerequisites: Music 121 or equivalent, 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. Required for the Music Minor.

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—Non-Western Music (4)

Introduction to non-Western music, with emphasis placed on listening and on the larger aspects of analysis.
Prerequisite: Music 200.

305. Aural Skills Workshop (1)

Advanced sight-singing and dictation, intended to develop further the skills gained in Music 220. The final examination in this course is the Aural Skills Test.
Prerequisite: Music 220 or the equivalent, or consent of instructor.

306. Keyboard Skills Workshop (1)

The study of keyboard harmony, transposition, and sight-singing. The final examination for this course is the Piano Proficiency Test. 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, with an emphasis on twentieth century music. Must be taken concurrently with Music 320, unless Music 320 has been completed. Prerequisites: Music 210 and 220 or equivalents, and placement test.

315. Orchestration (3)

Study of the instruments of the orchestra, with exercises in writing for instrumental groups and scoring for the orchestra as a whole.

Prerequisite: Music 305 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, with an emphasis on twentieth century music.

Prerequisites: Music 220 or 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 (1-2)

The study and performance of literature for piano ensembles. May be repeated for credit.

Prerequisite: Consent of instructor.

327. Wind Ensemble (1-2)

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 (1-2)

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)

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.

351. 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: Music 200 or equivalent, and consent of instructor.

352. History and Analysis of Western Music in the Common Practice Period (4)

A course integrating the history and analysis of music from the early Baroque through the late Romantic periods (1600-1900).

Prerequisite: Music 200 or equivalent; also Music 210 and 220 or consent of instructor.

353. History and Analysis of Twentieth Century Music (4)

A course integrating the history and analysis of music from Debussy to the present.

Prerequisite: Music 200 or equivalent; also Music 310 and 320 or 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 (1-2)

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.

423. Class Instruction in Woodwinds (1)

See Music 123.

424. Class Instruction in Brass (1)

See Music 124.

425. Composition (1–3)

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 (2–3)

Prerequisites: Music 305, 306, and 352; or consent of instructor.

431. Advanced Conducting (2–3)

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 Indian and 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 Indonesian and 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. A student may accumulate a maximum of two units in Senior Project.

Prerequisite: Music 210, 305, at least one History and Analysis course (Music 351, 352, or 353), and consent of instructor.

491. Studio Instruction—Senior Recital (1)

Preparation for and presentation of a Senior Recital as a culmination of the music major for performers. Limited to students enrolled in the Performance Option. To be taken within the last two semesters of completion of the Option.

Prerequisites: Music 305, all other studio instruction units required for the Option, 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 differ 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 Coordinator:

Contributing and Part-time Faculty: William Duncan, James H. May, Joseph Myers, Otis Parrish.

The program makes available the opportunity for 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 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 303 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

	<i>Units</i>
General Education	45
Special Major: NAMS	40
Core Courses	24
Supporting Courses	16
Electives	34
Total	124

SPECIAL MAJOR IN NATIVE AMERICAN STUDIES SUGGESTED COURSES

CORE COURSES

	<i>Units</i>
NAMS 301—Native California History & Culture	4
NAMS 340—The Contemporary Native-American	4
NAMS 352—Native American Legal & Political System	4
NAMS 400—Introduction to Federal Indian Law	4
Upper Division Courses in NAMS or other approved fields	8
Total	24

SUPPORTING COURSES

Total	16
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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 COURSES

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.

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 as the Tlingit, Haida, Tsimshian, Bella Coola, Kwakiutl, Coast Salish, and Chinook. Special emphasis is placed on the art and economic systems of these peoples.

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

An examination of the pre-history, ecology, settlement patterns, social organization, cosmological and ritual systems, material culture, mythology, language, and current statuses of 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 analyzed 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 problem 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

Department Chair: Vivian Malmstrom

Faculty: Dorothy Blake, Darien Chandler, Barbara Curtin, Hannah Dean, Sandra DeBella-Baldigo, Romaine Farrell, Laurel Freed, Janice Hitchcock, Carol Landis, Leonide Martin, Virginia Meyer, Maureen Murphy, Rose Murray, Renee Romanko-Keller, Mary Jane Sauvé, Mary Searight, Sue Thomas, Broni Waxman, Holly Wilson

The major in nursing at Sonoma State College is a two-year upper division program that is 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 registered nurse licensure. Graduates of diploma programs may be certified by the community college as having equivalent preparation in nursing, and complete required lower division general education requirements.

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. 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 curriculum provides both a liberal arts background and a strong career base which incorporates a generalist orientation and an area of concentration.

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 in the senior year, and builds upon the junior year courses. Selection of students for this program is from second semester, currently enrolled juniors.

The Department of Nursing accepts students to the nursing major in the Fall semester only. The number of full-time students admitted to the nursing major is established each year and is dependent on available college resources and clinical facilities. A limited number of part-time students is also admitted, following the same admission procedure and meeting the same admission criteria as those established for full-time study.

The Department defines full-time and part-time students as follows: (1) a student enrolled in full-time study in the nursing major is enrolled in a regular sequence in the major nursing courses in a progression which allows completion of the program in four semesters; and (2) a student enrolled in part-time study in the nursing major is enrolled in a sequence of courses in the major which allows for completion of the program in eight semesters.

Requirements

Students are eligible for admission to the nursing major when they have met the standard published admission requirements for junior transfers to the college, and the following prerequisites:

1. Current California licensure as a registered nurse (R.N.);
2. Completion of 60 units of transferable credit, which includes 30 units of California State University and College general education requirements;
3. College credit in Chemistry with a grade of "C" or better;
4. College credit in Human Anatomy and Physiology with a grade of "C" or better;
5. Nine months of work experience as a registered nurse;

6. Proficiency in English composition demonstrated by:
- (a) a transferable college course in English composition with a grade of "C" or better, *or*
 - (b) score of 3, 4, or 5 on CEEB Advanced Placement Examination in English, *or*
 - (c) score of 550 on CEEB English Composition Achievement Examination (62nd percentile), *or*
 - (d) passing the CSUC English Equivalency Examination.

Eligible applicants who plan to enroll in the college prior to admission to the nursing major must apply to the Department of Nursing by petition during November to be considered for the following Fall.

Philosophy

We believe that people are ecological systems, open, active, ever changing, interacting in totality with the environment. People seek harmony and integrity, are social beings, and interact with other people in a heterogenous, dynamic society. We believe society is characterized by a variety of culture and sub-cultures, each with its own value system. Individual values generally reflect those of the culture, but universal among these are the desire for recognition of personal dignity and the right to self-determination.

Professional nursing is an interpersonal process directed toward providing care, cure, and coordination of health care in collaboration with other health professionals. We believe professional nursing is primarily concerned with the maintenance of humane, individualistic concern for people and their problems; with the goal of assisting people in their striving for health. Professional nursing attends to health needs within this framework of goals, motivations and value systems, working to strengthen those behaviors and resources which assist in striving toward optimum functioning in times of wellness, illness, and in the process of dying.

Within this framework, the professional nurse provides, coordinates, and assists in continuous, uninterrupted care as individuals and families move on the health-illness continuum. The nurse acts as a collaborator and facilitator in the promotion of a responsive and relevant system of health care delivery.

The faculty believes that education for nursing belongs within the total framework of general education. We further believe that associate degree or equivalent 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 scope of practice through development of a practitioner who utilizes critical thinking in the solution of problems reflecting increasing complexity.

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 the practice of nursing; (2) assess each client situation in relation to its placement on the health-illness continuum; (3) define the multiple variables which operate to produce any given client situation; (4) utilize the problem solving process to conceive and initiate interventive measures and apply criteria to explain, justify, predict outcomes, and evaluate these measures; (5) recognize and participate in changes within a dynamic society and in health care systems; (6) pursue the quest for personal and professional growth and development.

The faculty accept the philosophy that the learner has the right to as much education as each is capable of pursuing. We believe there are many different approaches to the same goal and 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.

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.)

BACHELOR OF SCIENCE IN NURSING

Major

	<i>Units</i>
Major Courses	61
General Education	45
Supporting Courses	8
Electives	10
	124

This includes a minimum of 30 units of lower division nursing and 30 units of general education required for acceptance to the nursing major.

COURSE REQUIREMENTS

Upper Division

	<i>Units</i>
Nursing 302—Microteaching for Nurses.....	1
Nursing 310AB—Concepts of Nursing in the Community	6
Nursing 311—Nursing Practicum in the Community	4
Nursing 315—Science Principles Applied to Human Phenomena	3
Nursing 316—Physical Assessment Lab	1
Nursing 367AB—Interaction and Change.....	4
Nursing 421AB—Preceptorship Seminar.....	2
Nursing 423AB—Preceptorship in Episodic Nursing	
<i>or</i>	
Nursing 424AB—Preceptorship in Distributive Nursing	6
<i>or</i>	
Nursing 425—Family Nurse Practitioner Clinical Practicum *	

* For specific Family Nurse Practitioner Preceptorship requirements, see Nursing Major Curriculum, Senior Year, Option II, following.

or

Nursing 426—Family Nurse Practitioner Preceptorship	5
Nursing 433—Current Professional Problems	2
Nursing 470—Introduction to the Research Process	2
	31

Supporting Course Requirements

American Ethnic Studies 432—Health and Culture	4
Management 455—The Planning Process	4
	8

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 Nursing.

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.

CURRICULUM**Junior Year**

	<i>Units</i>
Nursing 302—Microteaching for Nurses.....	1
Nursing 310AB—Concepts of Nursing in the Community	6
Nursing 311—Nursing Practicum in the Community	4
Nursing 315—Science Principles Applied to Human Phenomena	3
Nursing 316—Physical Assessment Lab	1
Nursing 367AB—Interaction and Change	4
Nursing 470—Introduction to the Research Process	2
American Ethnic Studies 432—Health and Culture	4
Electives	7
	32

Senior Year**OPTION I: PRECEPTORSHIP STUDY**

	<i>Units</i>
Nursing 421AB—Preceptorship Seminar.....	2
Nursing 423AB—Preceptorship in Episodic Nursing *	
<i>or</i>	
Nursing 424AB—Preceptorship in Distributive Nursing *	6
Nursing 433—Current Professional Problems	2
Management 455—The Planning Process	4
Electives	18
	32

OPTION II: FAMILY NURSE PRACTITIONER PRECEPTORSHIP

	<i>Units</i>
Nursing 421AB—Preceptorship Seminar.....	2
Nursing 425—FNP Clinical Practicum	5
Nursing 426—FNP Preceptorship	5
Nursing 433—Current Professional Problems	2
Management 455—The Planning Process	4
Electives **	14
	32

* Students may enroll in Nursing 423AB 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.

** 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
Nursing 431AB—Concepts of Nursing Management in Primary Care	6

NURSING COURSES

302. Microteaching for Nurses (1)

Lecture, 1 hour; laboratory, 3 hours. (meets for ½ semester)

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 consideration and physiological interpretation of signs and symptoms.

Prerequisites: 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.

Prerequisites: Admission to the nursing major; consent of instructor.

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.

421AB. Perceptorship 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 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.

Prerequisites: Senior standing in the nursing major.

470. Introduction to the Research Process (2)

Seminar, 2 hours.

Course introduces 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 particular emphasis on qualitative studies in nursing and related sciences. Students will be introduced to the critical appraisal and interpretation of studies to improve their research consumership.

Prerequisites: Admission to the nursing major and consent of instructor.

ELECTIVES

Nursing electives, unless otherwise indicated, are open to non-nursing majors.

280. Alternative Approaches to Healing (2)

Lecture/discussion, 2 hours.

Discussion of non-traditional and holistic approaches to healing with a focus on identifying and defining the mind/body relationship in healing and illness processes. Students will also evaluate their health practices and belief systems. Opportunities will be provided for practice and experience with selected healing techniques as demonstrated by local practitioners.

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.

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.

480. Human Sexuality (2)

368 / Nursing

Lecture/discussion, 2 hours.

Course directed to the student who has some knowledge of basic human sexuality. It will focus on the range of human experience in sexuality, disability, and special issues such as VD, prostitution, rape, family planning, and counseling issues. Self-awareness regarding sexuality will be stressed as it relates to the development of beginning counseling skills. Prerequisite: Consent of 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

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Department Chair: Edward F. Mooney

Faculty: Harold G. Alderman, Peter Diamandopoulos, Stanley V. McDaniel, Richard W. Paul, George L. Proctor, Philip O. Temko.

Philosophy is at the heart of any complete education in the liberal arts: it is the only field which takes as its special concern the most basic assumptions one makes about oneself and the world. Socrates said: "The unexamined life is not worth living." The philosophical thought recommended by Socrates, though intertwined with all of the arts and sciences, is not duplicated in any other field. The Department of Philosophy attempts to provide an intellectual environment where the foundation for such philosophical thought can be systematically established.

An important strength of the Department is the variety of philosophical approaches represented among the faculty, including: British-American philosophy, Eastern thought, Existentialism and Phenomenology, and Marxist thought. While some faculty are committed primarily to one approach, most are at home in more than one. Similar diversity exists in faculty specializations in various fields of philosophy (see "Course Offerings and Descriptions" below). For detailed information on courses and faculty, see the course description booklet published by the Department each semester and available in the Philosophy Department office, Nichols Hall 320 (664-2163).

Services for Majors. The Department is committed to providing the best possible academic instruction for students and also to developing a "sense of community" among its majors, providing them with the adjunct services and activities necessary for a quality education. These include the SSU Philosophical Society, an intensive academic advising program, and career advising. In addition, faculty are available and eager to engage in informal philosophical discussion with students.

BACHELOR OF ARTS IN PHILOSOPHY

Major

Students who wish to major in philosophy have the choice of two options:

Option I (Pre-Professional). This option is designed primarily for the student who wants intensive technical and specialized undergraduate training and background in philosophy, or for the student who intends to do graduate work in philosophy.

Course 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:

	<i>Units</i>
PHIL-200 Introduction to Logic.....	3
PHIL-374 Senior Seminar	3
PHIL-302 Ethics and Value Theory	3
PHIL-304 Great Thinkers: Ancient and Medieval.....	3
PHIL-306 Great Thinkers: Modern and Contemporary	3
PHIL-400 Advanced Seminar Topics	6
Electives in Philosophy	15
TOTAL.....	36

Option II (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

370 / Philosophy

coordinate these philosophy 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.

Course Requirements: A total of 36 units, all of which must be upper division (unless approved by the advisor). 24 units must be in philosophy; 12 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-302 Ethics and Value Theory	3
PHIL-374 Senior Seminar	3
PHIL-304 Great Thinkers: Ancient and Medieval	3
PHIL-306 Great Thinkers: Modern and Contemporary	3
Courses in philosophy required by the advisor.....	12
Courses in the adjunct discipline required by the advisor.....	12
TOTAL.....	36

MINOR IN PHILOSOPHY

The minor in philosophy consists of 18 units approved by a department advisor.

PHILOSOPHY COURSES

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 and 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.)

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 the nature of contemporary, formal axiomatic systems and their 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)

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, Alderman, 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 belief 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. (Staff)

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 or herself, 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. (Staff)

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). (Staff)

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: Philosophy 340 is 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)

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)

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". (Temko)

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)

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/her world, purposes of the arts, and artistic imagination and creativity. (Alderman, Smaby, Temko)

374. Senior Seminar (3)

An intensive examination of selected themes, problems, or texts by the members of the Philosophy Department and Seminar. Required of all philosophy majors. Prerequisite: Senior standing or 21 units of Philosophy. (Staff)

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. Courses taught under this rubric include philosophy of feminism, philosophy of comedy, and transtantric philosophy, among others. 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)

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 nominated 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)

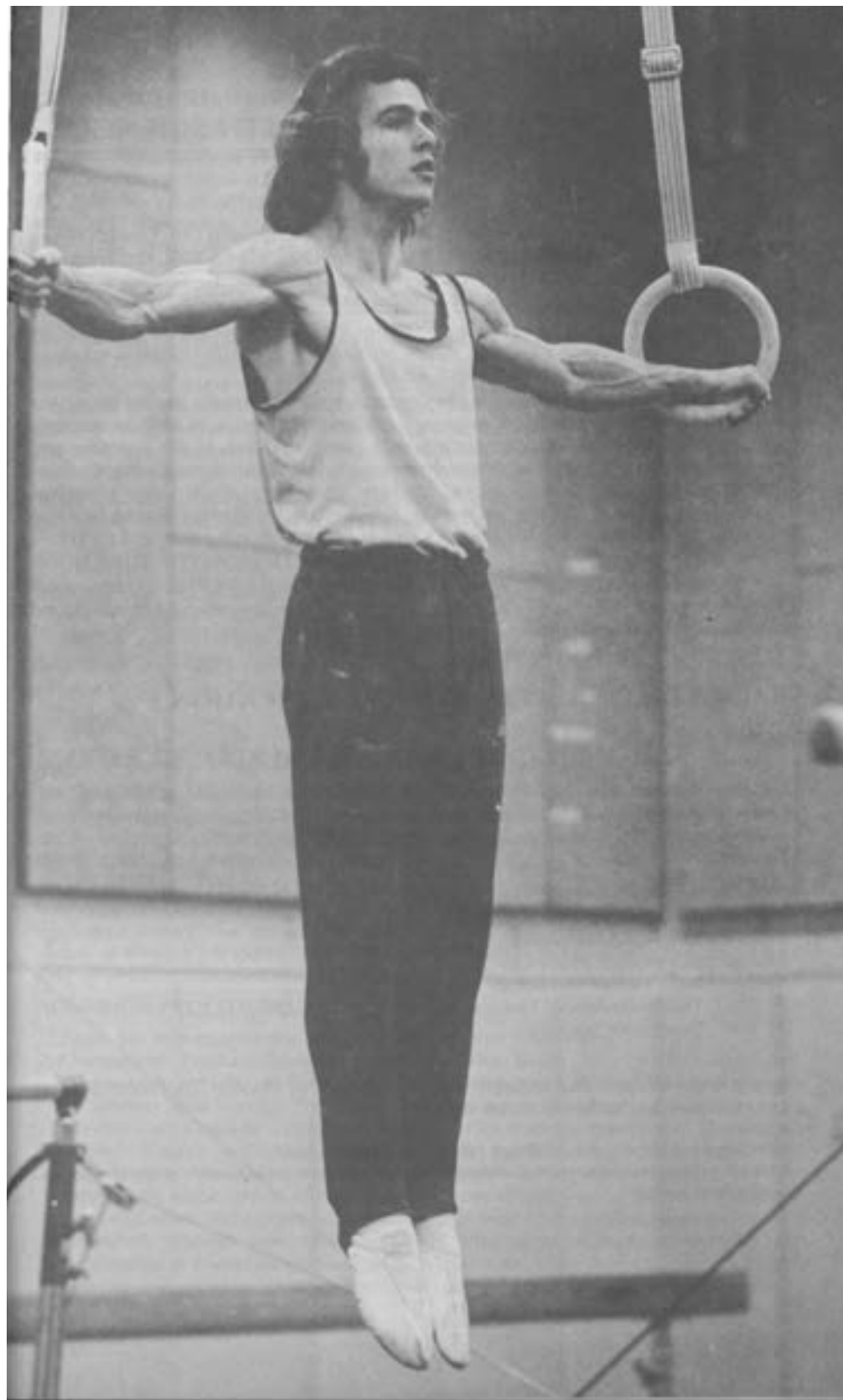
Graduate Courses (The Philosophy Department does not offer an M.A. at the present time. However, such a program is being developed. The courses listed below are being offered in response to student requests, and as a way of determining the interest in a Master's Degree Program. Graduate credit earned 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

Department Chair: Ella Trussell

Faculty: Gary Bishop, Don Buck, Mike Dale, C. Douglas Earl, Kenneth Flynn, Vivian Fritz, James Gale, William Gray, Marcia Hart, Kathryn Klein, Robert Lynde, Debbe Nielsen, Dave Orr, G. Edward Rudloff ¹, Robert Sorani, Ella Trussell, Martha Yates.

The discipline of Physical Education encompasses the study of human movement as an expression of an individual's aesthetic values, physical being, and/or competitive nature. As such, it is an integral part of a liberal education.

The Department offers programs for all students in intramural sports, general education activity classes, and intercollegiate extramural competitive athletics. In addition, students who major in Physical Education undertake a core curriculum in the scientific and philosophical foundations of human performance. Beyond this core, each student selects one or more concentrations: teaching/coaching; elementary/adapted/developmental physical education; wilderness recreation; pre-therapy; or interdisciplinary physical education. Field experience in the student's area of concentration is an integral part of all of the programs.

The major in Physical Education serves as a basis for a liberal education, as preparation for graduate study in Physical Education or related areas, as professional preparation for teaching, coaching and outdoor education, or as pre-professional training for physical therapy and related health fields.

BACHELOR OF ARTS IN PHYSICAL EDUCATION ²

Major

	<i>Units</i>
General Education	45
Major Requirements	40
Supporting Courses	12
Electives	27
TOTAL.....	124

SUPPORTING COURSES REQUIRED

Biology 220. Human Anatomy	4
Biology 224. Human Physiology	3
Biology 224L. Human Physiology Lab	2
PE 222. The Professions of Physical Education.....	2
PE 304. Descriptive Statistics	1
	12

It is strongly advised that students wishing to major in Physical Education develop competencies in a variety of motor skills.

¹ On leave to California State Colleges External Degrees Program.

² Majors working toward a teaching credential must participate in the equivalent of one intercollegiate sport a year.

COURSE REQUIREMENTS**A. Core Course (All Majors)**

	<i>Units</i>
PE. 301. Philosophy of Physical Education	3
PE. 305. Motor Learning ³	4
PE. 315. Sociology of Sport ³	3
Hlth. 310. Kinesiology ³	4
Hlth. 315. Physiology of Exercise ³	4
	18

B. Areas of Concentration (22 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, wilderness recreation or interdisciplinary physical education. Guidelines for courses in these areas are available in the Physical Education Department.

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).

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.

The Department of Health Sciences Education offers the MA in Physical Education via two options. The *thesis/project* option requires an original investigative thesis or equivalent project. The *examination* option requires demonstration, both written and verbal, of in-depth competencies in two appropriate areas and general knowledge of the field of physical education as a profession.

ADMISSION PROCEDURES

1. Apply for admission to the college at the Office of Admissions.
2. Unclassified Postbaccalaureate—Applicants who desire only postbaccalaureate course work and who do not intend to pursue an MA degree only need acceptance by Sonoma State College. The department does not review these applications.
3. Conditionally Classified Graduate—Application for students interested in pursuing a Master's Degree in Physical Education will be forwarded to the 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 and a grade point average of at least 2.5 for the last 60 units of work attempted. Students who have degrees in other areas of study must make up deficiencies in four undergraduate areas: kinesiology, motor learning, physiology of exercise and sociology of sport. Only one (up to 4 units) of these deficiencies may be counted toward the MA degree.

³ Note.

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. The Graduate Coordinator will serve as the advisor to EXAMINATION option students throughout the period of matriculation.

Classified Graduate Status

Classified Graduate students are those who have selected an advisory committee, accepted a program contract, (Form G-2), and been approved by the department faculty for the Master of Arts program. Classified students must be registered each semester while working toward the degree.

Advancement to Classified Graduate Status

A Conditionally Classified Graduate student should apply for Classified Graduate status in the MA program as soon as the requirements for advancement have been met and before completing more than 15 units of graduate work. The following procedures will be followed submitting the request for advancement to classified standing. (Form G-1)

1. The candidate will confer with the Departmental Graduate Coordinator for referral to possible major advisors and to obtain the required forms.
2. The candidate will confer with the major advisor(s) suggested by the department Graduate Coordinator and determine by mutual agreement that the area of interest is compatible with the interest of an advisor and departmental facilities and equipment.
3. The department graduate committee will review the application for advancement to classified status and the program contract and determine the eligibility of the candidate. All special studies contracts must be approved by the departmental graduate studies committee before initiating that study.
4. The candidate must submit the GRE Aptitude test score before being admitted to candidacy.

REQUIREMENTS FOR COMPLETION OF THE MA DEGREE

Option I: Thesis/Creative Project

<i>Required courses</i>	<i>Units</i>
PE 500 Introduction to Research	3
PE 501 Graduate Seminar	3
PE 525 Thesis/Project	3
Electives	21
	30

Option II: Examination

<i>Required courses</i>	<i>Units</i>
PE 500 Introduction to Research	3

This option requires the development of a strong, coherent program that provides the student with two areas of concentration compatible with faculty expertise. (A complete explanation of the examination process is available in the department office.)

OTHER REQUIREMENTS

	<i>Units</i>
1. 500 level courses	15
2. Physical Education courses	18
3. Transfer or extension courses	0-9 (maximum)
4. Special Studies	0-6 (maximum)
5. Forum	0-2 (maximum)
6. Examinations or presentation of Thesis	

HEALTH SCIENCES AND PHYSICAL EDUCATION COURSES

(Course titles followed by I are offered in the fall semester; those followed by II in the spring.)

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.

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. \$10 fee required for this course.

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)

420. Health Education for Teachers (2) I and II

An investigation of the various components of the health education curriculum in the public schools. Deals with contemporary issues in personal and community health.

This course fulfills Health Education and Drug Abuse requirement of the Ryan Act Credential.

Prerequisite: Upper division standing.

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, back packing, cross country skiing, rock climbing, 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.

380 / Physical Education and Health Sciences

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).

* P.E. 101 Canoeing course requires a \$10 fee.

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: light-weight foods, clothing and footwear, packs, shelters, maps, sanitation, safety and first aid.

307. Theory of Wilderness Recreation (1)

Concentrated studies in a single field of wilderness recreation. Major students electing the wilderness recreation track must take studies in each of the following areas: boating, climbing, winter travel, and backpacking.

308. Wilderness Leadership (2)

Indepth study of good leadership characteristics, qualities and responsibilities. Students will be challenged to take an active role in programs which culminate in their actual *leading* of a wilderness trip.

309. Administration and Management Techniques for Wilderness Recreation (3)

A course designed to acquaint the student with the administrative problems of running wilderness programs, including such areas as: cash flow, personnel management, liability, equipment inventory, and program organization.

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 (2) 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.

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.

382 / Physical Education and Health Sciences

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 elementary school physical education.

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 with assigned tasks in the junior and senior high school physical education programs, with special emphasis on class organization and management techniques, teaching progressions, methods of evaluation, and disciplinary measures utilized during a total unit of instruction.

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. 442—C & I, or consent of instructor.

450. Leading Adult Fitness Programs (2) I

Emphasis on physiological concepts and program considerations for leading adult fitness programs for the purpose of improving or maintaining health related factors of physical fitness. This course is for persons who plan to conduct and/or lead adult physical activity programs.

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. Research Design (3) I

Study of research design and its application to health and physical education. An introduction to statistical analysis of data is a tool for understanding of pertinent literature and development of personal research.

Prerequisite: Physical Education 304.

501. Research Seminar (3) II

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.

502. Women and Sport (2) I—even years

An overview of the impact of women on sport and of sport on women. The historical, physiological, sociological and legal implications of woman's involvement in sport and athletics are examined.

503. Current Issues in Physical Education (3) II—even years

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) I—even years

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.

506. Psychology of Coaching (3) I—odd years

Study of competitive athletics, and, the qualities of character and personality of both coach and athlete and the coach's techniques in communicating with others which lead to more effective development of both the athlete and the coach as person and performer.

384 / *Physical Education and Health Sciences*

520. History of PE and Sports (3) II—odd years

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.

530. Principles of Coaching (3) II—even years

A physiological understanding of the characteristics of athletes and training methods for sports competition. This course will especially emphasize appropriate and current information which is applicable to sport.

535. Administration of Physical Education Programs (3) II—odd years

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 departmental graduate studies committee before the study is initiated.



PHYSICS

Department Chair: Richard H. Karas

Faculty: Isaac L. Bass, John R. Dunning, Jr., Samuel L. Greene, George Johnston, Duncan E. Poland, Gordon G. Spear, Joseph Tenn

Those engaged in the discipline of Physics have as their goal the discovery and elucidation of the laws that govern the interactions of matter throughout the physical universe. In its most abstract form, physics is a search for the source of the presently known fundamental forces of gravitation, electricity and magnetism, the weak and strong nuclear interactions, and the elementary particles from which all matter is formed.

The regularities of nature discovered and molded by the human minds engaged in this search form a conceptual framework for understanding the workings and limitations of the machines, apparatus, and devices of technology. These concepts guide discovery and invention. Physics is the paradigm of the sciences. Mathematics provides a neat language for physicists to express both the universal laws and their consequences in particular cases. The study of physics trains the mind in the analytical methods, the techniques of laboratory experimentation, and the fundamental concepts that characterize a liberal science education.

The curriculum is organized into two degree patterns, a traditional, mathematically rigorous program leading to a Bachelor of Science degree and an unusually flexible Bachelor of Arts program. Both programs stress fundamental, unifying concepts and models. Students have access to modern equipment in exceptionally well-equipped laboratories. With the selection of appropriate courses, students can also gain experience in the use of larger instrument systems, such as the tunable dye laser, which is pumped by a 5-watt argon-ion laser, x-ray fluorescence apparatus, mass spectrometer, spectrophotometers, and nuclear analysis equipment.

BACHELOR OF SCIENCE IN PHYSICS

Major

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 material science.

	<i>Units</i>
General Education	45
Major.....	43
Supporting Courses	20 or 22
Electives	16 or 14

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
116, 216, 316—Introductory Laboratory (1 unit in G.E.)	2
320—Analytical Mechanics	3
330AB—Electricity and Magnetism	6
332—Electronics and Physical Measurements	4
340—Theory of Light	3

381—Programming for Scientists	2
450—Statistical Physics	3
460AB—Quantum Physics	6
*Upper Division Laboratory	2
†Physics Elective	6
	43

Supporting Courses

A. <i>Mathematics</i> ‡	<i>Units</i>
110, 210 or 162, 212, 262 (3 units in G.E.)	7 or 6
312, 231.....	6
	13 or 12
B. <i>Chemistry</i>	
115AB or 125AB (2 units in G.E.)	8

BACHELOR OF ARTS IN PHYSICS

Major

The B.A. program in Physics is designed to give the student a good foundation in physics and, at the same time, to allow considerable breadth in selected areas of concentration. It is definitely not intended as a preparation for graduate study in physics. Rather, it will provide the student with an opportunity to obtain an understanding of the natural world which can be of lasting value to him.

Students interested in primary or secondary school teaching, environmental design, management, economics, political science, philosophy, psychology, physical education, music, geophysics, art history, electronics, and other related fields are encouraged to consider this major as an opportunity to acquire an education tailored to their individual needs. The major is also designed for the person who desires to learn about physics without delving deeply into 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.

	<i>Units</i>
General Education	45
Major.....	27–28
Supporting Courses	0–3
Area of Concentration Courses	12
Electives	40–36

COURSE REQUIREMENTS FOR THE B.A. DEGREE

To complete lower division requirements, the student must take the courses in one of the following Advisory Plans.

Advisory Plan A requires little or no mathematics and would be appropriately followed by non-mathematical upper division Physics and Astronomy courses.

Advisory Plan B requires algebra and trigonometry and would be appropriately followed by those upper division Physics and Astronomy courses where calculus is not used or is used only minimally and with some accompanying explanation of calculus concepts.

* To be chosen from two different upper division laboratory courses in physics and/or astronomy other than Physics 311, 332, and 411. At least one of these two courses must be 400 level.

† Electives to be chosen from Physics 354, 355 and any course numbered in the 400's (except 405) or Astronomy 310AB, 320.

‡ Mathematics 120 may be substituted for physics 381.

388 / Physics

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 or her individual needs. He must consult with a departmental advisor regarding the proper selection.

ADVISORY PLAN A (NON-MATHEMATICAL LEVEL)		Units
Physics 100—Descriptive Physics (3 units in G.E.)		0
<i>One of the following courses:</i>		
Astronomy 100—Descriptive Astronomy		3
Astronomy 303—Extraterrestrial Intelligence and Interstellar Travel.....		3
Astronomy 350—Cosmology		3
Total Lower Division Units.....		3
Upper Division Courses in Physics and Astronomy *		24
		27
ADVISORY PLAN B (ALGEBRA AND TRIGONOMETRY LEVEL)		
Physics 209A and 210A (4 units in G.E.)		0
Physics 209B and 210B		4
Total Lower Division Units.....		4
Upper Division Courses in Physics and Astronomy *		24
		28

Supporting Course:

Mathematics 107—Algebra and Trigonometry (3 units in G.E.)

ADVISORY PLAN C (CALCULUS LEVEL)		Units
Physics 114—Introduction to Physics I (3 units in G.E.)		0
<i>It is strongly recommended that Physics 116 (1 unit of laboratory in G.E.) be taken concurrently.</i>		
Physics 214—Introduction to Physics II		3
<i>It is strongly recommended that Physics 216 (1 units of laboratory) be taken concurrently.</i>		
Total Lower Division Units.....		3-4
Upper Division courses in Physics and Astronomy *		24
		27 or 28

Supporting Courses:

	Units
Mathematics 162—Calculus A (3 units in G.E.)	0
Mathematics 212—Calculus B	3
	3

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

* The student must confer with a departmental advisor before selecting these upper division courses.

listed provides a general introduction as well as a genuine opportunity to engage in interdisciplinary work.

Physics 301—The Relation of Physics to Society	3
Physics 354—Problems in Environmental Physics	3
Physics 355—Environmental Physics Laboratory	1
Physics 481—Applied Nuclear Chemistry and Physics	2
Physics 482—Applied Nuclear Chem. and Phys. Laboratory	2
Physics 491—Environmental Interdisciplinary Seminar.....	1
Physics 493—Special Problems in Environmental Science.....	2 to 4
	14 to 16

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.

TEACHING CREDENTIAL (SECONDARY)

Students who wish to earn the single subject credential in Physical Science under the Ryan Act with a bachelor's degree in physics should take the following courses and should consult with the department advisor about the program sequence.

<i>Basic Core Courses</i>	<i>Units</i>
Astronomy 200.....	3
Biology 215.....	4
Chemistry 115AB or 125AB	10
Geography 310.....	4
Geology 303, 304.....	5
Mathematics 162, 212 (or 110, 210)	6
	(or 10)
Physics 114, 116, 214, 216	8
	40
	(including 12 in G.E.)
<i>Remainder of General Education</i>	33
<i>Major:</i>	<i>Units</i>
B.A. in Physics with advisory plan C. Upper Division course in Physics and Astronomy to be chosen in consultation with advisor. Must include Physics 314 or Physics 350	24
Area of concentration—12 units in one other field (e.g., above core plus 2 additional units in Chemistry or 6 Mathematics or 7 Geology, etc.).....	2–12
<i>Education Courses</i>	24
<i>Electives</i> †	0–6
	124–128

PHYSICS COURSES

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.

† Astronomy 231 recommended.

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 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 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 312.

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)

Principles of Newtonian Mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations.

Prerequisite: Physics 114, Mathematics 231 (may be taken concurrently).

323. Hydrology (3)

Lecture, 3 hours.

Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric water, soil water, runoff, and groundwater as related to water supply and

use. Applications to problems of flood control, water management and water pollution, with special emphasis on California. Same as Geology 323.

Prerequisites: Geology 303 or consent of instructor. Physics 114 or Physics 210A recommended.

330AB. Electricity and Magnetism (3-3)

Electrostatics; magnetostatics; electric currents, electromagnetic inductions; electric and magnetic fields in matter; Maxwell's equations, retarded potentials, radiation reaction, light emission, simple scattering and antenna theory, properties of waveguides, relativistic formulation of electrodynamics, Fourier decomposition of fields.

Prerequisite: Physics 214, Mathematics 231 (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 (I) 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 principles; experimental tests of general relativity; black holes; wave-particle duality; Heisenberg uncertainty principle; elementary particles; superconductivity and superfluidity. The presentation is non-mathematical.

Prerequisite: A previous college-level course in physics and astronomy.

354. Problems in Environmental Physics (3) I

Introduction to the physics of gas, liquid, and thermal flows of environmental interest. The causes and nature of the hydrodynamic, diffuse, and radiative processes important in air and water pollution. Applications to the environmental problems of significance in California.

Prerequisite: A one-year course in basic physics; Mathematics 162 is recommended.

355. Environmental Physics Laboratory (1) I

Laboratory, 3 hours.

Techniques for studying problems of environmental interest. Includes mass spectrometric and nuclear methods for investigating trace pollutants.

Prerequisite: Chemistry 115A or 125A, Physics 210B or 214, concurrent enrollment in Physics 354 or consent of instructor.

381. Programming for Scientists (2) I and II

Same as Chemistry 381. FORTRAN and BASIC programming with emphasis on applications.

Prerequisite: Physics 114 and Mathematics 210 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.

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 231, 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 231.

470. Solid State Physics (3)

A survey of basic concepts of solid state physics including lattice periodicity, wave propagation in crystal lattices, electron energy states, conduction and optical properties of metals and semiconductors, magnetism, superconductivity.

Prerequisite: Phys 314; 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.

93. 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.

POLITICS

Department Chair: Cheryl Petersen

Faculty: Donald Dixon, John Kramer, Kenneth Marcus, Robert Smith,
Michael Tirado, William Young, David Ziblatt

The B.A. in Political Science is a liberal arts degree program designed to develop a broad understanding of the values, processes and institutions comprising the modern political experience. Students will be introduced to various fields within the discipline so that they will be able to make informed analyses and judgments on the impact of politics in the contemporary world.

The curriculum provides excellent preparation for students whose goals are graduate or law school, secondary teaching, or government employment at the federal, state or local level.

Students are expected to complete the outline of courses listed below. The foundation of the major rests on Politics 201, 202, and 302, and these should be completed as soon as possible. Other core courses can be selected from appropriate offerings presented each semester. Students are encouraged to discuss their specific interests and goals with their advisors so that the most relevant courses can be selected.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Major

	<i>Units</i>
General Education	45
Major	40
Electives	39
Total	124

COURSE REQUIREMENTS

	<i>Units</i>
Core Courses:	
Politica 201 Ideas and Institutions.....	4
Politics 202 Basic Issues in 20th Century American Politics	4
Politics 302 Approaches to Political Analysis	4
(or substitute approved by Department Chairman)	
Political Theory course	4
International Relations course	4
Comparative Politics course.....	4
American Government course (upper division)	4
Electives in Politics (upper division)	8
Economics 201 (or approved substitute)	4
	40

MINOR IN POLITICAL SCIENCE

	<i>Units</i>
Politics 201	4
Politics 200 or 202	4
Upper Division courses.....	12
Total	20

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 423 for Ryan Single Subject Social Science Program requirements.

CODE REQUIREMENTS

Politics 200 (The American Political System) or Politics 202 (20th Century American Politics) fulfills State Code requirements in U. S. Constitution and California State and Local Government. Upper division courses may also be used to satisfy certain of these code requirements upon approval by the Department Chairman. It is the responsibility of the student to insure that he or she has met all three Code requirements for graduation. The State Code requirements must not be confused with the G.E. requirement in social science.

COURSE CHALLENGE BY EXAMINATION

The Department of Politics participates in the Sonoma State College CLEP credit by examination program. For further information on CLEP course equivalents in Politics, refer to Page 33.

MASTER OF ARTS IN POLITICAL SCIENCE

Graduate study in the Department of Politics is designed to provide a flexible combination of theory and application, with an emphasis in Public Administration and American Politics. Students interested in public administration, policy analysis, policy-making processes, or local political action may design a course of study with the assistance of a graduate adviser to meet their objectives. The program is also suitable for those who wish to do advanced work in American Government in preparation for secondary school teaching.

The Department of Politics is committed to a cross-disciplinary point of view and encourages graduate students to include in their programs course offerings from other social sciences. In consultation with his or her graduate adviser, the Master's candidate will develop a program of study in the field of Politics and related social science disciplines that totals at least thirty units. The Department will accept this program as meeting the requirements for the awarding of the degree. If at any time during the course of study, however, it is determined that the candidate has an English deficiency, additional remedial courses in English will be required in addition to the approved course of study.

The emphasis on Public Administration and American Government is particularly valuable for practitioners in the fields of politics or public administration who wish to: (1) broaden their perspective through graduate study; and (2) acquire skills that will help them to evaluate the relative effectiveness of different policy alternatives in achieving their objectives. The unique character of this course of study lies in its combination of policy analysis and the development of skills necessary to manage human and fiscal resources. Certain core courses or approved substitutes will be required of all students in the Public Administration field. For the benefit of public administrators and elected officials who cannot schedule classes during the day, the program is designed to cycle specific courses over a two-year period in order to permit a student to complete all requirements for the degree during that time, taking eight units per semester (two classes) at night or on Saturday.

As evidence of scholarly achievement, all students must submit for review by a Graduate Faculty Committee either a Master's Thesis or three graduate seminar papers. In addition to approval by the Graduate Faculty Committee, the M.A. thesis must meet all other

requirements set forth by the College and the Graduate Dean. One copy of the thesis or one copy of each research paper will be retained by the Department for its permanent files.

Up to nine units of graduate course work completed at other institutions may be transferred into this program.

ADMISSION REQUIREMENTS

- A. A Bachelor's degree with a major from an accredited College or University with a grade point average of at least 3.0 for the last 60 units of College level work attempted and satisfactory GRE aptitude test results.
- B. Satisfactory completion of the following courses or approved substitutes within five years of applying to the program:
 1. An Introduction to American Government course;
 2. An upper division course in American Government;
 3. An Introduction to Microeconomics Theory (Economics).

If a candidate is deficient in the above courses she/he can still be admitted to the program but must make-up such deficiencies during the first year of graduate study. Such courses taken will not count toward the 30 unit M.A. major.

- C. Completion of the Department Application Form including three (3) letters of recommendation.
- D. Recommendation of the Department Graduate Coordinator or Graduate Committee.

REQUIREMENTS FOR THE MASTER'S DEGREE

- A. Maintain a grade point average of at least 3.0.
- B. Satisfactory completion of the agreed upon course of study and a Master's thesis or submission to and acceptance by a Graduate Committee of three (3) seminar research papers as evidence of scholarly achievement.
- C. AMERICAN GOVERNMENT

1. Master's Thesis Option	<i>Units</i>
Courses at the "500" level	16
Courses at the "400" or "500" level.....	10
M.A. Thesis—Politics 591	4
	30
2. Seminar Research Paper Option	
Courses at the "500" level	16
Courses at the "400" or "500" level.....	14
	30

At least 20 units must be taken in the Department of Politics

D. PUBLIC ADMINISTRATION

Required Courses:

	<i>Units</i>
Politics 430 Introduction to Public Administration.....	4
Politics 587 Research Methods for Public Managers.....	4
Economics 317 Applied Statistical Analysis.....	4
One course in Personnel-Human Relations field	4
(Substitutions may be made for the above courses if the M.A. candidate can demonstrate completion of appropriate substitute courses or expertise).	

1. Master's Thesis Option

	<i>Units</i>
Courses at the "500" level	8
Courses at the "400" or "500" level.....	2
M.A. Thesis—Politics 591	4
	14
Required courses	16
	30

2. Seminar Research Paper Option

	<i>Units</i>
Courses at the "500" level	8
Courses at the "400" or "500" level.....	6
	14
Required courses	16
	30

At least 20 units must be taken in the Department of Politics.

NORTH COAST DATA ARCHIVE

The Department of Politics 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.

Politics 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.

POLITICS COURSES**Lower Division Courses****200. The American Political System (3)**

An examination of American politics and governmental institutions. Satisfies the Code requirements in American Constitution, and California State and Local Government. Required of majors.

201. Ideas and Institutions (4)

An analysis of the basic political values and their impact on society. Students will be introduced to the relationship between values, ideology and the political process. Politics majors are expected to take this core course during their first year in the department.

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. Meets code requirements in American Constitution and California State and Local Government.

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.

419. The Political Novel (3)

Offered jointly with the Department of English. An analysis of selected American and European political novels from the nineteenth and twentieth centuries.

American Government

320. State, City and County Government (4)

An introductory study of the political structure and process at the state, county and municipal levels with emphasis on urban and regional problems. The changing relationships between the State and Federal governments will be explored. Political decision-making at all three levels will be discussed in depth. Satisfies the State Code requirement in California State and Local Government.

423. Constitutional Law and the Judicial System (6)

Judicial interpretation of the Constitution with emphasis upon separation of powers, presidential powers, federalism, interstate commerce, civil liberties, including freedom of speech, religion and the rights of accused persons and the government's responsibility to protect persons from discrimination. The role of the Courts in the governmental process will be stressed.

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 Politics 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, and 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.

475. Urban Politics & Policy (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: Politics 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.

Public Administration

430. Introduction to Public Administration (4)

An introductory study to the field of public administration with emphasis upon bureaucratic life, leadership, and decision-making.

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.

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. A lab fee of \$10 is required for this course.

439. Government Intern Seminar (2-5)

Field experience in city, county, state and federal agencies. Enrollment by prior arrangement only. May be repeated three times for credit.

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.

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.

345. Model United Nations (4)

Introduction to the political structure and functions of the United Nations, with emphasis on team participation of the class 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 studied: foreign aid, intelligence operations, OPEC. Communist and non-communist strategies and national capabilities will be compared.

Comparative Politics

350. European 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. Totalitarianism and Authoritarianism (4)

An analysis of the major totalitarian political systems in the 20th Century with emphasis on Nazi Germany and the Soviet Union as well as non-European cases. An examination of representative authoritarian systems such as Spain and Greece. A review of the theoretical literature on Communism, facism, authoritarianism and military dictatorship will complement the case studies.

452 Third World Political Systems (4)

A comparative analysis of politics and political development of Third World countries. International and domestic obstacles to moderization will be studied. The general analysis will be supplemented by an intensive scrutiny of selected countries and regions.

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

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. A lab fee of \$5 is required for this course.

303. Research Applications in Public Policy (4)

Professional-oriented social science research experience helping to prepare for graduate study or career. Students will be involved in one or more research projects—typically those sponsored by a local governmental agency or community group. The projects will confront the student with actual problems of research analysis and report writing. A lab fee of \$5 is required for this course.

363. Computer Applications in Public Administration and Social Science (4)

This course is designed to explore computers and their applications in social and administrative science, and will introduce students to basic computer systems. The course will examine the role of computer systems in decision-making.

461. Politics and the Media (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.

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. Political Psychology (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. Campaign Management and Voting Behavior (4-5)

Intensive examination of practical problems of managing a political campaign along with analysis of voting behavior in the U.S. Particularly important will be an examination of the role of electoral politics and campaign in public policy formation.

Research and Special Studies

395. Community Involvement Program (1-4)

Service projects developed by students after consultation with a member of the Politics Department faculty and approved by the department.

495. Special Studies in Politics (1-4)

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. The student may be expected to produce a report, an analysis of a body of data, an annotated bibliography, a learning game, a computer model, etc. on the basis of which the student will be assigned a grade for the course. Seniors who participate in this course may have their work considered for graduation with honors. This course may be repeated for credit.

Graduate Courses

525. 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. A lab fee of \$10 is required for this course.

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.

565. Seminar in Interest Groups and Political Influence (4)

An examination of the ways in which policy is influenced by interest groups and power structures. Includes discussion of the nature, strategy, and resources of key economic, social, and ideological groups.

585. Public Policy Analysis (4)

An examination of the institutional contexts of policy analysis including analyst-client relationships; as well as the interrelationships among the imperatives of policy analysis, program evaluation and program reporting.

587. Research Methods for Public Managers (4)

Emphasis on the design of field-controlled experiments. Application of cost-effectiveness method.

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, communications, environment, 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 (2-4)

595. Special Studies in Politics (1-4)

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. The student may be expected to produce a report on analysis of a body of data, an annotated bibliography, a learning game, a computer model, etc. on the basis of which the student will be assigned a grade for the course. This course may be repeated for credit.

PSYCHOLOGY

Department Chair: Barry W. Godolphin

Faculty: Carlos Cordero, Eleanor Criswell, Victor Daniels, Stanley Goertzen, Robert Greenway, Laurence Horowitz, George Jackson, Bernd Jager, Bill Kwong, Norma Lyman, George McCabe,† Edith Menrath, Charles Merrill, Leonard Pearson, Gerald Redwine, Robert Rueping, Frank Siroky, Robert Slagle, Gordon Tappan, David Van Nuys, Arthur Warmoth, Donald Wilkinson.

The Department of Psychology at Sonoma State College provides a variety of approaches to the learning process and to the discipline of psychology itself. Some faculty members are quite traditional in their approach to psychology and/or the art of teaching. Others represent newer methods and perspectives.

When the College began, the Department was small and could be characterized as holding a single humanistic perspective. In the years that followed, as faculty were gradually added to the Department, a diversity in viewpoints was deliberately sought. The Department now has a strong offering of general, theoretical and experimental courses. In addition, members of the faculty represent a wide spectrum of orientations, including archetypal, behavioristic, cross-cultural, existential, Freudian, humanistic, Gestalt, metaphoric, and phenomenological. By means of this diversity, the Department seeks to encourage each student to work out a psychology of his or her own, and to discourage any doctrinaire approach.

Many courses in the Department are concerned with the discovery of values as well as facts, with deep experiencing as well as with rigorous analyzing. Some courses focus on self-knowledge, others on imparting the traditional subject matter of psychology, and still others on providing skills and understandings useful to those who intend to work in psychological settings. Thus, the program provides opportunities for both cognitive and affective learning, and encourages the student to develop a program of study that involves both theory and practice.*

BACHELOR OF ARTS IN PSYCHOLOGY

Major

By specific design, the major is very flexible, enabling each student to tailor a program to his/her own educational goals. The requirements for the major are:

1. Completion of Psy 250—Introduction to Psychology—with a grade of C or better *or* a passing grade on the challenge examination for this course.
2. Twenty-four upper division units in psychology, including Psy 300—Current Trends in Psychology.
3. Fifteen upper-division units of supporting work in departments other than psychology.
4. Communication and analytical skill within the field of psychology: to be certified by a psychology instructor and recorded in the student's file.
 - a. The student should be able to write clearly and effectively on a topic within the field of psychology.

† On leave during the 1978–79 Academic Year.

*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).

- b. The student should be able to seek out information on a topic within the field of psychology, analyze and critically appraise that information, and then be able to clearly and cogently present the results of that analysis.

Both elements of this requirement are commonly met by a single high quality term paper. Less commonly, they are met separately by a less formal paper for one class and an extensive seminar presentation for another class.

The requirements for the major specify only two classes. The rest of the curriculum is chosen by the student in consultation with his/her advisor. This has two important advantages: (1) it allows each student to choose a set of classes specifically tailored to his/her own needs and interests; and (2) it allows students who have not yet established a clear sense of direction a chance to explore several possible areas of interest. This approach, however, makes extensive academic advising an integral and necessary part of the students' educational planning.

ACADEMIC ADVISING

The department has established two types of academic advising services: (1) general academic advising, such as which classes to take to fulfill the general education requirements, checking the student's progress towards graduation, help in interpreting college and department policy, etc.; and, (2) personal academic advising, such as help in formulating career plans, recommendations for books and other sources of information within the student's field of interest, help in choosing supporting courses outside the field of psychology, help in formulating an independent study project, etc.

The two types of academic advising require quite different preparation. General academic advising requires an extensive knowledge of college regulations, policy, programs, degree requirements, and graduate school requirements as well as staying up-to-date with the frequent revisions of each of these. The Psychology Department provides a minimum of 10 office hours of general academic advising per week. Students may obtain an appointment for this service through the secretary in the Psychology Department Office. Students should see a general academic advisor at least twice during their stay at Sonoma; once when they first arrive and again during the semester before the semester in which they plan to graduate.

Personal academic advising requires an extensive knowledge of a particular area of psychology and an ongoing relationship with the student. The required Current Trends Class (Psy 300) is designed in part to facilitate the choosing of a personal academic advisor. Each professor in the department makes a one or a two day presentation on the current trends within his/her area of specialization. Part of each presentation is a short personal background statement. The student is encouraged to select a potential advisor on the basis of the professor's area of expertise and his/her personal characteristics, then to visit the professor during office hours and to establish the relationship. Occasionally a professor will already have too many advisees. In this case, the student is invited to repeat the process with another professor. This process is slightly inefficient, but it allows the vital element of freedom of choice. At any point during his/her stay at Sonoma, the student may change advisors by the simple process of asking a new professor to become his/her advisor. Students are encouraged to meet with their personal academic advisor at least once each semester, when planning their next semester's classes.

SAMPLE CURRICULAR PATTERNS

A program specific to the educational needs of each student should be prepared by the student in consultation with his/her general and personal academic advisors. This plan should be updated periodically. *It is the responsibility of the student to initiate this process!* As a preliminary guide to some of the patterns possible within the major, we offer the following:

Preparation for graduate work in psychology: the department offers an especially strong sequence of courses designed to prepare the student for graduate work in psychology. The following courses are those most frequently required or suggested by graduate schools.

- Psy 343—Introduction to Psychological Research
- Psy 360—Psychology of Learning
- Psy 367—Perception & Cognition
- Psy 371—Physiological Psychology
- Psy 410—Child Development
- Psy 430—Abnormal Behavior
- Psy 461—Personality
- Psy 464—History & Theoretical Foundations of Psychology

Each fall the department offers Psy 303—Advanced General Psychology, an intensive 8 unit class specifically designed for students who are in the final stages of preparation for graduate school.

The student is urged to send for information from the graduate schools of his/her choice in plenty of time to plan to take the course required by those specific schools.

Studies in Theoretical Psychology: the Department offers an unusual and distinguished group of courses in theoretical psychology. This theoretical work has gained national and international recognition, giving the department access to a network of scholars. Many of these individuals come to the campus from time to time as visiting lecturers. While not generally required by graduate schools, these courses may prove valuable to students preparing for graduate study as well as providing theoretical background for many of the applied areas of the Department's curriculum. In addition to the History and Theoretical Foundations course mentioned above, these courses include:

- Psy 312—Seminar in Creativity
- Psy 457—Seminar: Work and Organization
- Psy 462—Seminar in Humanistic Psychology
- Psy 466—Seminar in Theoretical Psychology
- Psy 470—Phenomenology of Boundary
- Psy 471—Psychology of Religion
- Psy 477—Seminar in Phenomenology
- Psy 480—Parapsychology
- Psy 483—Psychology of Metaphor
- Psy 485AB—Nature, Man and Woman

Block Class: An Integrated General Approach to Psychology (Dr. Robert Rueping)

Personal Awareness and Growth: many of our courses are primarily designed to facilitate the student's own growth and to give him/her skills for self-analysis, reflection, and an ability to develop unique strengths and a posture toward the world.

- Psy 304—Awareness Process
- Psy 311—Seminar in Myths, Dreams & Symbols
- Psy 312—Seminar in Creativity
- Psy 315—Psychological Writing
- Psy 319—Group Process
- Psy 320—Seminar in Psychology of the Body
- Psy 321—Psychology of Yoga
- Psy 324—Personal Awareness Through Sports
- Psy 335—Seminar in Zazen

Should the student's interest also rest with developing skills to enhance the growth process of others, s/he may also be interested

Psy 427—Advanced Group Process

Psy 429—The Gestalt Process

Developmental Psychology: Students who are interested in working with children, either in the schools or in the community, may be interested in the following courses in addition to the classes in Child Development, Learning, and Creativity which were mentioned above.

Psy 408—Behavior Problems of Children

Psy 412—Adolescent Psychology

Psy 418—The Psychology of the Family

Psy 419—Advanced Psychology of the Family

Preparation for Paraprofessional Work in Psychology: The student who is interested in working in a paraprofessional role after graduating may be interested in the following courses in addition to many of those specified under the section on graduate school preparation.

Psy 362—Behavior Modification

Psy 377—Biofeedback & Consciousness Research

Psy 422—Living and Dying

Psy 434—Psychology of Disability

Psy 436—Introduction to Counseling

Community Psychology: Many of our students are interested in applying their psychological knowledge to the problems that they encounter in their jobs and volunteer work in the community. Classes relating to these issues include:

Psy 445—Social Psychology

Psy 448—Community Psychology

Psy 452—Psychology of the Chicano

Psy 454—Selected Topics in Community Psychology

Psy 457—Seminar: Work and Organization

Psy 485—Nature, Man and Woman

Psy 486—Experience of Wilderness

Special Study: The department encourages self-initiated, independent study and research by its students on a wide range of student-selected topics and issues. We feel that this is an important preparation and practice for the life-long learning in which our students will engage after they leave Sonoma. Students are encouraged to contact an individual faculty member of their choice after they have formulated a preliminary outline of the project on which they wish to work.

The Community Involvement Project (CIP): The department actively participates in the college's Community Involvement Project wherein academic credit can be obtained for volunteer work in the community.

Field Placements and Internships: Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the college's six county service area. These internships involve an element of on-the-job training by the agency and academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department.

MASTER OF ARTS IN PSYCHOLOGY

The Master of Arts program in psychology provides students with the opportunity to pursue advanced, in-depth studies of man as he lives and experiences his world. Several areas of emphasis are available: archetypal psychology, psychology of the Chicano, community psychology, psychological ecology, gestalt psychology, and phenomenology. Each candidate, with the assistance and supervision of a faculty advisor, develops a plan of study which reflects his/her questions and special interests in psychology.

The degree can serve as a terminal degree or as preparation for the Ph.D. This program is not designed to train counselors or as preparation for the Marriage, Family, and Child counseling license, which is available through the Master of Arts in Counseling within the Counseling Department (Nichols 220).

The Master of Arts program is a 30 unit program beginning in September of each year. While it is possible to complete 30 units within one year, most students require longer, particularly for the thesis or creative project. Registration is required for a second year if the thesis or project has not been completed during the first year. (See description of Psych. 590, M.A. Thesis and Directed Reading.)

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. The Graduate Record Examination Aptitude Test or the Miller Analogies Test are required, although no automatic cut-off scores are used. The G.R.E. Achievement Test in psychology is optional, and may be used to fulfill the history and theoretical systems prerequisite.
- E. 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.
- F. Admission will be accepted for the fall semester only.
- G. Students who apply for the M.A. program may be admitted to the college as unclassified post-baccalaureate students if they meet the basic qualifications for the program but (a) the program proposal does not represent a clear enough sense of direction to justify classified status, or (b) there are not sufficient faculty advisers available to supervise the independent work expected of graduate students.

Application Procedures

The Application Deadline for Fall 1979 is December 30, 1978. Applicants will be notified by April 15, 1979 whether they have been accepted into the Master of Arts Program in Psychology.

To apply for entry into the program, prospective applicants should write directly to the Admissions office.

All inquiries concerning the Master of Arts in Psychology should be addressed to:

Graduate Coordinator
Master's Program in Humanistic Psychology
Sonoma State College
Rohnert Park, California 94928

* REQUIREMENTS FOR THE MASTER'S DEGREE

To complete the program, the candidate must:

- A. Maintain a graduate grade point average of at least 3.0.
- B. Complete thirty 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.

<i>Course pattern</i>	<i>Units</i>
Psychology 590AB Master's Thesis and Directed Reading	6
Support courses	24
	30

PSYCHOLOGY COURSES

The designation of "core" after a course title indicates that the course will be taught at least once a year and that the department will attempt, within its resources, to provide enough sections to satisfy student demand. Courses not designated in this manner will be taught at least once every two years and may have only a single section offered. The designation of "block" after a course title indicates that the course will only be open to students who also enroll in other specified courses within the block. These classes are part of a package and cannot be taken individually. See the description of block courses at the end of the class listings.

200. Human Behavior (2-4)

This class is designed to help the student deepen his/her awareness as a thinking, feeling individual. It will examine the psychological aspects of interpersonal relationships, attitudes toward social groups and institutions, and the structure of values and beliefs. May be used for General Education elective credit.

250. Introduction to Psychology (4) CORE

An introductory level survey of the entire field of psychology from the experimental to the experiential. The course is designed to provide the student with a clear view of the tremendous breadth and diversity of the discipline and an appreciation of the recurrent themes that tend to unify it. Required of all Psychology Majors.

300. Current Trends in Psychology (4) CORE

Each professor in the department makes a one or two day presentation on the current trends within his/her area of specialization. Part of each presentation is a short personal background statement. This course, required of all Psychology Majors, is normally taken during the student's first semester of attendance at Sonoma.

303. Advanced General Psychology (8) CORE Fall Semester Only

An intensive comprehensive review of the "common body of knowledge in psychology" specifically designed for students who are preparing to do graduate work. This course is strongly recommended for all students who wish a thorough background in traditional areas of psychological inquiry. A \$10 fee is required for this course.

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.

* Also see general college requirements.

412 / Psychology

311. Seminar in Myth, Dream, and Symbol (4) CORE

An exploration of the inner world of being human through a focus on symbol, dream and mythic image. In the process of personal growth and cultural change the diversities of experience in the dreaming and imaginal processes will be viewed in terms of their integrative potential as well as their individuation. Jung, Campbell, Murray, Hillman, Eliade and Wheelright will be among those studied.

312. Seminar in Creativity (4) CORE

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.

315. Psychological Writing (4) CORE

Use of the written word as a means of conveying observable events and inner realities.

318. Seminar in Interpersonal Behavior (4) BLOCK

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) CORE †

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) CORE

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 (2-4) †

Unification of mind and body through the practice of Yoga. May be taken twice for credit.

324. Personal Awareness Through Sports (4) CORE

This course focuses on the integration of the mind-spirit-body. Students are encouraged to read, experience, and reflect and in so doing to come to know the various aspects of their body-spirit-mind through individual and team sports, and movement. May be repeated once for credit.

329. Asian Psychology (1-4) †

Methods and ideas of various Asian thinkers and schools of practice. Cultural roots of these disciplines and their relation to Western psychology.

335. Seminar Za-Zen (4) CORE

An introduction to knowing and experiencing in the manner of Zen.

399. Student Instructed Course (1-4) †

A course designed by an advanced student, approved by the department, and taught by the student under the supervision of his/her faculty sponsor. Consult the class schedule for topic to be studied. May be taken twice for credit.

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.

[†]Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

Experimental Psychology

Courses in this group provide an understanding of psychological concepts and processes that have been developed and explored through experimental studies. Many of these courses provide training in scientific methodologies used in the study of behavior. Some of them also deal with direct practical applications of experimental results.

Each semester, one section of the following course is taught by the Mathematics Department specifically for Psychology Majors. Consult the schedule of classes in the Psychology section for time and place.

Math 165 Elementary Statistics I (4)

Discrete probability theory, sampling, conditional probability, random variables, special distributions, law of large numbers, central limit theorem, estimation, and tests of hypotheses.

343. Introduction to Psychological Research (4) CORE (Spring semester only)

A comprehensive introduction to the concepts and principles of research methods in psychology. As part of their work for this class, students will design, carry out, and report in APA format an original research project.

Prerequisite or corequisite: Math 165 or equivalent.

360. Psychology of Learning (4-6) CORE, Spring semester only [†]

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.

Prerequisite: Psych. 343 or consent of instructor.

362. Behavior Modification (1-4) [†]

Reinforcement theory, operant and classical conditioning, social learning, and applied behavioral analysis. Applications of these processes to changing behavior.

Prerequisite: consent of instructor.

367. Perception and Cognition (4) CORE

Explores the phenomena and ways of knowing and experiencing the world through distinctively human processes. Modes of consciousness, visualization and imagination, and sensory awareness will be studied as appropriate. Physiological theory and research will be emphasized. Students plan and conduct individual studies.

Prerequisite: Psych. 343 or consent of instructor.

371. Physiological Psychology (4) CORE

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.

375. Nutritional Psychology (4)

A holistic approach to health must include the physical as well as the mental. Basic nutrition plus the psychology of eating and wellness will be considered.

Prerequisite: Entrance by examination the first day of classes or consent of instructor.

[†] Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

377. Biofeedback and Consciousness Research (2-4) [†]

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.

395. Community Involvement Program (1-4) CORE

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.

Developmental 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) CORE

The growth and development of the child.

412. Adolescent Psychology (4) CORE

An attempt to understand the world of adolescence through theory, research and personal interaction with adolescents.

416. Topics in Educational Psychology (1-4) *[†]

Selected topics on learning theory, child development, group and community dynamics, etc., as related to the formal and informal teaching-learning process.

418. The Psychology of Family (4) CORE

A study of the family as a social-psychological group. Traditional nuclear families, one-parent families, and larger living groups based on voluntary association may all be considered.

419. Advanced Psychology of the Family (4) BLOCK

Prerequisite: Psych. 418 or consent of instructor.

422. Living and Dying (4) CORE

A personal exploration of the importance of facing our own death as well as the death and separation from our loved ones. Other themes studied include: loneliness, anxiety, denial, anger, avoidance.

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) CORE [†]

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.

* Usually taught as a field course in Mendocino County. Check with the department prior to the beginning of the semester.

[†] Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

430. Abnormal Behavior (2–4) CORE †

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.

432. Theories of Psychotherapy (4)

This course provides a basis for study and exploration of various theoretical approaches to the therapeutic process.

434. Psychology of Disability (2–4) †

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.

436. Introduction to Counseling (2–4) CORE †

An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented.

Prerequisite: Consent of instructor.

Social Psychology

445. Social Psychology (4) CORE

The formation and change of attitude and belief systems; interpersonal perception and dynamics; behavior in small groups; and contemporary problems of intergroup relationship. Cultural influences on these processes may be considered.

448. 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.

451. Indigenous Psychology (4)

An examination of the psychoepistemology which the indigenous populations of the American continent had, have, and are developing. Comparison and contrast to European theoretical systems of psychology and Asian psychology will be explored. The significance of Indigenous psychology to contemporary indigenous populations, e.g. the Chicanos, Native Americans, etc. and its practice and application will be studied.

452. Psychology of the Chicano (4) CORE, Spring Semester only.

The experience of being a Chicano in North American Culture, and its impact on personality and behavior.

454. Selected Topics in Community Psychology (1–4) †

Problems currently facing the college environs and service area. Social and psychological impacts of change processes. Topic to be studied will be listed in parentheses in time schedule. May be repeated for credit.

457. Seminar: Work and Organization (4)

It has been said that the present revolution in work is as fundamental as the industrial revolution was in its day. This course will include an examination of that revolution from the standpoint of the companies, the theorists, and the working people who are participating in it.

† Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

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.

459. Dreams and Poetics (1-4) *†

A workshop approach to studying and working with the archetypal matrix in which both dream and poetry processes are rooted. Includes relating dreams and poetics to past and current work in cognitive psychology.

461. Personality (4) CORE

Varied viewpoints are brought to bear in an attempt to conceptualize and become aware of the process and functioning of human personality.

462. Seminar in Humanistic Psychology (4) CORE

Studies the person centered unfolding and discovery of both values and facts in an existential yet critical context. The focus is on the whole individual, the balanced growth and change of the entire personality, and the integration of experiential and intellectual learning. While it begins with the notion of a "normal" psychology (embracing without being restricted to "abnormal" and pathological) it examines all aspects of personality formation and self-discovery as they lead toward a healthy and fully functioning person. Maslow, Rogers, Bugenthal, Jourard and May are among those studied.

463. Seminar in Existential Psychology (4) BLOCK

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) CORE

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 or theoretical issue. The topic to be studied will be listed in the schedule of classes. May be repeated for credit.

Prerequisite: Psych. 464 or consent of instructor.

470. Phenomenology of Boundary (4)

Looks into the connective and differentiating processes disclosed in the betweennesses, transitions, and changes of experience. Considers the multifaceted nature of boundary as threshold, posture, place, kairos, meeting, healing, bridging, interface, limit and possibility.

471. Psychology of Religion (4)

The human search for meaning, spiritual significance, and an integration of experience will be the focus in this course. Different modes of consciousness, varieties of experience, changing belief systems, and the diversity of ultimate values will be considered. Comparative aspects of traditions in both the East and the West will be examined. "Soul making" ("psyche" formation and transformation) will be explored from a Hillmanian perspective.

* Usually taught as a field course in Mendocino County. Check with department prior to beginning of the semester.

† Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

473. Psychology of Time (4) BLOCK

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) BLOCK

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) CORE Fall Semester only [†]

The phenomenological approach to understanding human experience. Draws on both philosophical and psychological sources of information.

480. Parapsychology (4)

A comprehensive survey of method and theory in the field of parapsychology.

Prerequisite or corequisite: Psych. 343 or consent of instructor.

481. Seminar in Parapsychology (4)

Each semester a particular theoretical and/or experimental problem will be studied. Differing viewpoints will be brought to bear in an attempt to understand the phenomenon in question. May be repeated for credit.

Prerequisite: Psych. 480 or consent of instructor.

483. Psychology of Metaphor (4) CORE

Explores the ways in which figurative imagery carries and transfers awareness and recognition between modes of meaning, expression, and apperception. Uses humor, poetry, story and indigenous colloquial expression to study changing perspectives and relationships.

485AB. Nature, Man and Woman (4) *

A two-semester course exploring the relationship between humans and environments, utilizing historical and current perspectives. The focus will include theoretical studies of historical and evolutionary perspectives, the increasing alienation from natural processes, especially since the industrial revolution, and the psychological aspects of current environmental crises and various alternative solutions.

Prerequisite: consent of instructor.

486. The Experience of Wilderness (2–4) *

Since the dawn of civilization, humans have "returned to, retreated to, or avoided" the most natural wild places left on earth. This course will explore—theoretically and experientially—the psychological meaning of recreation inherent in the human wilderness encounter.

Prerequisite or corequisite: Psych. 485 or 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.

[†] Course unit value may vary from semester to semester. Consult class schedule for current unit offering.

* Usually taught as a field course in Mendocino County. Check with the department prior to the beginning of the semester.

Other**199. Student-instructed course (1–4)****399. Student-instructed course (1–4)****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 and current unit offering. 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 Study (1–4) CORE

The Psychology Department encourages independent study as preparation and practice for life-long self directed learning. Students should formulate plans for a project and present them to a faculty member for possible sponsorship. Special forms for this purpose are available in the department office. These should be completed and filed before the end of the add and drop period. Twelve units of Special Study may be credited towards 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.

499. Internship (1–12) CORE

Supervised training and experience for advanced students in community agencies throughout the college service area. Special contract forms are required and are obtainable either in the department office or the Center for Field Experience.

Block Classes

The following instructors prefer to work intensively with a small group of students. They feel that the subject matter they teach is best approached in an integrated fashion.

Dr. Robert Rueping—An Integrated General Approach to Psychology

Fall Semester:

Psych. 318 Interpersonal Behavior (4)

Psych. 360 Psychology of Learning (4)

Psych. 476 Psychology of Language (4)

Spring Semester:

Psych. 461 Personality (4)

Psych. 463 Existential Psychology (4)

Psych. 473 Psychology of Time (4)

Dr. Laurence Horowitz—An Existential Psychological Study of Marriage and Family

Fall Semester (1979):

Psych. 319 Group Process (4)

Psych. 418 Psychology of the Family (4)

Psych. 496 Psychology Tutorial (4)

Spring Semester (1980):

Psych. 319 Gestalt Psychology (4)

Psych. 419 Advanced Psychology of the Family (4)

Psych. 496 Psychology Tutorial (4)

Graduate Courses

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.

535AB. Archetypal Psychology (1-4)

An advanced seminar based upon the work of Jung, Kereny, Hillman and others concerned with image, dreams, metaphor, pathology, and soul-making. Limited to M. A. candidates.

540. Seminar in Psychological Issues (2-4)

Each semester a particular topic in individual, social, or community 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, community, 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. Consent of instructor.

580AB. Seminar in Teaching College Psychology (1-4)

Discussions in methods and materials of teaching psychology in junior colleges and four-year colleges. Limited to M.A. candidates.

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 or creative project developed by the student in consultation with the Psychology Department and approved by the department and his graduate study committee. A student may not register for the first three units of Psychology 590 until a formal proposal has been accepted by the student's committee. An acceptable rough draft is required in order to register for the second three units.

SCHOOL OF EXPRESSIVE ARTS

Provost: Lynn Waddington

Faculty: Ernest L. Caillat, Elizabeth Herron, William McCreary, Wright W. Putney, Hobart F. Thomas

The School of Expressive Arts is designed to provide a highly personalized structure where students accept major responsibility for their own education. The curriculum is designed for the individual who believes that there exists inside him or her 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, 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 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 students to initiate a search for the things that will give their lives meaning. Students are offered the opportunity to try to capture in some substantial way the words, fragmented conversations, images—those things glimpsed and overheard—which give dimension and substance to their views 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, and students are urged to assume leadership and responsibility in the same way as faculty.

BACHELOR OF ARTS IN EXPRESSIVE ARTS

ADMISSION REQUIREMENTS

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. Applicants should write a letter to the Provost, School of Expressive Arts, Sonoma State College, Rohnert Park, California 94928. They should state as clearly and definitely as possible their interest in the School, touch on past experiences, personal and educational, discuss the degree of focus they are currently expressing in their educational interest, their specific or general goals, and what they have to offer to those in such an experimental curriculum.
2. The applicants' letters should include their address and a telephone number where they may be contacted.
3. Students are asked to come in for a personal interview with our faculty and students to determine the appropriateness of the curriculum for them and to allow them to make an informed choice of direction.

CURRICULUM

Work in Expressive Arts is largely independent. That is, it centers almost entirely around the individuals themselves and their process of expression. However, a minimal structure is provided to insure the individual student's having contact with a variety of individuals, faculty and students. Accordingly, the junior year consists of a 12 unit block:

301AB. Self Exploration through the Arts 12-12

A focus on the individual student to discover inner resources, to define in some depth important life factors and to explore significant personal meaning through various expressive media such as creative writing, photography, cinematography, painting, ceramics, music, dance, theatre arts and other arts. The senior year will consist of the following block:

401AB. Integration of Creative Process 9-9

Continued development of a flexible curriculum responsive to the concerns and needs of each student's learnings in the arts, aimed at a deep immersion in one's inner experiences through one or more of the expressive arts.

498AB. Senior Project 3-3

The senior project is a culmination of the individual's experience in the School of Expressive Arts. Special attention will be directed toward the task of giving concrete expression to each person's educational venture.

These block classes will be supplemented by the following special courses:

396 Junior Tutorial	1-6
495 Independent Study	1-4
496 Senior Tutorial.....	1-4
499 Special Problems	1-2

The choice of which of these supplementary courses may be appropriate is made by students in consultation with their 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.

SOCIAL SCIENCE PROGRAM

Coordinator: Robert A. Karlsrud

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/her 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:

	<i>Units</i>
Anthropology 203—Introduction to Cultural Anthropology	4
Economics 201—Introduction to Economics	4
Geography 302 or 303—Physical Geography or Cultural Geography	4
History 201—Foundations of World Civilizations	4
History 202—Development of the Modern World Since 1600	4
History 251—History of the United States to 1865	4
History 252—History of the United States Since 1865	4
Political Science Choose one of the following:	
423—Constitutional Law and the Judicial System	6
425—The American Party System	4
426—The Legislative Process	4
427—The American Presidency	4
Sociology Choose one of the following, listed in preferential order:	
306—Survey of Sociological Thought	4
300—Sociological Analysis	4
201—Introduction to Sociology	4
OR other courses by advisement	

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 250—*Introduction to Psychology* (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 completing 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, Politics and Sociology as part of the academic preparation of those students contemplating a career in secondary social science education. (Harris)

SOCIOLOGY

Department Chair: Homero E. Yearwood

Faculty: David Arnold, Kathleen Charmaz, James Driscoll, Susan Garfin, Daniel Haytin, Carl Jensen, Richard Rizzo, Harvey Segal, John Steiner, Clarice Stasz, Robert Tellander, Homero Yearwood

Sociology is the scientific study of society, with an emphasis on human relationships within groups and interconnections among social institutions. It is a discipline that explores human social behavior in an effort to describe it, explain it, predict it, and (sometimes) do something about it. The study of sociology is relevant and fundamental to a liberal arts education, preparing students for the informed exercise of social responsibilities in a complex society.

A highly flexible major, Sociology provides students with the basic language, conceptual and empirical knowledge, and research experience necessary to deal with sociological concerns. The wide range of philosophic orientations and personal backgrounds of the Sociology faculty provides students with an exciting diversity of learning experiences. Sociology graduates are well prepared for a variety of postgraduate experiences, ranging from graduate study to application of sociological skills in personnel or managerial positions in government and business.

All majors considering a career in secondary social science education should see Page 423 for Ryan Single Subject Social Science Program requirements.

BACHELOR OF ARTS IN SOCIOLOGY

Major	<i>Units</i>
General Education	45
Sociology Courses	36
Supporting Subjects	8
Foreign Language and/or Electives	35
Total	124

COURSE REQUIREMENTS

	<i>Units</i>
Sociology 201—Introduction to Sociology	4
Sociology 300—Sociological Analysis	4
Sociology 306—Survey of Sociological Thought	4
Fields of Sociology	12

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
Other approved sociology courses	4

Supporting Subjects*Units*

Upper division supporting subjects must be chosen in consultation with, and have the approval of, the major advisor	8
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MINOR IN SOCIOLOGY

Sociology 201—Principles and Procedures in Sociology	4
Sociology 300—Sociological Analysis	4
Sociology 306—Survey of Sociological Thought	4
Fields of Sociology	12

A minimum of 12 units must be selected from three of five fields of sociology listed below. These units are in addition to the required courses listed above and may not include seminar units.

- 1) Social Behavior (courses numbered 301–329 except 306);
- 2) Sociology of Culture (courses numbered 330–349);
- 3) Institutions (courses numbered 400–429);
- 4) Comparative Society and Social Groupings (courses numbered 430–449);
- 5) Sociological Theory and Method (Courses numbered 450–490);

NOTE: Major and minor students wishing to take upper division sociology courses without having completed Sociology 201 (or its equivalent) and Sociology 300 must obtain permission from the instructor.

SOCIOLOGY COURSES**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.

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.

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.

312. Drugs and Society (4)

Sociological examination of the use of drugs and law enforcement in contemporary American society.

314. Sex Roles (4)

Study of sex roles and sexuality, including biological and culturally-defined sex differences. Topics include women's liberation, transsexualism and homosexuality.

315. Seminar: Field Research (4)

Working seminar in which each participant observes and analyzes an ongoing social setting. Strategies of observation and of qualitative analysis considered in the context of each participant's project in process.

316. Seminar: Advanced Field Work (4)

A continuation of Sociology 315. Additional work on field observation, plus greater attention to analysis of qualitative data.

317. Seminar: Survey Research (4)

Topics such as questionnaire construction, sampling, interviewing, coding, etc., will be covered in lectures, discussions, readings, and short exercises. Students will carry out their own analysis of data from a recent full-scale survey.

318. Films for Sociology (4)

The use of the film to illustrate sociological themes. Examples of such films; discussions of problems in merging theory and media; and practice in using the camera as a research tool.

321. Seminar: Sociology of Self (4)

Study of the relation between society and self. An examination of some of the major types of social identities and the personal experience associated with them. Explorations of models of current and alternative society-self relationships.

322. Aging and Society (4)

An analysis of the implications of increasing longevity and of an aging population for society and institutions. Problems considered include nature of the aging process, retirement, family relationships, housing, income maintenance, community activities, and societal response to the aged.

323. Seminar: Sociology of the Body (4)

An examination of attitudes, norms, behavior and beliefs concerning the body. An investigation of such topics as body communication, the mind/body split in America, body decoration, sex roles and sex differences with respect to the body, beauty as a social construction, social agreements about health, illness, disability, and other factors.

324. Seminar: Health Care and Illness (4)

Analysis of the social organization of medical care and the social psychology of the experience of illness. Focus on current issues concerning the institution of medicine and its everyday practice. Examination of the contradictions arising from the organization of medical care and the conflicts characteristic of the professional treatment of the poor, ethnic minorities, the aged, and the chronically ill.

Sociology of Culture

330. Sociology of Religion (4)

A sociological examination of religion combining a general theoretical approach, historical and comparative analyses of past and present religions, and field research in areas of student interest.

331. Seminar: Sociology of Religion (4)

An in depth examination of specific topics in the sociology of religion (including structure of religious organizations, emergence of new religions, religion in America, etc.)

333. Seminar: Sociology of Sport (4)

A consideration of sport in American society. The seminar will cover both professional and amateur sports, the place of sports in American society, sports and sex roles, the social structure of organized sports, and related topics.

334. Arts and Social Structure (4)

Sociological and historical investigation of the interrelationships between art and society. Study of the role of the artist and the ideological basis of his production in view of the social factors affecting the art scene today. Some background in art or music history is recommended.

335. Sociology of Knowledge (4)

An investigation of the interrelations between types of knowledge and social structures, between ways of thinking and feeling, ways of looking at ourselves and our world, and the social and cultural settings of these activities. Classical and contemporary theories will be explored and researched.

336. Sociology of Leisure (4)

An examination of leisure in American society. Topics include: What people do with their time and why; How patterns of leisure relate to broader American value systems; What changes are occurring in these patterns today.

337. Politics of Religion (4)

Consists of a comparison of major Western political theories and their actual and possible use in defining religious doctrine and shaping the structure of the Church. Emphasis is

placed on the decision-making function of the theologian, priest, and individual in shaping the meaning and form of the community of faith in the Judeo-Christian tradition.

338. Seminar: Sociology of Literature (4)

An analysis of literature as a social product and as a guide to the study of societies. Readings from past and present and cross-cultural literature.

339. Seminar: Mass Media (4)

The influence of the mass media on American culture and society, to be discerned by examining written and electronic media (newspapers and magazines, radio, TV, and popular music). Themes include: life-styles and ways of thought produced by different media—media ownership; mass markets; myths created by media; alternative use of media.

340. Seminar: Sociology of Culture (4)

Advanced analyses of sociological aspects of art, music, literature, and the social role of the intelligentsia. The concept of culture in sociology and in social life.

341. Sociology of Mass Communications (4)

The sociological analysis of the nature and functions of mass communications in contemporary society. Emphasis is placed on the analysis of the communicator, the audience, the message, and the effects of mass communication.

343. Cultural Values of Death and Dying (4)

An analysis of how cultural values are related to attitudes and beliefs about death. Relationships will be drawn between widely held conceptions of death and the care of the dying. The management of the dying process will be studied in conjunction with the exploration of new ways of dealing with this phenomenon. Special emphasis will be placed on examining the meaning of death to the dying person as well as to family and friends.

Sociology of Institutions

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.

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 analysis 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.

436. Minorities and Inter-Ethnic Contacts (4)

The history and prevalence of minorities. Structure of multiracial and multiethnic societies. Race relation 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.

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.

432 / Sociology

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

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

Faculty: Christopher Beck, Fred Curchack, Carla Guggenheim, Nancy Lyons, Linda Magarian, Peter Maslan, Judy Navas, Wendy Rogers, William Sherman, Ann Woodhead

Theatre is process and product, art and communication; and is valid both historically and philosophically as a means of personal growth and humanistic understanding. At Sonoma State College, the study of Theatre Arts within the liberal arts setting is approached primarily through direct participation in the making of theatre events. The Theatre Arts program is intended to prepare the student for work in ensemble theatre or for further study at the graduate or professional level.

Theatre Arts classes are designed to introduce the student to the basic elements and techniques of drama, dance, and theatre production and design. Original dance and drama, as well as experimental approaches to already existing theatrical material, are encouraged through such classes as choreography, directing, and the dance and drama ensemble workshops. As students progress through the three stages of the Theatre Arts program, they work toward deepening involvement in ensemble theatre, as well as increased proficiency in their particular areas of interest. The culmination of the Sonoma State Theatre Arts experience is the senior project, which offers the student an opportunity for independent work within the framework of an ensemble theatre and with the assistance of a supportive faculty member.

BACHELOR OF ARTS IN THEATRE ARTS

Major

	<i>Units</i>
General Education	45
Theatre Arts	48
Required	35–37
Electives	13–15
Electives	31
Total	124

COURSE REQUIREMENTS

	<i>Units</i>
THEATRE ARTS	48

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.

	<i>Units</i>
STAGE I.....	8
Courses necessary as prerequisites for major course requirements:	
110A Beginning Modern Dance A	1
120A Beginning Acting A	1
130A Production Techniques.....	2
110B Beginning Modern Dance B or 120B Beginning Acting	1
140A Rhythmic Analysis or 140B Speech for the Actor or 130B Design	2

434 / Theatre Arts

170 Mime or 160 Beginning Ballet	8
<i>(All of the above courses may be waived as major requirements by examination)</i>	
STAGE II	3
Required Courses:	
200A Structure and Analysis Workshop (3)	3
Prerequisites: 8 units from courses listed in Stage I or their equivalents.	
<i>(This course is a prerequisite for all major requirements)</i>	
STAGE III	45
Required Major Courses: Prerequisite: Stage II	
300A,B,C Ensemble Workshop (3–3–3)	9
310 Intermediate Modern Dance or 320 Acting Scenes	2
330A,B Design Experiences A and Design Experiences B	4
340 Choreography I or 350 Directing.....	2
370A,B History of Theatre A and History of Theatre B	6
380 Research	2
390A,B Orientation to Theatre Within the Humanities (½–½)	1
391A,B Exploration of the Theatre Artist in Contemporary Culture (½–½)	1
400 Senior Project Ensemble Workshop	3
440 Choreography II (Dance Interest Only)	2
	30–32
Electives	13–15
<i>(Electives must be selected from the following courses and alternative courses listed in Stage I and Stage II required courses)</i>	
	Units
260 Beginning Ballet B	1
270 Tap Dance	1
360 Musical Theatre	2
410 Advanced Modern Dance	2
420 Advanced Acting	2
430 Advanced Design Projects	3
450 Teaching/Directing for Dancers	2
460 Drama for Children	2
470 Dance for Children	2
480 Coordinated Projects in the Community	3
English—Any 3 unit Shakespeare Course	3
Health 310 Kinesiology.....	4

THEATRE ARTS COURSES

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. 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 improvisation 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. Rhythm 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 for the Actor (2)

Individual investigation of speech including corrective exercises for deviances such as nasalization, breathiness and hoarseness. Special emphasis will be placed upon oral interpretation, dialects for the actor, fundamentals of breathing, articulation, projection and resonance. May be repeated for credit. 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 nonverbal 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. Structure and Analysis Workshop (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 State 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.

290. Coordinated Projects in School (1-3)

Students are encouraged to work on practical and theoretical projects. Some of these may be extended from class work while others may be individually initiated. The unit value is determined by the description of the project. Performance projects need not be presented to a general audience but may be limited to class observation. Enrollment by consent of instructor. May be repeated for credit.

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 semi-professional theatres.

Prerequisite: Theatre Arts 200A, Structure and Analysis Workshop and consent of instructor.

310. Intermediate Modern Dance (2)

Extensions of movement skills and abilities through modern dance techniques. Students choose one lab day.

Prerequisite: Theatre Arts 110B, Beginning Modern Dance B or Theatre Arts 200A, 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, 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 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, 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. Students choose one lab day.

Prerequisite: Theatre Arts 200A, Structure and Analysis Workshop and Theatre Arts 140A Rhythm Analysis or Rhythm 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 presentations 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 (½-½)

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 (½-½)

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. Students choose one lab day.

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. Students choose one lab day.

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 (1-3)

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.

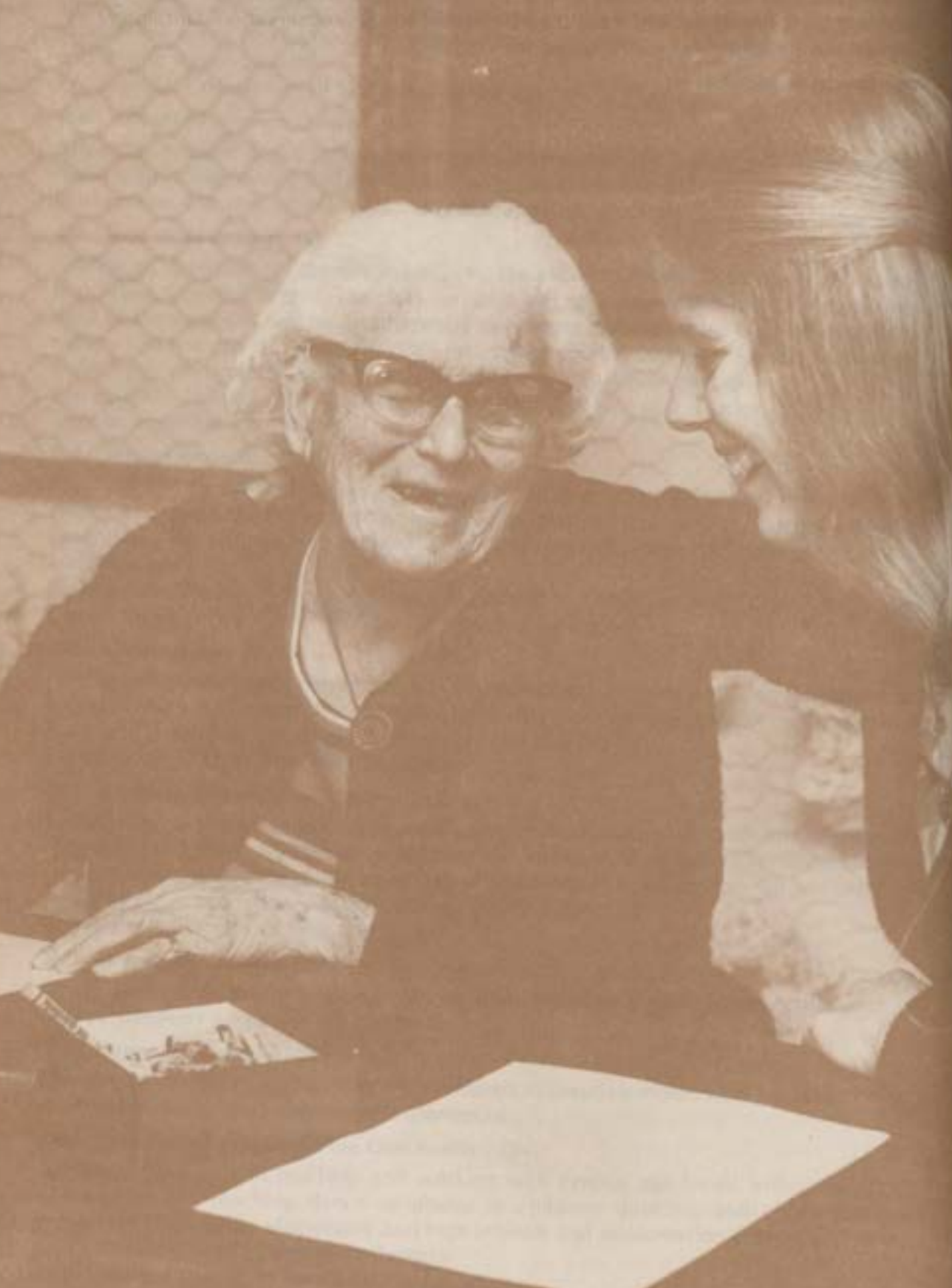
Prerequisite: Consent of instructor.

490. Coordinated Projects in School (1-3)

Students are encouraged to work on practical and theoretical projects. Some of these may

be extended from class work while others may be individually initiated. The unit value is determined by the description of the project. Performance projects need not be presented to a general audience but may be limited to class observation. Enrollment by consent of instructor. May be repeated for credit.

495. Special Studies (1–4)



SPECIAL PROGRAMS

CONTRIBUTING TO THE SPECIAL PROGRAMS

The Special Programs section of the Journal is a forum for the publication of research that is of broad interest to the legal and economic communities. The section is open to all researchers, regardless of their institutional affiliation, and is particularly interested in work that sheds new light on the legal system or on the economic behavior of legal actors. The section is also interested in work that addresses the interaction between law and economics, and in work that addresses the role of law in the economy. The section is particularly interested in work that addresses the role of law in the economy, and in work that addresses the role of law in the economy. The section is particularly interested in work that addresses the role of law in the economy, and in work that addresses the role of law in the economy.

EDITORIAL BOARD

The Editorial Board of the Special Programs section of the Journal is composed of leading scholars in the fields of law, economics, and organization. The board is responsible for the selection of articles for publication in the section, and for the review of manuscripts submitted to the section. The board is also responsible for the review of manuscripts submitted to the section, and for the review of manuscripts submitted to the section.

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PRELAW PREPARATION

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EVOLUTIONARY

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SPECIAL PROGRAMS

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 student's 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 intern. This continuum of experience often provides the skills and background necessary to gain meaningful employment upon graduation.

PRE-LAW 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 Criminal Justice Administration, English, American History, Economics, Political Science, Philosophy, Science, and Foreign Language. For further information consult a pre-law advisor and law school catalogs.

ENGINEERING

Sonoma State College does not offer degree programs in Engineering. It is possible, however, for students to take the courses in Mathematics, Physics, Chemistry, and computing that are part of most engineering programs. Interested students should consult an advisor in the Department of Physics and Astronomy. A substantial number of graduates of that department are currently employed as engineers.

HEALTH PROFESSIONS

Sonoma State College provides preparation for graduate study in the health professional fields of medicine, dentistry, podiatry, veterinary medicine, optometry, osteopathy, pharmacy, physical therapy and chiropractic medicine.

Students interested in entering the health professions will select an appropriate major for undergraduate study. Since a majority of the courses required for admission to health related programs are in the sciences, most students earn degrees in biology or chemistry before going on to professional schools.

Most health professional schools require a bachelor's degree for admission, although schools of dentistry, pharmacy and chiropractic medicine may require fewer units and courses for admission. The outline of courses below will meet the requirements for admission to most medical schools. Since medical schools generally have the most rigid course requirements among the health professional schools, these courses would generally meet or exceed the requirements for other schools. However, it is important to examine closely the requirements for any program and school and take courses to fulfill those requirements.

Courses Required For Admission to Health Professional Schools

	<i>Units</i>
Biology	
General Biology or Zoology (including vertebrate zoology)	8-10
Embryology.....	3-4
Chemistry	
Inorganic or General Chemistry	10
Organic Chemistry.....	8-10
Some schools also recommend physical chemistry or quantitative analytical chemistry	
English—Composition	6
Physics—A year course	8
Math—Some schools require a calculus course	3-5
Foreign Language—A few schools recommend a modern foreign language course	0-8
Psychology—An Introductory Psychology course is recommended by some schools	4

THE FOLLOWING COURSES AT SONOMA STATE COLLEGE WILL MEET THE BASIC REQUIREMENTS FOR MEDICAL SCHOOLS:

	<i>Units</i>
Biology 116 (Biology of Plants)	4
Biology 117 (Biology of Animals)	4
Biology 215 (Introduction to Molecular Biology)	4
Biology 320 or 322 (Genetics)	4
Biology 370 (Comparative Anatomy)	4
Biology 372 (Vertebrate Embryology)	4
Chemistry 115 AB or 125 AB (General Chemistry and Laboratory)	10
Chemistry 335 AB + 336 (Organic Chemistry & Laboratory)	10
English 101 + 200 (Basic Composition)	6
Physics 210 AB + 209 AB (General Physics and Laboratory)	8
Math 110 or 162 (Calculus)	5-3

Applicants with a Grade Point Average below 3.0 are almost never considered by medical admissions committees, and few students with a G.P.A. below 3.4 are accepted.

In addition to the required courses, most health professions students are required to take exams such as the New Medical College Admissions Test, Dental Admissions Test or the Biology Graduate Record Exam at or prior to the time of application.

The Division of Natural Sciences Health Professions Advisory Committee has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

- (1) Advise students on how to best prepare for admission to health professional schools. Since the Sonoma State College campus is small, the Health Professions Advisory has the opportunity to communicate with students on a personal basis. Individual departments may also have health professions advisors.
- (2) Maintain career information related to health professions, including catalogs from various schools and registration materials for examinations and centralized application services required for admission to certain programs such as medicine, podiatry and dentistry.
- (3) Evaluate candidates and write letters supporting their admission to health professional schools.
- (4) Provide practice admissions interview for candidates applying to health professional schools.

Students interested in a health professions career are strongly encouraged to meet with a Health Professions Advisor upon enrolling at Sonoma State College. Appointments can be made through the Natural Sciences Division Office.

INSTRUCTIONALLY RELATED SERVICES



INSTRUCTIONALLY RELATED SERVICES

LIBRARY

Completion of the Library Addition in December 1977 doubled the size of the original building. The Library now has study space for 1220 students, and houses a book collection of over 260,000 volumes, with 16,000 volumes added each year. The periodicals collection consists of 35,000 bound volumes, with 1700 current subscriptions. Some 42,000 items are contained in the documents section. A regional depository for curriculum material published by school districts in California, the Library maintains an extensive collection of elementary and secondary textbooks and of juvenile literature.

The first floor of the Library houses the bibliography area, circulation department, archives complex, and a separate reserve bookroom. The administrative offices and technical services department are also located on the first floor.

The book stacks on the second floor contain the circulating collection, reference books, and periodicals, with indexes and abstracts in an adjacent location. Services provided by the reference department, which will be relocated to the first floor, include individual assistance to students and interlibrary loan arrangements with a wide variety of libraries in the State. This loan service is facilitated by a fast delivery system, a TWX, and a telefacsimile machine. Access to on-line bibliographic data bases via a computer terminal is scheduled for 1978.

The expanded library media center on the second floor contains over 12,000 phono-records, tapes, and cassettes, as well as video materials and equipment. Expanded facilities have also been provided on the second floor for the microform collection, which now numbers 450,000.

Group study rooms, a typing room, a copying facilities are provided for students on the second floor of the Library.

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 use 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 projects.

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 projects 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.

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

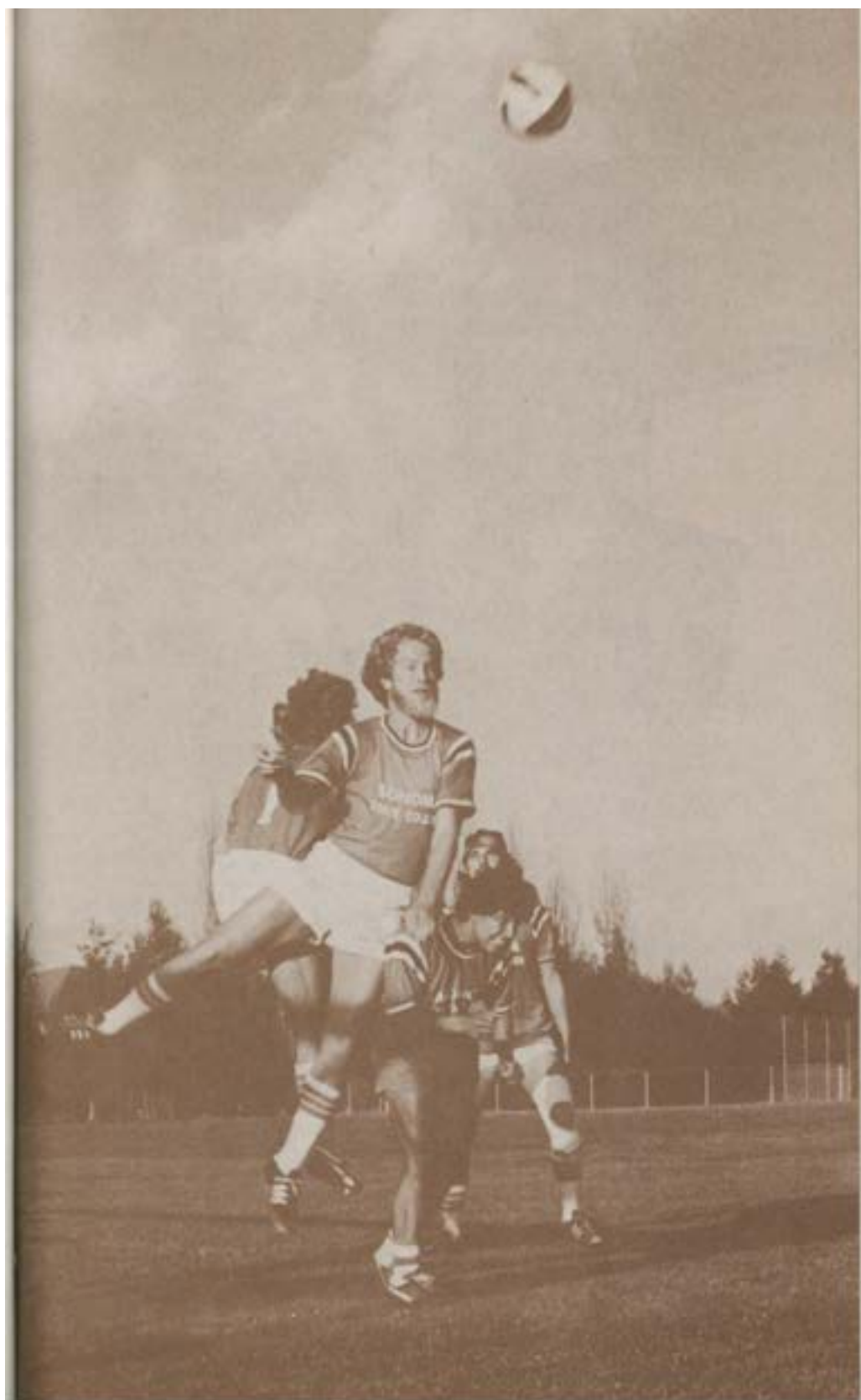
Languages (software)—The following languages are available at Sonoma State College:

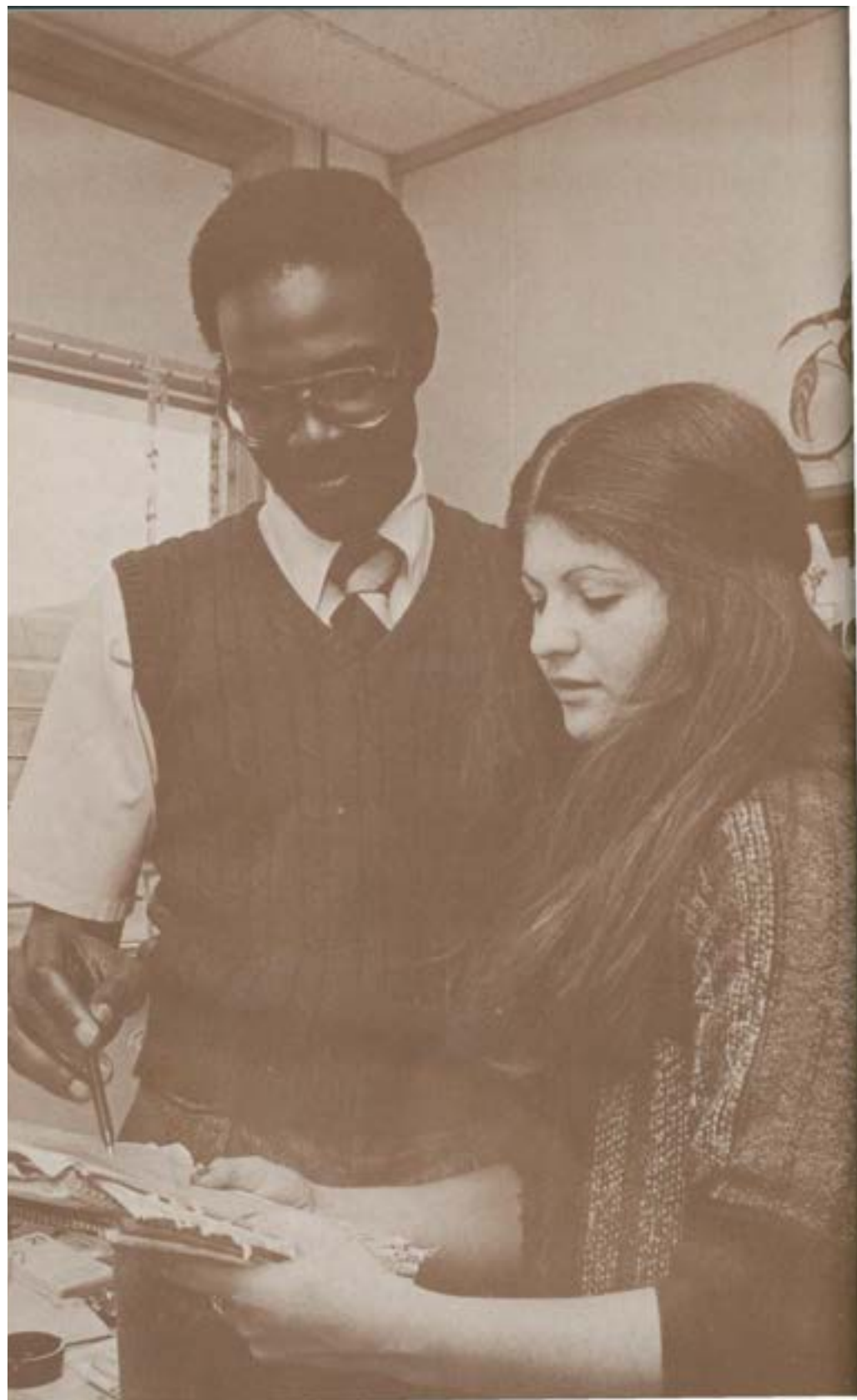
COBOL—business language
APL—mathematical language
GPSS—simulation of systems
SPSS—statistical analysis
LISP—list processing language
FORTRAN—scientific language
SIMULA—scientific language
BASIC—basic timeshare language

The Computer Center is open continuously from 8:00 AM Monday to 11:00 PM Friday, from 10:00 AM to 6:00 PM Saturday and from 12:00 PM to 5:00 PM Sunday. There are student consultants available during the day to assist student programmers.

INSTRUCTIONAL RESOURCES CENTER

The Instructional Resources Center provides consultation, audio-visual materials, equipment, and materials production services in support of the College's instructional program. Each teaching station on campus is equipped with a Media Module for use of classroom films and multi-media materials that are housed in the IRC Media Library. Services to the faculty include instructional design, photographic and graphic preparation of instructional materials, audio and video production, and instructional television. Students may preview materials in the Center and utilize the Student Media Production Lab for work with sound, film, or slides.





STUDENT SERVICES AND ACTIVITIES

The University of Alabama in Systems is committed to providing a high quality educational experience for its students. This commitment is reflected in the many services and activities that are available to students. The Office of Student Services and Activities is responsible for coordinating these services and activities, and for providing information to students about them. The Office is located in the Student Center, Room 101, on the campus of the University of Alabama in Systems.

The Office of Student Services and Activities provides a wide range of services and activities to students. These include: academic advising, career counseling, financial aid, health services, housing, insurance, legal services, medical services, mental health services, physical education, recreational activities, student government, student organizations, and student unions. The Office is committed to providing these services and activities in a timely and efficient manner, and to ensuring that students have access to them.

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The Office of Student Services and Activities is also responsible for providing information to students about the many services and activities that are available to them. This information is provided through a variety of channels, including: the Office's website, the Office's newsletter, and the Office's staff. The Office is committed to providing this information in a timely and efficient manner, and to ensuring that students have access to it.

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STUDENT SERVICES AND ACTIVITIES

The College offers a broad range of services and activities that focus on the intellectual, personal, and social needs of students. These programs make a significant contribution both to the quality of student life and to the achievement of the academic goals of the institution.

ORIENTATION

New students at Sonoma State College are invited to participate in a variety of orientation activities that introduce them to the many facets of campus life. General orientation is supplemented by summer advising, an education faire, a week-end retreat, and workshops that feature peer advising.

ACADEMIC ADVISING

Students who have declared a major should consult a faculty advisor in the academic department of their chosen discipline. Though each student is responsible for selection of courses and for meeting degree and/or credential requirements, an academic advisor can assist with planning for both semester classes and for the achievement of long-term educational and vocational goals.

Those students who have not yet selected a major receive academic advising in the Office of Academic Advising, which is their “academic home.” In addition to advising of undeclared majors, that office provides a variety of services for all students of the College, including: (1) explanation of general education and graduation requirements; (2) assistance with academic problems; and (3) referral to appropriate offices. The office also provides information to prospective students regarding admission procedures and academic programs available at Sonoma.

CAREER DEVELOPMENT CENTER

The Career Development Center provides programs and services to assist students in developing realistic career options through three component offices: Student Employment, Field Experience, and Career Planning and Placement.

Student Employment

This office assists students in securing part-time, temporary, and summer jobs. Students are encouraged to register in person and to visit the office at least once each month in order to update their work applications and to stay informed of the many job listings that are processed daily 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 work; skilled and semi-skilled labor; and domestic, hospital, and restaurant positions. Despite the extremely competitive labor market in Sonoma County, the Student Employment Office makes over 5,000 job referrals annually and more than two-thirds of Sonoma State students work during the academic 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 with the integration of credit-generating,

off-campus learning experiences into their academic programs, the Center maintains hundreds of community service volunteer and internship requests.

Career Planning and Placement

This office assists students in matching their abilities, experience, potential, and needs with the demands of the labor market. Through workshops, individual advising, job listings, and career resource materials available in this office, students learn job-seeking skills that serve them throughout their working lives. Career Planning and Placement works in conjunction with various academic departments and student services offices to develop and maintain effective career advising.

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 twenty-four units at Sonoma State College may register for file and referral service. All services are furnished without charge for a full year after graduation. Alumni who have not attended the College during the preceding year are charged a slight fee for file service and for the Education Newsletter.

Students are encouraged to visit the Career Planning and Placement Office to clarify career choices that will maximize their unique talents, skills, and interests. Assistance with resumé writing, interview techniques, and development of job-seeking skills is available to all students.

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 in The California State University and Colleges. Interested prospective students may request copies of the published information from the Career Planning and Placement Office.



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.

First Time Freshmen and Lower Division Transfer Students

Admission Tests	SAT or ACT
Placement Test	CSUC English Placement Test (EPT)

Upper Division Students (Baccalaureate Degree Requirement):

Written English Proficiency Test (WEPT)

Credential Candidates:

All Educational Credential Candidates must take the WEPT. In addition, Credential Candidates with majors *unapproved* by the Commission for Teacher Preparation and Licensing will be required to take an additional examination as follows:

Multiple Subject	National Teacher Examination (NTE) Common Exam
Single Subject	Specific Subject Exam as designated by Commission

Credit by Examination Candidates:

College level Examination Program (CLEP)
 CSUC English Equivalency Examination (EEE)
 CSUC Science and Math Equivalency Test (SMET)

Graduate School Candidates

For advancement to classified standing in master's degree programs at Sonoma State College, the following tests are required:

Biology	GRE Aptitude and GRE Advanced Biology Tests
Counseling	GRE Aptitude Test
Education	GRE Aptitude Test
English	GRE Aptitude and GRE Advanced Lit. or SSC Comprehensive Exam
History	GRE Aptitude and GRE Advanced Test in History
Management	GRE Aptitude or Graduate Management Admission Test (GMAT)
Mathematics	GRE Advanced Test in Mathematics
Physical Education	GRE Aptitude Test
Politics	GRE Aptitude Test
Psychology	GRE Aptitude Test or Miller Analogies Test (MAT)
Special Major	GRE Aptitude and other tests as required by departments

Professional School Candidates:

Law School	Law School Admission Test (LSAT)
Medical School	Medical College Admission Test (MCAT)

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

COUNSELING CENTER

The Counseling Center provides free assistance to students with personal, social, vocational and educational concerns that interfere with their ability to take full advantage of the college experience. Professional counselors, graduate interns and peer advisors are available by appointment and on a drop-in basis. Complete confidentiality is maintained. The Center also offers a referral service to community or private practitioners for students needing therapy.

Individual, couple or group counseling is offered to students requiring assistance with re-entry concerns, career and educational exploration, and skill building—as well as to students experiencing problems with stress or personal crises.

Located in Village 405, the Center is open on weekdays from 8:00 a.m. to 4:30 p.m. and on Tuesday, Wednesday and Thursday evenings until 7:00 p.m. Appointments can be made by calling (707) 664-2153. The Center is closed for counseling of students during the semester break and during the summer vacation.

HOUSING SERVICES

Accommodations for 406 students are available in the cluster-style Residence Halls. A significant feature of the residential community is the extensive participation of students in management of the Halls, which are designed to provide a pleasant environment for single adult living. The Residence Halls Food Service provides three meals per day, Monday through Friday, and two meals on Saturday and Sunday. Specific costs are furnished at the time accommodations are assigned. However, rates for a one-year contract for room and board vary from approximately \$1,900–\$2,000. Interested students should contact the Housing Services Office.

To assist with the off-campus housing needs of students, a full-time Community Housing Coordinator maintains listings of off-campus accommodations that include houses, cottages, apartments, trailers, rooms, and shared quarters. The Housing Services Office is actively involved in the development of additional housing alternatives for students and provides services to architects, developers, builders, realtors and others who are interested in building projects for possible use by students. The location of student apartment complexes located off campus can be obtained from the Community Housing Coordinator.

During the summer, the Residence Halls provide housing and catering services for Summer Session students and for participants in the numerous conferences held on campus.

STUDENT HEALTH CENTER

The College maintains a modern, well-equipped health center for regularly enrolled students. The Center is open during normal, working hours of the College—8:00 a.m. to 4:30 p.m. Monday through Friday. A full-time professional staff provides treatment for minor illnesses and injuries on an out-patient basis only. The services available are those which are normally obtained in a family physician's office.

As no on-campus infirmary facilities are available, all medical care beyond the scope of that which the Health Center can deliver must be obtained through private and community facilities at the student's expense. Through an outside carrier with whom the student makes his own contract, the Health Center makes available a moderately priced insurance policy which covers most of the cost for medical care beyond that which the Health Center can provide.

CHILD CARE

The Children's School at Sonoma State College opened in February 1978. This modern, new facility is the first building to be constructed on a State college campus that was designed specifically for the needs of children.

Operated by the Sonoma Student Union Corporation, the Children's School provides child care services for the children of students, faculty and staff at the College. Up to fifty-two children, ages twelve weeks to six years, may be cared for at one time in the center. The building is divided into two units: the Infant/Toddler Unit will accommodate twelve children and the Pre-School Unit will accommodate thirty-eight children.

The Children's School receives its principal operating funds from the California State Department of Education, and provides a comprehensive program that emphasizes socialization and healthy emotional development in a child-centered environment. The center is staffed by both salaried, professional pre-school teachers and student volunteers in a modified parent-cooperative setting. Hours of operation are from 8:00 a.m. to 5:00 p.m. For information regarding enrollment, call (707) 664-2230.

INTERNATIONAL EDUCATION SERVICES

Information and assistance is available in this office for students interested in the California State University and Colleges International Programs; in direct admission to foreign universities; and in programs affiliated with other institutions.

The Coordinator of International Education Services also serves as Foreign Student Advisor, assisting foreign students with various problems as a supplement to assistance provided by their regular academic advisors, and acting as a liaison to the U.S. Department of Immigration and Naturalization Service.

The Coordinator also acts as the Fulbright-Hays Advisor for both students and faculty, and as Marshall Advisor.



EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program provides access to college for students who demonstrate the potential and motivation for higher education, but for economic and cultural reasons need special services such as counseling and tutorial assistance in order to enter college and complete their education.

Students who wish to enroll in the College under this program must check the E.O.P. response on the State college application for admission and comply with necessary requirements.

MULTI-CULTURAL SERVICES PROGRAM

A federally funded Special Services Program, Multi-Cultural Services is designed to provide academic and support services to minority, low-income, and physically disabled students. These services include orientation, aid in registration for the physically disabled, counseling, innovative class offerings, individualized attention in the area of academic progress, tutoring, and year-round skills development workshops.

A primary goal of the program is to identify the needs of disadvantaged students and to develop policies and services to meet those needs. The program is multi-racial in staffing and adheres to the philosophy that learning is facilitated through the recognition and sharing of diverse cultures. Students who believe they may be eligible for the services of the program should contact the Multi-Cultural Services Office.

TUTORIAL LEARNING CENTER

In addition to individual and group tutorial assistance in all subjects, the Tutorial Learning Center provides study-skill development courses for students who wish to improve particular skills. Tutoring is performed by a staff of trained student tutors who earn C.I.P. credit through their major departments.

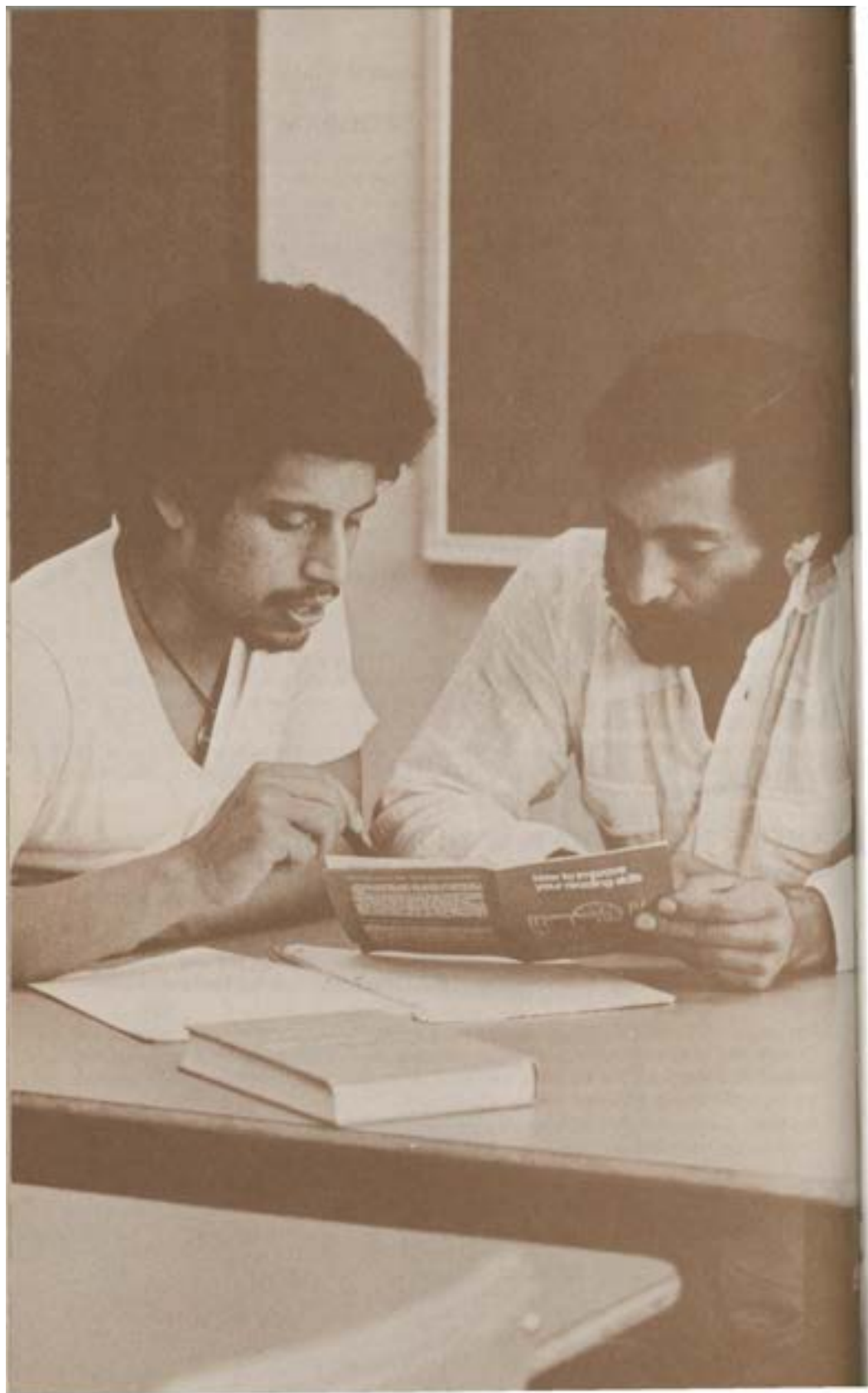
Students needing tutorial assistance or those who wish to serve as tutors are invited to visit the Center, which is located on the first floor of the Library. The Center is open from 8:00 a.m. to 8:00 p.m. Monday through Friday.

OFFICE FOR STUDENTS WITH DISABILITIES

A broad range of services is provided through this office to all Sonoma State College students with disabilities, including those with temporary disabilities. The services include priority registration, orientation, close-in parking, community education, counseling, and campus or community referrals. These services help to make possible a successful educational experience for students with disabilities including, but not limited to: quadraplegia, paraplegia, blindness and partial sightedness, hearing loss and deafness, epilepsy, and heart or stroke conditions.

The office works closely with campus administrators, various social service agencies, the Department of Rehabilitation, and the surrounding community to eliminate physical and attitudinal barriers so that students with disabilities can participate fully in educational, social, and cultural activities.

Students, faculty, or staff with disabilities are invited to visit the office for additional information regarding services.



VETERANS AFFAIRS

Veterans receive through this office a wide spectrum of support services that include: (1) assistance with matriculation; (2) academic, personal and VA benefits counseling; (3) reconciliation of VA pay problems; (4) certification of veterans' dependents; and (5) financial aid counseling and coordination. Assistance is also provided as needed in selecting qualified tutors for veterans, with tutoring fees paid by the Veterans Administration.

The office coordinates a veterans work-study program on campus and acts as a liaison to community agencies and to the Veterans' Administration in assisting veterans with achievement of their educational and career aspirations. Special assistance with VA procedures and regulations is provided by a federally employed Veterans Benefits Counselor in the Veterans Affairs Office.

STUDENT RESOURCE CENTER

Housed in the new Student Union, the Student Resource Center provides support services to students that include: (1) orientation activities; (2) coordination of student-sponsored events; (3) assistance with program development and chartering of student organizations; and (4) counseling and referral for legal and other problems. In addition to general orientation activities, the Center assists with the Summer Advising Program and sponsors the annual "Weekend in the Woods" program for students and faculty.

Arrangements for posting banners or notices on campus and for obtaining vendor's permits may be made through the Center.

The Information Center, operated in conjunction with the Student Union, is staffed entirely by students. It serves as the central telephone information source for the campus, provides student locator service, and maintains a campus activities calendar.

STUDENT UNION

Student-financed and non-profit, the new Student Union was constructed in 1976 to serve as a center for cultural, social, and recreational activities on campus. Students have shared in all phases of the planning and development of the Union and continue to participate in direction of its resources and activities through membership on the Sonoma Student Union Board and on committees which make recommendations to the Board.

In the Union, students will find: the Information Desk; food service (including evening service); lounge space; saunas; photographic developing and printing facilities; low-cost duplication service; a recreation room; travel service; weekend films; and a meditation room.

The Inter-Cultural Center, located on the first floor of the Union, serves the needs of students for contact with their own culture and supports multi-cultural development and awareness through sponsorship of various events and exhibits, as well as publication of a newspaper, the *Spectrum*. The Center also provides peer counseling services and an emergency loan fund.

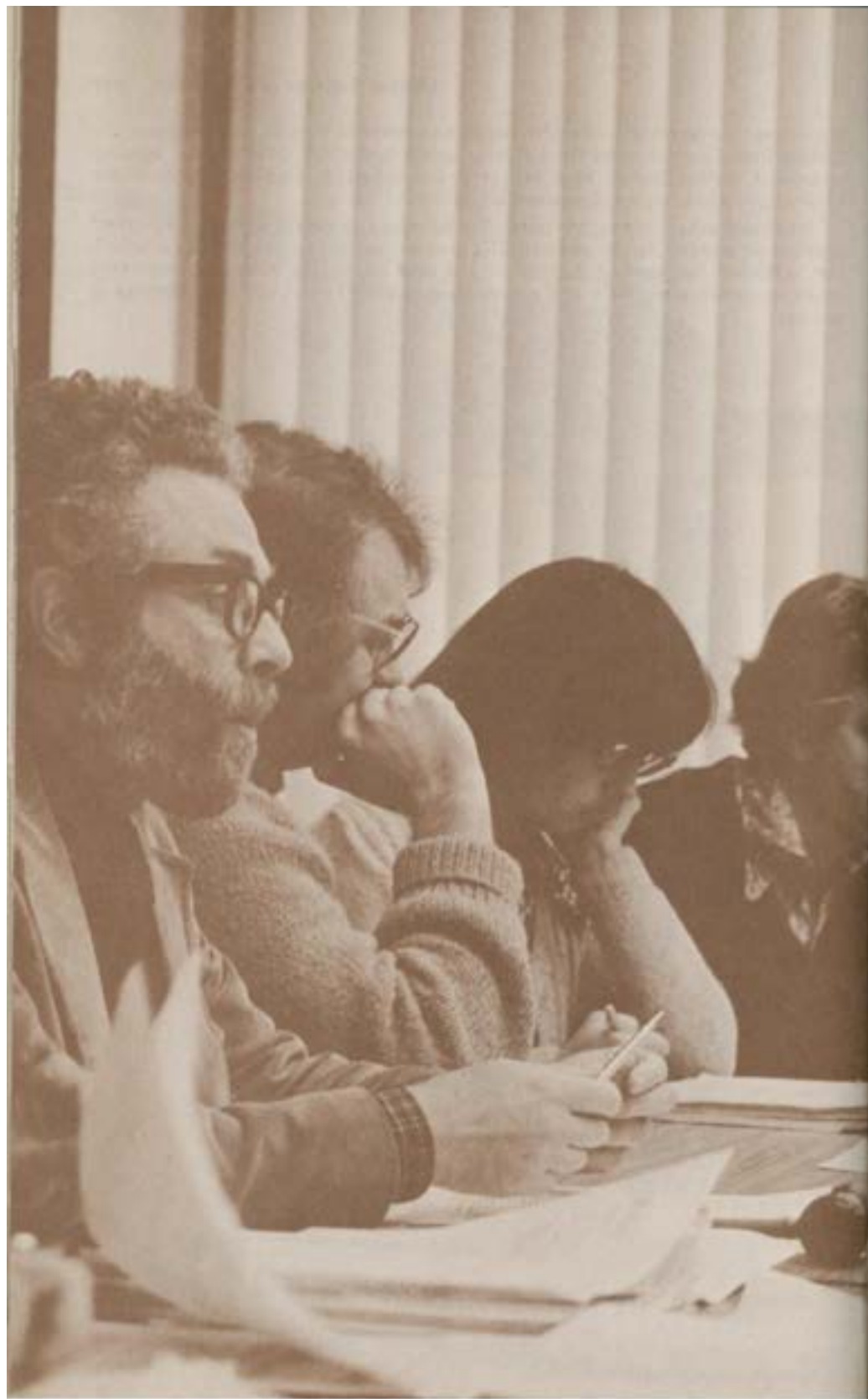
ATHLETICS

Sonoma State College offers a competitive sports program for both men and women. The men's program currently offers competition at the intercollegiate level but does not include membership in a conference. Included in the men's program are: 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.



The women's program provides intercollegiate competition through membership in the Golden State Conference for the following sports: basketball, cross country, fencing, gymnastics, softball, tennis, track and field, and volleyball. Member schools of the Conference include eight colleges and universities in the area.

An intramural activities program provides a full range of men's, women's and co-ed activities for students, faculty and staff. This program includes tennis, softball, racketball, golf, volleyball, flag football, badminton, and table tennis. The intramural program is based on participant interest, and activities are expanded to include new offerings as needed.



THE FACULTY

INSTRUCTIONAL FACULTY

- Leslie K. Adler (1970) Associate Professor of History,
Hutchins School of Liberal Studies
B.A., 1963, University of New Mexico; M.A., 1965; Ph.D., 1970, University of California, Berkeley.
- Harold G. Alderman (1969) Professor of Philosophy
B.A., 1961, University of Florida; M.A., 1965; Ph.D., 1968, Tulane University.
- Mary G. Allison (1977) Lecturer in Health Science
and Physical Education
B.S., 1967, University of New Mexico; M.A.T., 1970, University of North Carolina; B.A., 1959; M.A., 1960, Chico State College.
- Ellen I. Amsterdam (1969) Professor of Music
B.A., 1957; M.A., 1959, Smith College; Ph.D. 1968, University of California, Berkeley
- ††† Thomas B. Anderson (1968) Professor of Geology
B.S., 1961, Yale University; M.S., 1965; Ph.D., 1969, University of Colorado.
- ††† Kathryn Armstrong (1966) Professor of Art
B.F.A., 1955, University of Colorado; M.F.A., 1958, California College of Arts and Crafts; M.A., 1965, University of California, Berkeley.
- David O. Arnold (1970) Professor of Sociology
B.A., 1960, University of Chicago; M.A., 1962, University of Iowa; Ph.D., 1966, University of California, Berkeley.
- Mary R. Arnold (1967) Professor of Russian
B.A., 1941, Moscow State Pedagogical Institute of Foreign Languages, USSR; M.A., 1949; Ph.D., 1964, University of California, Berkeley.
- Ronald A. Baker (1970) Associate Professor of Biology
B.A., 1961; M.A., 1963, San Francisco State College; Ph.D., 1967, Purdue University.
- Michael E. Baldigo (1975) Assistant Professor of Management
M.B.A., 1966, University of Chicago; M.B.A., 1971; CPA, 1973, Indiana University at Bloomington; Ph.D., 1977, California Western University.
- 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) Professor of Mathematics
B.A., 1961; M.S., 1963, San Diego State College; Ph.D., 1967, University of California, Los Angeles.
- Isaac L. Bass (1970) Associate Professor of Physics
B.A., 1960, University of California, Berkeley; Ph.D., 1965, Columbia University.
- Philip H. Beard (1969) Associate Professor of German
B.A., 1965; M.A., 1966; Ph.D., 1971, Stanford University.
- Timothy A. Bell (1968) Professor of Geography
B.A., 1958, Stanford University; M.A., 1964, University of Oregon; Ph.D., 1971, University of Oregon.

††† Sabbatical leave, Fall semester 1977-78

†† Sabbatical leave, 1977-78

468 / *Instructional Faculty*

- Paul V. Benko (1970) Associate Professor of Biology
B.S., 1954, University of California, Berkeley; M.S., 1958; Ph.D., 1968, University of California, Davis.
- Sterling Bennett (1967) Professor of German
B.A., 1961, Harvard University; M.A., 1964; Ph.D., 1970, University of California, Berkeley.
- Barry Ben-Zion (1969) Associate Professor of Economics
B.A., 1965, Sonoma State College; M.A., 1968; Ph.D., 1973, University of Oregon.
- ** S. Aaron Berman (1969) Assistant Professor of Foreign Languages
B.Ed., 1961, University of Miami; M.A., 1964, University of Michigan.
- 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; M.S., 1975, University of California, Davis.
- 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.
- Martin S. Blaze (1968) Professor of English
B.A., 1959, Queens College; M.A., 1960; Ph.D., 1970, New York University.
- †† Ruth R. Blitz (1965) Professor of Biology
B.A., 1957, Brandeis University; M.A., 1959; Ph.D., 1965, University of California, Berkeley.
- ** Daniel R. Bomberry (1975) Assistant Professor in Native American Studies
B.A., 1970, California State College, Long Beach.
- David M. Bromige (1970) Associate Professor of English
B.A., 1962, University of British Columbia; M.A., 1964, University of California, Berkeley.
- F. Leslie Brooks (1968) Professor of Chemistry
B.S., 1957, University of California, Berkeley; Ph.D., 1961, University of Washington.
- Robert F. Brown (1967) Professor of History
B.A., 1952, Johns Hopkins University; Certificate de français usuel, 1959; D. del'Université, 1963, University of Paris, France.
- Joe H. Brumbaugh (1966) Professor of Biology
B.S.Ed., 1952, Miami University; M.S., 1956, Purdue University; Ph.D., 1965, Stanford University.
- John S. Bullen (1966) Professor of English
B.S., 1950, Utah State University; M.A., 1955; Ph.D., 1963, Stanford University.
- Libby R. Byers (1970) Associate Professor of Education
B.A., 1943, Hunter College; M.A., 1968, San Francisco State College; Ph.D., 1973, University of California, Berkeley.
- Ernest L. Caillat (1971) Associate Professor of Psychology
School of Expressive Arts
B.A., 1959, San Francisco State College; M.A., 1973, Sonoma State College.

** On leave, 1977-78

*** On leave, Fall semester 1977-78

†† Sabbatical leave, 1976-77

- Darien M. Chandler (1976) Lecturer in Nursing
B.S., 1970, California State University, Chico; M.H.S., 1975, University of California, Davis.
- Peter Chang (1976) Lecturer in Psychology
B.A., 1968; M.S., 1969, University of Southern California.
- Kathleen C. Charmaz (1973) Associate Professor of Sociology
B.S., 1962, University of Kansas; M.A., 1967, San Francisco State College; Ph.D., 1973, University of California, San Francisco.
- Robert B. Clayton (1963) Professor of English
B.A., 1948, Stanford University; M.A., 1956; Ph.D., 1960, University of California, Berkeley.
- Galen E. Clothier (1962) Professor of Biology
B.A., 1955, Fresno State College; M.S., 1957; Ph.D., 1960, Oregon State University.
- Michael D. Coleman (1970) Associate Professor of Philosophy,
Hutchins School of Liberal Studies
B.A., 1965; M.A., 1967; Ph.D., 1972, University of California, Santa Barbara.
- Robert Coleman (1972) Assistant Professor of English
B.A., 1967, San Francisco State College.
- Fred W. Contreras (1977) Lecturer in Nursing
B.S., 1977, Sonoma State College.
- Thomas P. Cooke (1974) Assistant Professor of Education
B.A., 1970; M.A., 1971, University of South Florida; Ph.D., 1974, George Peabody College.
- William O. Cord (1963) Professor of Spanish
B.S., 1943, Southeast Missouri College; M.A., 1948, Washington University; Ph.D., 1958, University of Colorado.
- Carlos Cordero (1971) Assistant Professor of Psychology
B.A., 1969; M.A., 1974, Sonoma State College.
- Earl F. Couey (1972) Assistant Professor of French
B.A., 1968, Sonoma State College; M.A., 1974, Dominican College.
- Eleanor C. Criswell (1969) Associate Professor of Psychology
B.A., 1961; M.A., 1962, University of Kentucky; Ed.D., 1968, University of Florida.
- William K. Crowley (1969) Associate Professor of Geography
B.A., 1964, University of California, Riverside; M.A., 1966, University of Cincinnati; Ph.D., 1972, University of Oregon.
- Barbara A. Curtain (1977) Lecturer in Nursing
B.S., 1975, Sonoma State College; M.H.S., 1977, University of California, Davis.
- Victor Daniels (1968) Professor of Psychology
B.A., 1962, San Francisco State College; M.A., 1964; Ph.D., 1966, University of California, Los Angeles.
- Hannah E. Dean (1973) Associate Professor of Nursing
B.S., 1966, University of Minnesota; M.S., 1971, Saint Xavier College.
- Sandra A. DeBella (1975) Assistant Professor of Nursing
B.S., 1968, University of San Francisco; M.S., 1973, California State University, San Jose.
- Jayne A. DeLawter (1974) Assistant Professor of Education
B.S., 1964, Ball State University; M.A., 1967; Ed.D., 1970, Teachers College, Columbia University.
- Nirmal Singh Dhesi (1964) Professor of English
B.A., 1950; M.A., 1953, Punjab University, India; Ph.D., 1968, Michigan State University.

470 / *Instructional Faculty*

Peter Diamandopoulos (1977)President of the College and Professor of Philosophy
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.

†† Donald A. Dixon (1972)Associate Professor of Political Science
B.A., 1966, Sonoma State College; Ph.D., 1975, University of California, Santa Barbara

Margaret A. Donovan-Jeffry (1964) Professor of Music
B.A., 1955; M.A., 1959, University of California; D.M.A., 1964, Stanford University.

Jeffrey T. Doult (1973) Assistant Professor of Management
B.S., 1968; M.S., 1970; Ph.D., 1976, University of California, Berkeley.

James P. Driscoll (1971) Associate Professor of Sociology
B.S., 1948, Rutgers University; M.A., 1968, San Francisco State College; Ph.D., 1977,
University of California, Santa Barbara.

Stephen A. Dubov (1969)Assistant Professor of Art
B.F.A., 1965, Kansas City Art Institute; M.F.A., 1967, Stanford University.

Donald G. Duncan (1963)Professor of Mathematics
B.A., 1942; M.A., 1944, University of British Columbia; Ph.D., 1951, University of
Michigan.

John R. Dunning, Jr. (1969) Professor of Physics
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

Wesley W. Ebert (1964) Professor of Biology
B.S., 1961, University of Minnesota; M.S., 1963; Ph.D., 1964, University of California,
Davis.

David L. Eck (1970) Associate Professor of Chemistry
B.A., 1963, University of Montana; Ph.D., 1967, Washington State University.

Gerald V. Egerer (1965) Professor of Economics
B.Sc. (Econ.), 1952, University of London; D. en Droit, 1957, University of Lyons,
France.

Saul Eisen (1977) Assistant Professor in Management
B.S., 1962; M.B.A., 1963, University of California, Los Angeles; Ph.D., 1969,
Case-Western Reserve University.

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.

Rolfe C. Erickson (1966) Professor of Geology
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
University.

Sally L. Ewen (1964) Associate Professor of English
B.A., M.A., 1963, San Francisco State College.

Clement E. Falbo (1964)Professor of Mathematics
B.A., 1956; M.A., 1958; Ph.D., 1963, University of Texas.

*** On leave, 1977–78.

†† Sabbatical leave, 1977–78.

- Yvette M. Fallandy (1964)Professor of French
B.A., 1948, University of California, Los Angeles; M.A., 1949, University of Oregon;
Ph.D., 1957, University of California, Los Angeles.
- Joann E. Feldman (1966) Professor of Music
B.A., 1963, Queens College; M.A., 1966, University of California, Berkeley.
- † Norman Feldman (1957)Associate Professor of Mathematics
B.Sc., 1959; M.Sc., 1961, McGill University, Canada.
- Robert F. Fletcher (1969) Professor of Education
B.A., 1939; M.A., 1960, San Diego State College; Ed.D., 1965, Stanford University.
- Kenneth W. Flynn (1968) Professor of Physical Education
B.S., 1956, Springfield College; M.S., 1961, Ithaca College; Ed.D., 1967, University of Oregon.
- Herbert Fougner (1961) Professor of Education
B.S., 1943, State Teachers College, Bemidji, Minnesota; M.Ed., 1949; Ed.D., 1956, University of California, Los Angeles.
- Joseph W. Frasca (1975) Assistant Professor of Geography
A.B., 1967; A.M., 1968, St. Louis University.
- 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) Professor of Anthropology
B.A., 1948, University of California, Berkeley; M.A., 1966; Ph.D., 1973, University of California, Davis.
- Laurel A. Freed (1972) Associate Professor of Nursing
B.S., 1966, California State College, Los Angeles; M.N., 1970, University of California, Los Angeles.
- Adele C. Friedman (1970) Associate Professor of French
B.A., 1960, Barnard College; Ph.D., 1969, Yale University.
- Vivian A. Fritz (1972)Associate Professor of Physical Education
B.A., 1963, Southwest Texas State University; M.A., 1964, Ball State University.
- ** Robert Y. Fuchigami (1968)Dean of Graduate Studies; Professor of Education
B.A., 1956; M.A., 1958, San Jose State College; Ed.D., 1964, University of Illinois.
- James B. Gale (1969) Professor of Physical Education
B.S., 1962; M.Ed., 1964, University of Miami; Ph.D., 1970, University of Wisconsin.
- Francisco Gaona (1964) Professor of Spanish
B.A., 1953, Yale University; Ph.D., 1963, Tübingen University, Germany.
- Susan B. Garfin (1970) Associate Professor of Sociology
B.A., 1964, Stanford University; M.A., 1965, The Fletcher School of Law and Diplomacy; Ph.D., 1973, University of California, Berkeley.
- Victor A. Garlin (1970) Associate Professor of Economics
B.A., 1956; M.A., 1961; Ph.D., 1965, University of California, Berkeley.
- Evangelina A. Geiger (1968) Professor of Education
B.S.E., 1936, Lowell Teachers' College; M.A., 1954, San Francisco State College; Ed.D., 1967, University of California, Berkeley.

†Sabbatical leave, Spring Semester 1977–78.

††† Sabbatical leave, 1977–78.

** On leave, 1977–78.

472 / *Instructional Faculty*

- Joseph P. Giovinco (1976) Lecturer in Euro-American Studies
and Institute of Interdisciplinary Studies
B.A., 1964, University of Oregon; M.A., 1966, San Francisco State University; Ph.D.,
1973, University of California, Berkeley.
- Robert K. Girling (1976) Assistant Professor in Management
B.A., 1967, University of California, Berkeley; M.A., 1968, University of Essex, England;
Ph.D., 1974, Stanford University.
- 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) Professor of Psychology
B.S., 1948, Lewis and Clark College; M.Ed., 1950, Oregon State College; Ed.D., 1955,
University of Oregon. Licensed Psychologist.
- Bernice Goldmark (1966) Professor of Education
B.S.Ed., 1945, College of the City of New York; M.Ed., 1957; Ph.D., 1963, University
of Arizona.
- Leland W. Gralapp (1964) Professor of Art
B.S., 1943, University of Oregon; M.F.A., 1948; Ph.D., 1953, State University of Iowa.
- James E. Gray (1970) Assistant Professor of Afro-American Studies
B.A., 1967; M.A. 1975, San Francisco State College.
- Samuel L. Greene, Jr. (1966) Professor of Physics
B.S., 1956, Polytechnic Institute of Brooklyn; Ph.D., 1962, Syracuse University.
- Robert G. Greenway (1969) Associate Professor of Psychology
B.S., 1955, University of Washington; M.A., 1963, Brandeis University.
- Theodore Grivas (1962) Professor of History
B.A., 1952; M.A., 1953; Ph.D., 1958, University of Southern California.
- Robert K. Gronendyke (1968) Associate Professor of Art
B.A., 1955; M.A., 1956, California State College, Long Beach.
- Romayne F. Gustafson (1977) Lecturer in Nursing
B.S., 1972, Florida State University; M.S., 1974, University of Tennessee.
- 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) Associate Professor of French
B.A., 1963, University of California, Berkeley; M.A., 1964, Middlebury College.
- Betty W. Halpern (1968) Professor of Education
B.A., 1949; M.A., 1960; Ed.D., 1968, University of California, Berkeley.
- David F. Hanes (1969) Associate Professor of Biology
B.A., 1959, Wittenberg University; M.S., 1961, University of Michigan; Ph.D., 1971,
Oregon State University.
- Dennis E. Harris (1965) Professor of History
B.A., 1960; M.A., 1962; Ph.D., 1969, University of California, Santa Barbara.
- Marcia K. Hart (1972) Associate Professor of Physical Education
B.A., 1961, California State College, Los Angeles; M.A., 1972, Ball State.
- Gerald W. Haslam (1967) Professor of English
B.A., 1963; M.A., 1965, San Francisco State College.
- ** Sue E. Hayes (1974) Assistant Professor of Economics
B.A., 1965, Stanford University; M.S., 1973; Ph.D., 1975, University of California,
Berkeley.

** On leave, 1977-78.

- Daniel L. Haytin (1971) Associate Professor of Sociology
B.A., 1966; M.A., 1968; D. Crim., 1969, University of California, Berkeley.
- Richard H. Hendrickson (1970) Professor of English
B.A., 1959, University of California, Santa Barbara; B.S., 1960, University of Wisconsin;
Ph.D., 1963, University of Connecticut.
- Colin O. Hermans (1969) Professor of Biology
B.A., 1958, Pomona College; M.S., 1964; Ph.D., 1966, University of Washington.
- Francisco J. Hernandez (1977) Assistant Professor in Mexican American Studies
B.A., 1970, University of California, Berkeley; M.A., 1976, Stanford University.
- Elizabeth C. Herron (1970) .. Assistant Professor of English, School of Expressive Arts
B.A., 1964; M.A., 1966, San Francisco State College.
- Judith W. Hess (1973) Associate Professor of English
B.A., 1965, DePauw University; M.A., 1967; Ph.D., 1973, Indiana University.
- Wyman W. Hicks (1968) Professor of Management
B.A., 1947; M.A., 1948, University of California, Berkeley.
- Manuel J. Hidalgo (1971) Assistant Professor of Mexican-American Studies
B.A., 1968, California State College, Hayward; M.A., 1971, San Jose State College.
- G. Arthur Hills (1969) Associate Professor of Music
B.A., 1953, Cascade College; M.A., 1955, University of Portland.
- Janice E. Hitchcock (1972) 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.
- LeVell Holmes (1969) Professor of Afro-American Studies
B.A., 1957; M.A., 1961, San Francisco State College; Ph.D., 1977, University of
California, Berkeley.
- Robert E. Holmes (1965) Professor of Chemistry
B.S., 1958, St. Mary's College; Ph.D., 1965, Oregon State University.
- John D. Hopkirk (1969) Professor of Biology
B.A., 1957, Sacramento State College; M.A., 1962; Ph.D., 1967, University of California,
Berkeley.
- Laurence J. Horowitz (1969) Professor of Psychology
B.S., 1949, Long Island University; B.A., 1949, University of California, Berkeley; M.A.,
1954, San Francisco State College; Ph.D., 1958, Stanford University.
- Sally Hurtado-Lopez (1972) Assistant Professor of Education
B.A., 1965, California State College, Long Beach; M.S., 1967, University of Southern
California.
- Roy L. Irving (1976) Lecturer in the School of
Environmental Studies and Planning
B.A., 1976, Sonoma State College.
- Donald E. Isaac (1963) Professor of Biology
B.A., 1949, Chico State College; M.A., 1953; Ph.D., 1967, University of California,
Berkeley.
- George A. Jackson, Jr. (1970) Professor of Psychology
B.S., 1946, New Mexico State University; M.S., 1948, University of Illinois; Ph.D., 1968,
Claremont Graduate School.
- Robin C. Jackson (1970) Professor of Drama
B.A., 1955; M.A., 1965, San Francisco State College.
- †† Bernd Jager (1969) Professor of Psychology
B.A., 1962; M.A., 1963, San Francisco State College; Ph.D., 1965, Duquesne University.

474 / *Instructional Faculty*

- Carl M. Jensen (1973) Assistant Professor of Sociology
B.A., 1971; M.A., 1972; Ph.D., 1977, University of California, Santa Barbara.
- Donald O. Johnson (1966) Professor of History
B.A., 1952, University of Minnesota; M.A., 1957; Ph.D., 1960, Columbia University.
- George C. Johnson (1975) Assistant Professor of Management
B.S., 1954; M.S., 1963; Ph.D., 1972, University of California, Berkeley.
- Lygia A. Johnson (1970) Coordinator of Academic Advising
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.
- 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.
- Richard H. Karas (1974) Assistant Professor of Physics and Astronomy
B.A., 1964; M.A., 1966; Ph.D., 1970, University of California, Berkeley.
- Bjorn Karlsen (1966) Professor of Education
B.A., 1949, State Teachers College of Oslo, Norway; M.A., 1951, University of Nebraska; Ph.D., 1954, University of Minnesota.
- Robert A. Karlsrud (1970) Associate Professor of History
B.A., 1961; University of California, Berkeley; M.A., 1965; Ph.D., 1972, University of California, Los Angeles.
- Benjamin Karr (1973) Associate Professor of Counseling
B.B.A., 1937, City College of New York; M.A., 1963, California State College at Los Angeles; Ph.D., 1967, University of Cincinnati.
- Eli Katz (1970) 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.
- Marvin L. Kientz (1967) Professor of Chemistry
B.A., 1958; M.A., 1959, Fresno State College; Ph.D., 1966, University of Western Ontario, Canada.
- Chris K. Kjeldsen (1966) Professor of Biology
B.A., 1960; M.S., 1962, University of Pacific; Ph.D., 1966, Oregon State University.
- Kathryn L. Klein (1971) Associate Professor of Health
Sciences and Physical Education
B.S., 1960, University of Michigan; M.S., 1966, University of Washington; Ph.D., 1971, University of Southern California.
- James L. Kormier (1966) Associate Professor of English
B.A., 1951, University of California, Berkeley; M.A., 1962, San Francisco State College.

** On leave, 1977-78.

- ** John F. Kramer (1970) Professor of Political Science
B.A., 1959, Miami University; M.S., 1961, University of Illinois; Ph.D., 1969, Massachusetts Institute of Technology.
- Walter E. Kuhlman (1969) Professor of Art
B.A., 1941, University of Minnesota; Certificate, California School of Fine Arts; Certificate, Académie de la Grande Chaumière.
- † Albert A. Laferriere (1967) Associate Professor of History
B.A., 1956; M.A., 1958, Fresno State College.
- Carol Ann Landis (1976) Lecturer in Nursing
B.S.N., 1967, University of Pittsburgh; M.S., 1973, University of California, San Francisco.
- John D. Lawrence (1966) Professor of Education
B.A., 1939, University of California, Los Angeles; M.A., 1945, Ed.D., 1961, University of Southern California.
- William R. Lee (1969) Associate Professor of English
B.A., 1964; M.A., 1966, Wayne State University; Ph.D., 1972, The University of Connecticut.
- Raymond G. Lemieux (1970) Associate Professor of French
B.A., 1958, Northeastern University; M.A., 1960, University of Iowa; Certificat, 1961, University of Paris; Ph.D., 1969, University of Iowa.
- †† Wingham John H. Liddell, Jr. (1971) Associate Professor of Management
B.A., 1954; M.A., 1967; M.B.A., 1967; Ph.D., 1969, University of California, Berkeley.
- Howard Limoli (1966) Associate Professor of French
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.
- Alan Lipkin (1975) Assistant Professor of Geography
B.A., 1969, City College of New York; M.A. (Geography), 1973; M.A. (Philosophy Geography), 1975, Columbia University.
- Ching L. Liu (1971) Associate Professor of Biology
B.S., 1955, National Taiwan Normal University; M.S., 1964; Ph.D., 1970, University of Oklahoma.
- F. Russell Lockner (1969) 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) Professor of Management
B.A., 1955, Stanford University; M.B.A., 1969, University of California, Berkeley. CPA.
- Frederick W. Luttmann (1970) Associate Professor of Mathematics
B.A., 1961, Amherst College; M.S., 1963, Stanford University; Ph.D., 1967, University of Arizona.
- †† Norma J. Lyman (1968) Associate Professor of Psychology
B.A., 1965, Sonoma State College; M.S.W., 1967, University of California, Berkeley. Certified Social Worker, ACSW.

** On leave, 1977–78.

† On Sabbatical, Spring Semester 1977–78.

†† Sabbatical leave, 1977–78.

476 / *Instructional Faculty*

- Robert E. Lynde (1969) Associate Professor of Health Sciences and
Physical Education
B.A., 1954; M.A., 1960, Sacramento State College; M.S., 1968; Ed.D., 1969, University
of Oregon.
- Nancy E. Lyons (1971) Associate Professor of Theatre Arts
B.A., 1966, University of California, Berkeley; M.A., 1968; Mills College.
- Duncan M. MacInnes (1970) Associate Professor of Education
B.A., 1960, University of British Columbia; M.A., 1966, San Francisco State College.
- Vivian A. Malmstrom (1972) 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., 1961, University of Illinois.
- Daniel W. Markwyn (1970) Associate Professor of History
B.A., 1959, University of Colorado; M.A., 1967, San Jose State College; Ph.D., 1970,
Cornell University.
- Donald D. Marshall (1966) Professor of Chemistry
B.A., 1957, University of California; M.S., 1958, University of Nevada; Ph.D., 1965,
Washington State University.
- Hermine H. Marshall (1977) Lecturer in Education
B.A., 1957, Wellesley College; M.S., 1959, Bank Street College of Education, New York;
Ph.D., 1967, University of California, Berkeley.
- Leonide L. Martin (1974) Lecturer in Nursing
B.S., 1963, McNeese State College; M.S., 1967, University of California, Los Angeles;
F.N.P., 1973, University of California, Los Angeles Extension.
- 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.
- Marylou 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.
- Roston Maxie (1977) Assistant Professor in Management
B.A., 1968, Golden Gate University, San Francisco; M.B.A., 1970, University of
California, Berkeley.
- ‡ George E. McCabe (1961) Professor of Education and Psychology
B.A., 1941, University of California; M.A., 1952; Ed.D., 1953, Teachers College,
Columbia University.
- William E. McCreary (1966) Professor of Psychology, School of Expressive Arts
B.A., 1951, Westminster College; M.A., 1955, Columbia University; Ph.D., 1962,
University of Wisconsin.
- ††† Stanley V. McDaniel (1966) Associate Professor of Philosophy
B.A., 1953, University of California, Santa Barbara; M.A., 1964, University of California,
Los Angeles.
- Susan R. McKillop (1975) Assistant Professor 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.

‡ On assignment to Chancellor's office

††† Sabbatical leave, Fall Semester, 1977-78

- Herminia Q. Menez (1970)Professor of American Ethnic Studies
B.A., 1955, St. Scholastica's College; M.A., 1956, Dominican College; Ph.D., 1973, University of Pennsylvania.
- Edith P. Menrath (1964) Associate Professor of Psychology
Higher School Certificate, Cambridge University; License-ès-Lettres, University of Paris, France.
- Charles H. Merrill (1969) Associate Professor of Psychology
B.S., 1961; M.S., 1962, East Texas State University; Ed.D., 1968, University of Florida, Licensed Psychologist.
- 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.
- Virginia Y. Meyer (1974)Assistant Professor of Nursing
B.S., 1963; M.S. 1964, University of California, San Francisco Medical Center.
- †† Louallen F. Miller (1971) 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) 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 Professor of Education
B.A., 1955; M.A., 1962; Ph.D., 1964, University of Washington.
- Paul J. Molinari (1970)Assistant Professor of Psychology
B.A., 1968; M.A., 1969, Sonoma State College.
- ††† Edward F. Mooney (1968) Professor of Philosophy
B.A., 1962, Oberlin College; M.A., 1966; Ph.D., 1968, University of California, Santa Barbara.
- Fred A. Moore (1974) Assistant Professor of Counseling
B.A., 1955, University of California, Los Angeles; M.S., 1962, California State College, Los Angeles; Ed.D., 1971, University of Southern California.
- Jeanne L. Moore (1969) Assistant Director of Educational Opportunity Program
Assistant Professor of Afro-American Studies
B.A., 1947, Roosevelt University.
- William P. Morehouse (1967)Professor of Art
B.F.A., 1955, San Francisco Art Institute; M.A., 1956, San Francisco State College.
- Edgar W. Morse (1970) Associate Professor of History,
Hutchins School of Liberal Studies
B.S., 1951, Illinois Institute of Technology; M.A., 1965; Ph.D., 1972, University of California, Berkeley.
- Susan G. Moulton (1971) Associate Professor of Art
B.A., 1966, University of California, Davis; M.A., 1969; Ph.D., 1977, Stanford University.
- J. Anthony Mountain (1970) Associate Professor of English,
Hutchins School of Liberal Studies
B.A., 1961, Columbia University; M.A., 1966; Ph.D., 1970, University of Washington.

†† Sabbatical leave 1977–78

††† Sabbatical leave, Fall Semester, 1977–78

478 / *Instructional Faculty*

- Maureen A. Murphy (1977) Associate Professor in Nursing
B.S.N., 1965, St. John College of Cleveland; M.S.N., 1969, University of California, San Francisco Medical Center; Ph.D., 1976, California School of Professional Psychology.
- Rose Murray (1972) Assistant Professor of Nursing
B.S., 1966, University of British Columbia; M.S., 1968, University of California, San Francisco.
- Thomas C. Nelson (1969) Associate Professor of Mathematics
B.S.E.E., 1961; M.S.E.E., 1963, Santa Clara University; Ph.D., 1969, Oregon State University.
- Harriet A. Neves (1972) Associate Professor of Mexican-American Studies
B.A., 1967, Universidad de las Americas; M.A., 1972, California State University, Sacramento.
- Marion L. Nielsen (1962) Professor of German
B.S. 1935, Utah State University; M.A., 1936, Stanford University; Ph.D., 1945, Stanford University.
- Philip T. Northen (1970) Associate Professor of Biology
B.A., 1963, Grinnell College; M.A., 1968; Ph.D., 1970, University of Wisconsin.
- Stephen A. Norwick (1974) Assistant Professor of Geology,
School of Environmental Studies and Planning
B.A., 1965, Pomona College; M.A., 1967, Dartmouth College; Ph.D., 1971, University of Montana.
- Warren E. Olson (1962) Professor of Philosophy,
Hutchins School of Liberal Studies
B.A., 1948, University of Denver; M.A., 1950, University of Washington, Ph.D., 1954, University of Minnesota.
- Dorothy Overly (1961) Professor of English
B.A., 1939; M.A., 1941, University of Alabama; Ph.D., 1949, University of Chicago.
- John T. Palmer (1967) Professor of Counseling
B.S., 1943, University of Southern Mississippi; M.A., 1947, Teachers College, Columbia University; Ph.D., 1957, University of Southern California. Certified Psychologist.
- † Sue Taylor Parker (1971) Associate Professor of Anthropology
A.B., 1966; M.A., 1969; Ph.D., 1973, University of California, Berkeley.
- Otis O. Parrish (1976) Lecturer in Native American Studies
B.A., 1977, Sonoma State College.
- Don R. Patterson (1970) Associate Professor of English
B.A., 1959, North Texas State College; M.A., 1965, North Texas State University.
- Richard W. Paul (1969) Professor of Philosophy
B.A., 1960, Northern Illinois University; M.A. (English), 1961; M.A. (Philosophy), 1965; Ph.D., 1968, University of California, Santa Barbara.
- William A. Payne (1971) Associate Professor of Anthropology
B.S.F.S., 1955, Georgetown University; M.A., 1960, Northwestern University; M.S., 1962, Columbia University.
- †† Leonard Pearson (1968) Professor of Psychology
M.A., 1949; Ph.D., 1956, University of Chicago.
- David W. Peri (1969) Associate 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.

† Sabbatical leave, Spring Semester, 1977-78

†† Sabbatical leave, 1977-78

††† Sabbatical leave, Fall Semester, 1977-78

- Charles J. Phillips (1968).....Professor of Mathematics
B.A., 1948; M.A., 1963 (Mathematics), San Jose State College; M.A., 1949 (Education), Stanford University; Ph.D., 1969, Oregon State University.
- William H. Poe (1970) Dean of Undergraduate Studies 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) Professor of Physics
B.S., 1957, University of Michigan; Ph.D., 1963, University of Wisconsin.
- Rebecca R. Polland (1976)Lecturer in Political Science
B.A., 1942, Bryn Mawr College; M.A., 1957; Ph.D., 1971, University of California, Berkeley.
- Joseph H. Powell (1968)..... Professor of Biology
B.S., 1959, Whitworth College; Ph.D., 1964, University of Washington.
- Giovanni Previtali (1970) Professor of Spanish
B.A., 1934; M.A., 1950, Oxford University; Ph.D. 1959, Yale University; J.D., 1970, University of Virginia.
- Glenn W. Price (1967) Professor of History
B.A., 1940, La Verne College; A.M., 1950; Ph.D., 1966, University of Southern California.
- Deborah R. Priddy (1971) Associate Professor of Education
B.A., 1959, California State College, Los Angeles; M.A., 1969; Ed.D., 1971 University of California, Los Angeles.
- George L. Proctor (1968)Acting Dean of Faculty/Academic Vice Pres.
Director of Institutional Studies and Professor of Philosophy
B.A., 1950; M.A., 1955; Ph.D., 1957, University of Virginia.
- † Wright W. Putney (1961) Professor of Art, School of Expressive Arts
B.A., 1950; M.A., 1951, New Mexico Highland University; Ph.D., 1955, Pennsylvania State University.
- Charles F. Quibell (1970) Associate Professor of Biology
B.A., 1958, Pomona College; Ph.D., 1972, University of California, Berkeley.
- Gerald W. Redwine (1964) Professor of Psychology
B.A., 1950, Sacramento State College; M.A., 1952; Ph.D., 1959, University of Southern California. Licensed Psychologist.
- Cynthia S. Renfrew (1977) Lecturer in Nursing
B.S., 1976, Sonoma State College.
- William L. Reynolds (1972) Lecturer in Management
B.A., 1969, Sonoma State College; M.B.A., 1974, California State University, Sacramento.
- Charles H. Rhinehart (1961) Professor of Education
B.A., 1948, San Jose State; M.A., 1955, Stanford University.
- Mary M. Rich (1967) Professor of English
B.A., 1940, Skidmore College; M.A., 1942, Columbia University; Ph.D., 1948, University of Minnesota.
- Frederick J. Rider (1972)Associate Professor of Humanities,
Hutchins School of Liberal Studies
B.A., 1951, Yale University; M.A., 1953, University of Washington; Ph.D., 1971, University of California, Santa Cruz.

† Sabbatical leave, Spring Semester

480 / *Instructional Faculty*

- A. Richard Rizzo (1974) Assistant Professor of Sociology
B.A., 1964; M.A., 1969, San Francisco State College; Ph.D., University of California, San Francisco.
- Irene L. Romanko-Keller (1973) Assistant Professor of Nursing
B.S., 1961, University of Colorado; M.A., 1963, Columbia University.
- Pablo J. Ronquillo (1968) Professor of Spanish
B.A., 1954; M.A., 1958, Tulane University; Diploma, 1959, Università per Stranieri, Perugia, Italy; Certificate, 1960, Université de Lausanne, Switzerland; Ph.D., 1969, Louisiana State University, Baton Rouge.
- R. Thomas Rosin (1970) Associate Professor of Anthropology
B.A., 1960, Reed College; Ph.D., 1966, University of California, Berkeley.
- † G. Edward Rudloff (1961) Professor of Health Sciences and Physical Education
B.A., 1948, San Jose State College; M.A., 1949; Ed.D., 1955, Stanford University; M.P.H., 1962, University of California, Berkeley.
- Robert R. Rueping (1966) Professor of Psychology
B.S., 1954; M.S., 1956, University of Wisconsin; Ed.D., 1967, University of Oregon.
- E. Gardner Rust (1969) Professor of Music
B.A., 1957, University of California, Los Angeles; M.A., 1959; Ph.D., 1970, University of California, Berkeley.
- Douglas S. Rustad (1969) Associate Professor of Chemistry
B.S., 1962; M.S., 1964, University of Washington; Ph.D., 1967, University of California, Berkeley.
- Roshni Rustomji (1973) Associate Professor of India Studies
B.A., 1961, American University of Beirut; M.A., 1963, Duke University; Ph.D., 1972, University of California, Berkeley.
- Alan F. Sandy, Jr., (1971) Professor of English
B.A., 1954, Amherst College; Diplôme de langue, 1958, Sorbonne, Paris; M.A., 1961; Ph.D., 1965, University of California, Berkeley.
- **** Mary Jane Sauvé (1973) Associate Professor of Nursing
B.S.N., 1961, Loyola University; M.S., 1973, University of California, San Francisco.
- Gene D. Schaumburg (1965) Professor of Chemistry
B.S., 1961, Pacific Lutheran University; Ph.D., 1965, Washington State University.
- Sandra Schickele (1972) Associate Professor of Economics
B.A., 1962; M.A., 1970, Ph.D., 1977, 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.
- Sara Sharratt (1976) Assistant Professor in Counseling
B.A., 1965; M.A., 1968, George Washington University; Ph.D., 1971, Southern Illinois University.

† On assignment to chancellor's office

**** Part-time leave, Fall Semester 1977-78

†† Sabbatical leave, 1977-78

- † Brian T. Shears (1970) Professor of Education
B.A., 1958, University of Wales; M.A., 1960; Ph.D., 1969, University of Minnesota.
- Robert J. Sherman (1970) Associate Professor of Biology
B.A., 1962, Coe College; Ph.D., 1968, Oregon State University.
- William M. Sherman (1969) Professor of Drama
B.F.A., 1949, Pratt Institute.
- Shirley K. Silver (1970) Professor of Anthropology
B.A., 1949; Ph.D., 1966, University of California, Berkeley.
- Thalia Silverman (1969) Associate Professor of Education
B.S., 1949; M.A., 1956, Northwestern University; Ph.D., 1975, University of California, Berkeley.
- ††† Frank R. Siroky (1964) Professor of Psychology
B.S., 1952, John Carroll University; M.A., 1954, Fordham University; Ph.D., 1964, Duquesne University.
- Harold R. Skinner (1965) Director of Instructional Resources
and Professor of Education
B.A., 1949, Earlham College; M.S., 1958; Ed.S., 1960; Ed.D., 1963, Indiana University.
- Robert W. Slagle (1970) Associate Professor of Psychology
B.S., 1963, University of New Mexico; Ph.D., 1968, University of California, Berkeley.
Licensed Psychologist.
- David L. Sloss (1970) Associate Professor of Music
B.A., 1962, Harvard University; M.A., 1968, Stanford University.
- John W. Smaby (1969) Professor of Philosophy
B.S., 1954; M.A., 1964; Ph.D., 1968, University of Minnesota.
- Robert A. Smith (1969) Associate Professor of Political Science
B.A., 1962; Yale University; M.A., 1964, Ph.D., 1971, University of California, Berkeley.
- †† Larry A. Snyder (1971) Professor of Music
B.A., 1950, Whittier College; M.A., 1952, University of Rochester.
- †† Robert P. Sorani (1966) Professor of Physical Education
B.S., 1958; M.S., 1959; Ph.D., 1967, University of Southern California.
- Eugene H. Soules (1965) Professor of English
B.A., 1957; M.A., 1958, San Francisco State College; Ph.D., 1965, University of the Pacific.
- Gordon G. Spear (1974) Assistant Professor of Physics and Astronomy
B.A., 1966; Ph.D., 1972, University of Pennsylvania.
- Jean B. Y. Chan Stanek (1973) Associate Professor of Mathematics
B.S., 1960; M.S., 1961, University of Chicago; Ph.D., 1971, University of California, Los Angeles.
- ** Clarice Stasz Associate Professor of Sociology
B.A., 1962, Douglass College; M.A., 1964, University of Wisconsin; Ph.D., 1967, Rutgers University.
- John M. Steiner (1968) Professor of Sociology
B.A., 1952, University of Melbourne; A.M., 1956, University of Missouri; Ph.D., 1967, University of Freiburg.

† Sabbatical leave, Spring Semester 1977-78

††† Sabbatical leave, Fall Semester 1977-78

†† Sabbatical leave, 1977-78

** On leave, 1977-78

482 / *Instructional Faculty*

- James C. Stewart (1975)Assistant Professor of Environmental Studies and Planning
B.A., 1961, Wesleyan University; M.A., 1968; Ph.D., 1977, University of Hawaii.
- Kenneth M. Stocking (1963)Professor of Biology
School of Environmental Studies and Planning
B.A., 1933; M.A., 1942, University of the Pacific; Ph.D., 1950, University of Southern California.
- Jacqueline Strain (1970) Professor of History
Hutchins School of Liberal Studies
B.A., 1958; M.A., 1959; Ph.D., 1964, University of California, Berkeley.
- *** Shanna H. Swan (1972)Associate Professor of Mathematics
B.S., 1958, City College, New York; M.S., 1960, Columbia University; Ph.D., 1963
University of California, Berkeley.
- H. Gordon Tappan (1961)Professor of Psychology
B.A., 1950; Stanford University; M.A., 1953, San Francisco State College; Ph.D., 1974,
Humanistic Psychology Institute.
- Robert W. Tellander (1971) Assistant Professor of Sociology
B.A., 1960, Princeton University; M.A., 1966, University of California, Berkeley.
- Philip O. Temko (1964) Professor of Philosophy
B.A., M.A., 1950, Columbia University; Ph.D., 1968, Stanford University.
- Joseph S. Tenn (1970) Associate Professor of Physics and Astronomy
B.S., 1962, Stanford University; M.S., 1966; Ph.D., 1970, University of Washington.
- David A. Thatcher (1969) Associate Professor of Education
B.A., 1947, Swarthmore College; M.A., 1949, University of Pennsylvania; Ed.D., 1965,
University of California, Berkeley.
- Hobart F. Thomas (1961)Professor of Psychology, School of Expressive Arts
B.A., 1947, Southern Methodist University; M.A., 1948; Ph.D., 1951, Stanford
University. Certified Psychologist.
- Sue A. Thomas (1972) Associate Professor of Nursing
B.S., 1960, University of California, San Francisco; M.S., 1969, Boston University.
- ** Michael D. Tirado (1973)Associate Professor of Political Science
B.A., 1964, University of Southern California; M.A., 1965, Middlebury College Graduate
School in Spain; M.A., 1967, Johns Hopkins School of Advanced International Studies;
Ph.D., 1970, Claremont Graduate School.
- Ira Topping (1975)Lecturer in Mathematics
B.S., 1967, City College of New York; M.A. (Mathematics), 1969; Ph.D.
(Mathematics), 1973; M.S. (Computer Science), 1975, State University New York at
Stony Brook.
- Ellen Kay Trimberger (1975) Assistant Professor of Sociology
B.A., 1962, Cornell University; M.A., 1963; Ph.D., 1969, University of Chicago.
- Dale B. Trowbridge (1969) Professor of Chemistry
B.A., 1961, Whittier College; M.S., 1964; Ph.D., 1970, University of California, Berkeley.
- Ella M. Trussell (1965)Professor of Health Science and Physical Education
B.A., 1950; M.A., 1952; Ed.D., 1966, University of California, Berkeley.
- Delmar S. Valleau (1966) Professor of Management
B.S., 1959; M.B.A., 1960; Ph.D., 1967, University of California, Los Angeles.
- Richard A. Van Gieson (1963) Associate Professor of Economics
B.A., 1958, Sacramento State College.

*** On leave, Fall Semester 1977-78

** On leave, 1977-78.

- David W. Van Nuys (1971) Associate Professor of Psychology
B.A., 1962, University of Pennsylvania; M.A., 1964, Montana State University; Ph.D., 1970, University of Michigan.
- Rosa Vargas-Arandia (1966) Associate Professor of Spanish
B.M., 1953, Conservatory of Music, Kansas City, Missouri; B.A., 1956, St. Mary's College, Kansas; M.M., 1955, Conservatory of Music, Kansas City, Missouri; Cand. for Ph.D., 1972, University of California, Los Angeles.
- *** Margaret B. Vaughan (1972) Associate Professor of Management
B.A., 1953, University of Iowa.
- ** Walter R. Vennum (1971) Associate Professor of Geology
B.A., 1964, University of Montana; Ph.D., 1971, Stanford University.
- ** Augustus O. Vidal (1971) Associate Professor of Music
B.A., 1968; M.A., 1971, University of California, Los Angeles.
- Thomas R. Volk (1966) Associate Professor of Mathematics
B.A., 1961; M.A., 1963, San Francisco State College.
- Sommai Vongsuri (1967) Professor of Mathematics
B.S., 1960; M.S., 1963; Ph.D., 1967, Oregon State University.
- Lynn E. Waddington Associate Professor of Speech-Drama,
School of Expressive Arts
B.A., 1962, Marysville College; M.A., 1964, San Francisco State College.
- Albert L. Wahrhaftig (1969) Associate Professor of Anthropology
B.A., 1957, Stanford University; M.A., 1960, University of Chicago; Ph.D., 1975, University of Chicago.
- Charles E. Wallace (1971) Coordinator, Continuing Education
and Associate Professor of Education
B.A., 1939, Whittier College; M.A., 1949; Ed.D., 1959, University of Southern California.
- Arthur L. Warmoth (1970) Associate Professor of Psychology
B.A., 1959, Reed College; Ph.D., 1967, Brandeis University.
- Eva V. Washington (1966) Professor of Education
B.A., 1945, San Jose State College; M.A., 1956, Stanford University; Ed.D., 1962, University of California, Berkeley.
- Stephen D. Watrous (1968) Associate Professor of History
B.A., 1961; M.A., 1965, University of Wisconsin; Ph.D., 1970, University of Washington.
- Shane Weare (1971) Assistant Professor of Art
A.R.C.A., 1963, Royal College of Art, London.
- Alice R. Wexler (1972) Associate Professor of History
B.A., 1964, Stanford University; M.A., 1966, Georgetown University; Ph.D., 1972, Indiana University.
- Margaret F. Wheaton (1974) Assistant Professor, School of
Environmental Studies and Planning
B.A., 1960, Radcliffe College; M.C.P., 1962, University of Pennsylvania; Ph.C., 1968, University of California, Berkeley.
- D. Anthony White (1968) Professor of History
B.A., 1958, Stanford University; M.B.A., 1961, University of California, Berkeley; Ph.D., 1968, University of California, Los Angeles.
- Donald C. Wilkinson (1971) Assistant Professor of Psychology
B.A., 1968, University of Michigan; M.A., 1972, Sonoma State College.

*** On leave, Fall Semester, 1977-78

** On leave, 1977-78

Holly S. Wilson (1974) Associate Professor of Nursing
B.S.N., 1964, Duke University; M.S., 1966, Case-Western Reserve University; Ph.D.,
1974, University of California, Berkeley.

** Janice L. Wilson (1969) Professor of English
B.A., 1957, Stanford University; M.A., 1962; Ph.D., 1969, University of California,
Berkeley.

Bruce E. Woelfel (1969) Associate Professor of Political Science,
School of Environmental Studies and Planning
B.A., 1953, Ohio State University; Master of City Planning, 1956, University of
California, Berkeley.

INSTRUCTIONAL FACULTY PART-TIME

William R. Albright (1977) Assistant in Mathematics
B.A., 1977, Sonoma State College.

Lawrence E. Anderson (1972) Lecturer in Music
B.A., 1959, University of California, Berkeley; M.A., 1966, San Francisco State College;
Ph.D., 1972, University of California, Berkeley.

Wesley A. Anderson (1977) Lecturer in Management
B.A., 1970, Sonoma State College; M.B.A., 1972, Golden Gate College.

Anthony H. Apollini (1975) Lecturer in Education
B.S.E., 1968; M.Ed., 1969, Memphis State University; Ph.D., 1975, George Peabody
College.

Arthur C. Austin (1977) Studio Instructor: Clarinet
B.A., 1974, Curtis Institute of Music, Pennsylvania.

Nathan E. Averbuck (1975) Lecturer in Mexican-American Studies
B.A., 1960, University of California, Berkeley; M.A., 1973, Sonoma State College.

Christopher B. Beck (1977) Lecturer in Theatre Arts

James A. Bennyhoff (1975) Lecturer in Anthropology
B.A., 1948; Ph.D., 1961, University of California, Berkeley.

Ruben Berezdivin (1977) Lecturer in Philosophy
B.A., 1968; M.A., 1972, University of Florida; Ph.D., 1977, Duquesne University.

Kelly-Marie Berry (1977) Lecturer in American Multi-Cultural Studies
B.A., 1958, San Francisco State University.

Admassu Bezabeh (1976) Lecturer in Management
M.B.A., 1969, Oregon State University.

Glenn E. Blair (1977) Studio Instructor: Saxophone
A.A., 1943, Santa Rosa Junior College.

Gary R. Bishop (1977) Lecturer in Health Sciences and Physical Education
B.A., 1976, Sonoma State College.

Gerald Bol (1969) Lecturer in Art
B.F.A., 1962, San Francisco Art Institute; M.A., 1967, San Francisco State College.

Gordon L. Bowen (1977) Lecturer in Political Science
B.A., 1972, San Jose State University; M.A., 1973, University of California, Santa
Barbara.

Billy R. Browning (1976) Lecturer in Multi-Cultural Studies and Music
B.A., 1973; M.A., 1974, Sonoma State College.

Harley D. Buck (1974) Lecturer in Health Sciences and Physical Education
B.A., 1968, San Francisco State College.

** On leave, 1977-78

- Theodore E. Bunch (1974) Visiting Lecturer of Geology
B.A., 1959; M.S., 1961, Miami University; Ph.D., 1966, University of Pittsburgh.
- Elaine L. Bundesen (1976)Visiting Lecturer in the Institute
of Interdisciplinary Studies
B.A., 1945, University of Washington; M.A., 1974, Sonoma State College.
- Martha R. Carpenter (1972)Lecturer in English and Interdisciplinary Studies
B.S., 1956, Portland State College; M.A., 1971, San Francisco State College.
- Herbert M. Castillo (1974)Visiting Lecturer in Mexican American Studies
B.A., 1969, San Francisco State University.
- Carol S. Cordier (1977) Assistant in Biology
B.A., 1977, Sonoma State College.
- Daniel A. Cotter (1977) Visiting Lecturer in the School of
Environmental Studies and Planning
B.A., 1977, Sonoma State College.
- Anne W. P. Crowden (1971)Studio Instructor: Strings
L.R.A.M., 1952 Royal Academy of Music, London.
- Christine C. Cuevas (1973) Visiting Lecturer in the Institute of
Interdisciplinary Studies
B.A., 1965, San Jose State College; M.A., 1972, University of Santa Clara.
- Michael D. Dale (1974) Lecturer in Health Sciences and Physical Education
B.A., 1972, Sonoma State College.
- Elliot L. Daum (1977) Lecturer in Counseling
B.A., 1970, Wesleyan University; J.D., 1973, University of Santa Clara.
- David R. Davis (1977) Lecturer in Geology
B.S., 1973, Michigan State University.
- Jay DeFeo (1976) Lecturer in Art
B.A., 1950; M.A., 1951, University of California, Berkeley.
- John A. DeGroot (1977) Lecturer in Management
B.S., 1937, Purdue University; M.B.A., 1971, Chico State University.
- Martha D. Dixon (1972) Lecturer in Management
B.S., 1963; M.B.A., 1969, Golden Gate College; CPA 1972.
- David A. Dorfman (1977)Lecturer in Political Science
B.A., 1965, University of Chicago; M.A., 1971, University of Washington.
- Virginia B. Dumler (1977) Lecturer in Education
B.S., 1969, Kansas State Teachers College; M.A., 1975, University of Colorado.
- William L. Duncan (1977) Lecturer in Native American Studies
B.A., 1975, California State University, Sacramento.
- James M. Engelman (1977) Assistant in Chemistry
B.A., 1977, Sonoma State College.
- Karlene Faith (1977) Lecturer in the Institute of Interdisciplinary Studies
B.A., 1970, University of California, Santa Cruz.
- Lester Feldman (1977) Lecturer in the School of Environmental
Studies and Planning
B.S., 1970; M.S.E., 1972, University of Michigan.
- Ronald M. Fishman (1977)Assistant in Biology
B.A., 1970, University of California, Berkeley.
- James R. Frieman (1977) Lecturer in Music
B.A., 1969, Temple University; M.A., 1976, San Francisco State University.

486 / *Instructional Faculty Part-Time*

- Richard L. Gobbi (1977) Assistant in Mathematics
B.A., 1976, Sonoma State College.
- Mark H. Gainer (1977) Lecturer in Management
B.A., 1969; J.D., 1969; M.C.P., 1974, University of California, Berkeley.
- William H. Gray (1968) Lecturer in Health Sciences and Physical Education
B.A., 1960, University of California, Berkeley.
- Douglas B. Greene (1973) Lecturer in Physics and Astronomy
and School of Environmental Studies and Planning
B.A., 1964, San Jose State College; M.S., 1969, Stanford University.
- Stephen L. W. Greene (1976) Lecturer in School of Environmental
Studies and Planning
B.A., 1965, Cornell University; M.A., 1966, University of California, Berkeley; Ph.D.,
1971, University of London.
- Carla L. Guggenheim (1976) Lecturer in Theatre Arts
B.S., 1976, New York University.
- Ralph P. Hotz (1977) Lecturer in Music
- Timothy M. Huston (1975) Visiting Lecturer in English
B.A., 1967, University of Arkansas, Little Rock; M.L.S., 1969, University of Maryland,
College Park; M.A., 1976, Sonoma State College.
- Glenn W. Isaacs (1974) Lecturer in Health Sciences and Physical Education
B.A., 1966, Sonoma State College; M.S., 1968, Northern Illinois University.
- Helen L. Issel (1977) Lecturer in Geography
B.A., 1970, Sonoma State College; M.A., 1973, University of California, Davis.
- Clarence R. Jackson (1977) Lecturer in Psychology
B.Ed., 1959, Chicago Teachers College; M.Ed., 1965, Chicago State University; Ph.D.,
1973, University of Pittsburgh.
- Sherril Jaffe (1976) Lecturer in English
B.A., 1967, University of California, Berkeley; M.A., 1970, San Francisco State
University.
- Theodore R. Johnson (1975) Lecturer in Management
B.A., 1970, California State College, Long Beach; M.A., 1974, Hastings College of Law,
Berkeley.
- Gisela E. Juengling (1976) Lecturer in Foreign Languages
B.A., 1972, Sonoma State College.
- Samuel L. Kimbles (1977) Lecturer in Psychology
B.A., 1967; M.A., 1968, California State University, Los Angeles; Ph.D., 1970, University
of Southern California.
- Valdemir G. King (1972) Visiting Lecturer in Physics
B.S., 1972, University of California, Berkeley; M.A., 1974, Sonoma State College.
- Monte N. Kirven (1976) Lecturer in Biology
B.A., 1960, University of Mississippi; M.A., 1969, San Diego State University; Ph.D.,
1976, University of Colorado.
- Raymond E. Krauss (1976) Lecturer in the School of
Environmental Studies and Planning
B.A., 1964, Oberlin College; M.A., 1966, University of Michigan.
- Victor H. Krispin (1976) Visiting Lecturer in Art
B.A., 1969, Sonoma State College; M.F.A., 1974, San Francisco Art Institute.
- Richard T. Kvistad (1977) Lecturer in Music
B.M.E., 1967, Oberlin College.

- Bill Kwong (1970) Lecturer in Psychology
- Aubrey J. LaBrie (1975) Lecturer in Management
B.A., 1962, University of California, Berkeley; M.A., 1967, San Francisco State College;
J.D., 1972, University of California, Berkeley.
- Kwaku Ladzekpo (1977) Lecturer in Music
B.A., 1965; M.A., 1970, University of Ghana.
- Luis R. Lara (1975) Lecturer in Mexican-American Studies
- Ardath M. Lee (1972) Acting Dean of Extended Education
Lecturer in English
B.A., 1955, Michigan State University; M.A. (Humanities), 1961; M.A. (English), 1963;
M.A. (Art History), 1965; Ph.D., 1972, Wayne State University.
- Peter B. Leech (1975) Lecturer in Psychology
B.A., 1961; M.S.W., 1963, University of Washington.
- Richard D. LeFever (1977) Lecturer in Geology
B.A., 1967, Occidental College, California; M.S., 1971, University of California, Los
Angeles.
- Carolyn T. Lewis (1976) Studio Instructor: Voice
B.S., 1966, Utah State University.
- Daniel T. Lopez (1977) Lecturer in Mexican-American Studies
B.A., 1969, Fresno State University; M.S., 1971, University of Southern California.
- David L. Lundberg (1976) Lecturer in History
M.A., 1967, San Francisco State University; B.A., 1964, Ph.D., 1972, University of
California, Berkeley.
- Linda J. Magarian (1975) Lecturer in Theatre Arts
B.A., 1974, Sonoma State College.
- Ruth A. Mahaney (1975) Lecturer in the Institute of Interdisciplinary Studies
B.A., 1966, DePauw University; M.A., 1970, Indiana University, Bloomington.
- Ernest A. Martinez (1975) Visiting Lecturer in Mexican-American Studies
B.A., 1963, New Mexico Highlands University; Ph.D., 1976, University of California,
Berkeley.
- James H. May (1974) Visiting Lecturer in Native American Studies
B.S., 1958, Stanford University; M.B.A., 1964, Harvard University.
- Robert B. McBride (1976) Lecturer in Economics
B.A., 1967, Dartmouth College; M.A., 1971, University of Wisconsin.
- Robert J. McLoughlin (1977) Lecturer in Management
B.A., 1964, John Carroll University, Ohio; M.A., 1969, California State University, Los
Angeles.
- Isaias T. Menchaca (1977) Lecturer in Education
B.A., 1972, University of California, Irvine; M.A., 1973, University of California,
Berkeley; M.A., 1977; Ed.D., 1977, Stanford University.
- Charles F. Metzger (1977) Studio Instructor: Trumpet
B.F.A., 1971, Carnegie-Mellon University.
- Kathryn A. Miller (1977) Assistant in Biology
B.S., 1975, George Washington University.
- Marianne K. Mulrey (1976) Assistant in Physics
B.S., 1969, Massachusetts Institute of Technology.
- Joseph A. Myers (1976) Visiting Lecturer in Native American Studies
B.A., 1972; J.D., 1975, University of California, Berkeley.
- Judy L. Navas (1977) Lecturer in Theatre Arts
B.A., 1970, University of California, Berkeley; M.A., 1973, San Francisco State
University.

488 / *Instructional Faculty Part-Time*

- Kaye K. Nelsen (1977) Assistant in Mathematics
B.A., 1977, Sonoma State College.
- Keith B. Nelson (1974) Visiting Lecturer in Biology
B.A., 1959; M.A., 1961; Ph.D., 1963, University of California, Berkeley.
- Debbie-Ann Nielsen (1976) Lecturer in Physical Education
B.S., 1976, San Jose State University.
- James P. Nielson (1976) Visiting Lecturer in Institute
of Interdisciplinary Studies
B.A., 1965, Sonoma State College; M.S.W., 1968, San Francisco State University.
- Gerryann Olson (1977) Lecturer in Psychology
B.A., 1971; M.A., 1972; Sonoma State College.
- David E. Orr (1976) Lecturer in Physical Education
B.A., 1972, Biola College.
- Myron W. Ort (1968) Lecturer in Art
B.A., 1964, University of California, Berkeley; M.A., 1968, San Francisco State College.
- Walter W. Oster (1968) Associate Professor of Music
San Francisco Conservatory of Music.
- Mark W. Otten (1975) Lecturer in Counseling
B.A., 1961, University of California, Santa Barbara; M.A., 1962, University of Denver;
Ph.D., 1967, University of Florida.
- Jack F. Palacios (1976) Studio Instructor: Bass Viol
A.B., 1959; M.A., 1962, California State University, Long Beach.
- Edward L. Pankow (1976) Lecturer in the School of
Environmental Studies and Planning
B.A., 1970, California State University, Los Angeles.
- Patricia C. Pegues (1975) Lecturer in Psychology
B.A., 1968, Tuskegee Institute; M.A., 1975, Sonoma State College.
- Marguerite L. Pendergast (1975) Lecturer in Foreign Languages
B.A., 1973, Sonoma State College.
- Walter Peterson (1976) Assistant in Mathematics
B.A., 1973, Sonoma State College.
- Edward J. Pimenti (1975) Lecturer in Management
B.S.C., 1959, University of Santa Clara; Certified Public Accountant, 1961.
- Valerie L. Pistole (1975) Lecturer in Management
B.S., 1972, Syracuse University, Syracuse; J.D., 1975, Santa Clara Law School.
- Donald E. Potts (1977) Lecturer in Art
B.A., 1963; M.A., 1965, San Jose State University.
- Steven M. Pulos (1975) Lecturer in Psychology
B.A., 1970; M.A., 1972, San Francisco State University; Ph.D., 1976, York University.
- Anne-Catherine Quibell (1974) Lecturer in Foreign Languages and Education
B.A., 1960, University of California, Berkeley; Certificat d'études pédagogiques, 1969,
University of Paris.
- David A. Reiss (1977) Lecturer in Political Science
B.A., 1971, Humboldt State University; M.A., 1974, University of California, Santa
Barbara.
- Rueben T. Robbins (1977) Visiting Lecturer in Economics
B.A., 1963, University of Colorado; M.A., 1968, Case-Western Reserve University.

- George M. Robertson (1976) Visiting Lecturer in the Institute of
Interdisciplinary Studies
B.A., 1920, Carleton College; B.S., 1922, North Dakota Agricultural College; M.A., 1925,
Dartmouth College; Ph.D., 1937, Yale University.
- Wendy L. Rogers (1977) Lecturer in Theatre Arts
B.A., 1971, University of California, Berkeley.
- Gerald Rosen (1971) Lecturer in English
B.E.E., 1960, Rensselaer Polytechnic Institute; M.B.A., 1962, Wharton Graduate School;
M.A., 1966, Ph.D., 1969, University of Pennsylvania.
- Kenneth L. Rosen (1976) Lecturer in Mathematics
B.A., 1973, Sonoma State College; M.A., 1974, University of California, Santa Barbara.
- Mitchell I. Ross (1976) Lecturer in Music
B.A., 1970, San Francisco State University.
- George Sakellariou (1972) Studio Instructor: Guitar
- Peter Scarlet (1973) Lecturer in Art
A.B., 1964, Kenyon College.
- Sanchez, Joaquin J. (1975) Dean of Students,
Visiting Lecturer in Mexican American Studies
B.S., 1961, Loyola University of Los Angeles; M.S., 1963, California State University, Los
Angeles.
- Sheelah Sigel (1976) Lecturer in Hutchins School of Liberal Studies
B.A., 1971, Temple University; M.A. Candidate, University of California, San Francisco.
- Mark Siderits (1977) Lecturer in Philosophy
B.A., 1969, University of Hawaii; Ph.D., 1976, Yale University.
- Mohinder Singh Lecturer in Management
L.L.B., 1962, Banaras University, India; M.B.A., 1964 University of California, Los
Angeles; L.L.M., 1971, J.D., 1972, University of California, Berkeley.
- Angelyn Spignesi (1977) Visiting Lecturer in Psychology
B.A., 1972, Beaver College; Ph.D., 1977, University of New Hampshire.
- Charles R. Stasek (1974) Lecturer in Biology
B.A., 1952, University of California, Santa Barbara; M.A., 1958; Ph.D., 1961, University
of California, Berkeley.
- Thomas Stauffer (1976) Studio Instructor: Cello
B.A., 1967, University of California, Riverside; M.M., 1969, Music Academy of Zagreb,
Yugoslavia; M.A., 1971, University of California, Davis.
- Jean Stevens (1971) Studio Instructor: Oboe
B.M., 1956, University of Southern California.
- Inez Mary Storer (1976) Lecturer in Art
B.A., 1970, Dominican College; M.A., 1971, San Francisco State University.
- Ruth L. Strand (1977) Lecturer in Biology
B.A., 1957, Vassar; M.A., 1968; Ph.D., 1975, University of California, Berkeley.
- Thomas K. Studley (1977) Assistant in Biology
B.A., 1976, Sonoma State College.
- Helen D. Stulic (1970) Lecturer in English
B.A., 1961, Mount Mary College; M.A., 1967, Fordham University.
- Mary E. T. Taylor (1977) Lecturer in Native American Studies
B.S., 1946, Southeastern State College, Oklahoma; M.A., 1955, North Texas State
University.
- Barbara R. Tesser (1974) Lecturer in Nursing
B.S., 1964, University of Massachusetts; M.S., 1968, University of California, Los
Angeles.

490 / *Instructional Faculty Part-Time*

- Laxmi G. Tewari (1974) Lecturer in the Institute of Interdisciplinary Studies
B.Mus., 1963; M.Mus., 1965; D.Mus., 1967, Banaras Hindu University; M.A., 1971;
Ph.D., 1974, Wesleyan University.
- Hector Timourian (1973) Visiting Lecturer of Biology
B.A., 1955; Ph.D., 1960, University of California, Los Angeles.
- Marilyn Thompson (1976) Studio Instructor: Piano
B.M., 1964, San Francisco Conservatory of Music.
- Frances Valesco (1977) Lecturer in Art
B.A., 1963, University of California, Los Angeles; M.A., 1972, California State University,
Long Beach.
- Russell W. Volckmann (1975) Lecturer in Political Science
B.A., 1961, Monmouth College, New Jersey; M.A., 1963; Ph.D., 1974, University of
California, Berkeley.
- Donald B. Walker (1977) Lecturer in Music
B.A., 1964, Stanford University; M.A., 1966; Ph.D., 1971; M.L.S., 1974, University of
California, Berkeley.
- Sandra D. Walton (1970) Visiting Lecturer in English and the Institute
of Interdisciplinary Studies
B.A., 1961; M.L.S., 1963, University of California, Berkeley; M.A., 1975, Sonoma State
College.
- Mary Anne Warren (1972) Lecturer in Philosophy
B.A., 1968; Ph.D., 1974, University of California, Berkeley.
- Broni H. Waxman (1976) Lecturer in Nursing
B.S., 1963, Russell Sage College, New York; M.A., 1974, University of California, Los
Angeles.
- Robert W. Whitenack (1977) Lecturer in Education
B.A., 1952, University of California, Berkeley; M.A., 1963, San Francisco State
University.
- Bonnie L. Williams (1977) Studio Instructor: Flute
B.A., 1967, San Francisco State University.
- Michael S. Wiykovics (1975) Lecturer in Management
B.S., 1972; M.B.A., 1973, California State University, Hayward.
- Hilda L. Wong (1976) Visiting Lecturer in Nursing
B.S.N. 1961, Philippine Union College; M.A.N., 1969, University of the Philippines.
- James I. Wong (1972) Assistant Professor of Asian-American Studies
B.A., 1969, M.A., 1976, Sonoma State College.
- G. Davidson Woodard (1962) Professor of Geology
B.S., 1951; M.S., 1953, University of Adelaide, Australia; Ph.D., 1963, University of
California, Berkeley.
- Ann B. Woodhead (1975) Lecturer in Theatre Arts
- William H. Wright, III (1969) Associate Professor of Geology
B.A., 1965, Middlebury College; M.A., 1967, Indiana University; Ph.D., 1970, University
of Illinois.
- Martha M. Yates (1968) Professor of Physical Education
B.S., 1960, University of North Carolina; M.A., 1963, San Jose State College; Ph.D.,
1969, University of Wisconsin.
- Homero E. Yearwood (1974) Associate Professor of Sociology
B.A., 1956, New Mexico Highlands University; Master of Divinity, 1959; Master of
Religious Education, 1960, Golden Gate Theological Seminary; Doctor of Criminology,
1972, University of California, Berkeley.

- Jean Ann Young (1965) Professor of Education
B.S., 1951, State Teachers College, Oswego, New York; M.A., 1957; Ed.D., 1968,
University of California, Berkeley.
- William W. Young (1963) Professor of Political Science
B.A., 1947; M.A., 1951; Ph.D., 1956, University of California, Berkeley.
- Caroline H. Zainer (1967) Associate Professor of English
B.E., 1942, Northern Illinois State Teachers College; M.A., 1948, Northwestern
University.
- Shawky S. Zeidan (1977) Lecturer in Political Science
B.A., 1966; M.A., 1969, San Francisco State University; Ph.D., 1976, University of
Colorado.
- †† David A. Zibblatt (1969) Professor of Political Science
B.A., 1959, Reed College; M.A., 1961; Ph.D., 1965, University of Oregon.
- Richard A. Zimmer (1971) Associate Professor of Anthropology,
Hutchins School of Liberal Studies
B.A., 1962, University of Michigan; M.A. (History), 1964, University of California,
Berkeley; M.A. (Anthropology), 1969; Ph.D., 1976, University of California, Los Angeles.

EMERITUS FACULTY

- John R. Arnold, B.A., M.A., Ph.D. Professor of Biology
Appointed 1961, Emeritus since 1976.
- Ralph J. Bushnell, B.S., M.S., Ph.D. Professor of Biology
Appointed 1967, Emeritus since 1977.
- James B. Enochs, B.A., M.A., Ph.D. Professor of Education
Appointed 1963, Emeritus since 1975.
- Duncan V. Gillies, B.A., M.A., Ed.D. Professor of Education and Psychology
Appointed 1963, Emeritus since 1975.
- Alexander F. Karolyi, B.A., S.J.D., M.A.L.S. Head, Acquisitions Department
Appointed 1962, Emeritus since 1973.
- Hector H. Lee, B.A., M.A., Ph.D. Professor of English
Appointed 1961, Emeritus since 1973.
- Robert B. Marberry, B.A., B.S. in L.S. Science Librarian
Appointed 1963, Emeritus since 1972.
- Ambrose R. Nichols, Jr., B.S., Ph.D. Professor of Chemistry
Appointed 1961, Emeritus since 1976.
- Thomas R. Porter, B.A., M.A., Ph.D. Associate Professor of Biology
Appointed 1968, Emeritus since 1977.
- Katherine H. Wiley, B.A., M.A. Associate Professor of Psychology,
School of Expressive Arts
Appointed 1962, Emeritus since 1975.

ACADEMIC LIBRARIANS

- Richard Bellamy (1969) Senior Assistant Librarian
B.S., 1947, Northwestern University; M.L.S., 1966, University of California, Berkeley.
- Barbara A. Biebusch (1962) Associate Librarian
B.A., 1954, Stanford University; M.L.S., 1956, University of California, Berkeley.

†† Sabbatical leave, 1977–78.

492 / *Medical Officers*

- Patricia G. Chapman (1968) Senior Assistant Librarian
B.A., 1944, Stanford University; M.L.S., 1968, University of California, Berkeley.
- B. Jean Day (1968) Senior Assistant Librarian, Part-Time
B.A., 1950, B.S., 1951, University of Washington.
- Johanna E. Fritsche (1963) Senior Assistant Librarian
B.A., 1936, Hunter College; B.S. in L.S., 1939, Columbia University.
- Timothy M. Huston (1975) Assistant Librarian
B.A., 1967, University of Arkansas, Little Rock; M.L.S., 1969, University of Maryland, College Park; M.A., 1976, Sonoma State College.
- Marie K. Luethe (1972) Associate Librarian
B.S., 1964, California State College, Hayward; M.L., 1965, University of Washington; M.P.A., 1975, California State University, Hayward.
- Antoinette O. Maleady (1968) Associate Librarian
B.S., 1940, West Virginia Wesleyan; M.L.S., 1968, University of California, Berkeley.
- James H. May (1974) Associate Library Director
B.S., 1958, Stanford University; M.B.A., 1964, Harvard University; D.L.S., 1978, Columbia University.
- Lenore S. Radtke (1962) Associate Librarian
B.A., 1947, University of California; M.S.L.S., 1962, Florida State University.
- Peter J. Vigil (1975) Assistant Librarian, Part-Time
B.A., 1969, University of California, Berkeley; M.S., 1973, University of San Francisco; M.A., 1975, San Jose State University.
- Sandra D. Walton (1970) Senior Assistant Librarian
B.A., 1961; M.L.S., 1963, University of California, Berkeley; M.A., 1975, Sonoma State College.
- Patricia M. Wollter (1970) Senior Assistant Librarian, Part-Time
B.A., 1966, San Francisco State College; M.L.S., 1967, University of California, Berkeley.

MEDICAL OFFICERS

- Bruce K. Kimbel (1975) Staff Physician, Part-Time
B.S., 1954, University of Maryland; M.D., 1959, University of Tennessee.
- H. G. Lockard, Jr. (1972) Staff Physician
M.D., 1948, Medical College of Virginia.
- Thomas R. Plowright (1966) Director, Health Service
B.S., 1942, University of New Hampshire; M.D., 1946, University of Vermont.
- Vern Ritter (1975) Radiologist, Part-Time
B.S., 1926; M.D., 1928, University of Illinois; D.M.S., 1948, University of Pennsylvania.
- Georgia G. Schwartz (1974) Staff Physician
B.A., 1966, University of California, Berkeley; M.D., 1970, University of California, Irvine.

INDEX

- Academic Advising, 452
- Academic Calendar, 7
- Academic Load, 50
- Accounting, 308
- Accreditation, 19
- Administration
 - California State University and Colleges, 11
 - Sonoma State College, 18
- Administrative Services Credential, 89
- Admission to the College, 25
 - Application Procedures, 26
 - Readmission, 29
 - Admission Requirements, 29
 - Filing Periods, 27
 - Credential Programs, 81
 - Foreign Students, 31
 - Postbaccalaureate Students, 31
- Advanced Placement, 32
- Affirmative Action Policy, 20
- Afro-American Studies, 94
- American Ethnic Studies
- American Multi-Cultural Studies, 94
- Anthropology, 103
- Aquatic Biology, 130
- Art, 112
- Astronomy, 124
- Athletics, 461
- Attendance Regulations, 56
- Auditors, 63
- Bachelor of Arts, Liberal Studies, 372
- Bilingual/Cross-Cultural Education
 - Specialist Credential, 88
- Biochemistry (Chemistry), 159
- Biology, 127
 - M.A. Program, 143
- Business (Management), 307
- California State University and Colleges, 14
- Career Development Center, 452
- Career Planning and Placement, 453
- Center for Performing Arts, 155
- Chemistry, 157
- Child Care, 457
- Children's Center Permit, 81
- Classical Studies, 74
- Classification of Students, 50
- Clubs and Organizations, 461
- College Level Examination Program, 33
- Community Involvement Program, 442
- Computer Center, 447
- Computer Science (Mathematics), 321
- Continuing Education Program, 20
- Continuing Postbaccalaureate Study, 52
- Counseling Center, 456
- Counseling Program, M.A., 167
- Credential Programs, 81
- Credit Defined, 60
 - Challenge Examinations, 51
 - Transfer Credit, 31
- Criminal Justice Administration, 171
- Curricula, 92
- Dance, 503
- Dean's List, 54
- Degree Requirements
 - Baccalaureate, 68
 - Postbaccalaureate, 77
- Dentistry (Pre-Dental Preparation), 131, 513
- Determination of Residence, 40
- Disabled Students, 459
- Dishonored Checks, 43
- Disqualification, 63
- Drama, 503
- Ecology (Biology) 132
- Economics, 173
- Education, 181
 - M.A. Program, 181
- Educational Opportunity Program, 459
- Eligibility Index, 30
- Electron Microscopy (Biology), 133
- English, 197
 - M.A. Program 197
- Environmental Studies and Planning, 207
- Equivalency Tests, 35
- European Studies, 295
- Expressive Arts, 421
- Extension Program, 20
- Extension Fees, 38
- External Degree, 21
- Faculty, 467
- Fees and Expenses, 38
- Field Experience, 452
- Financial Aid, 44
- Foreign Languages and Literatures, 221
- French, 223
- General Education, 70

- Genetic Counseling (Biology), 134
- Geography, 241
- Geology, 249
- German, 227
- Gerontology, 287
- Grade Points, 60
- Grading Policy, 60
- Graduate Students, 27
- Graduate Study, 77
- Graduation Requirements, 68
- Health Examination, 28
- Health Sciences, 375
- Health Center, 456
- Health Professions, 443
- Historic Preservation, 288
- History, 257
 - M.A. Program, 258
- Holidays, 8, 9
- Honors at Graduation, 70
- Housing, 456
- Hutchins School of Liberal Studies, 273
- India Studies, 299
- Institutional Information, 22
- Instructional Resources Center, 448
- Interdisciplinary Studies, 283
 - European Studies, 295
 - Gerontology, 287
 - India Studies, 299
 - Liberal Studies, B.A., 293
 - Linguistics, 290
 - Media Studies, 284
 - Special Major, 375
 - Women Studies, 285
- International Education Services, 457
- International Studies, 305
- International Programs, 21
- Internships, 442
- Intramurals, 461
- Italian, 231
- Language Studies, 74
- Late Registration Fee, 50
- Latin, 231
- Liberal Studies, 293
- Library, 447
- Linguistics, 290
- Majors for B.A. Degree, 92
- Majors for B.S. Degree, 93
- Majors for M.A. Degree, 93
- Management, 307
- Marine Biology, 135
- Marketing, 309
- Mathematics, 321
- Media Studies, 284
- Medical Technology (Biology), 136
- Mexican-American Studies, 333
- Microbiology, 138
- Multi-Cultural Services, 459
- Music, 341
- Native-American Studies Program, 355
- Non-Discrimination Policies, 56, 57
- Numbering of Courses, 78
- Nursing, 359
- Orientation Activities, 452
- Parking Fees, 39
- Petitions, 54
- Philosophy, 367
- Physical Education, 375
 - M.A. Program, 376
- Physics, 385
- Placement Services, 523
- Planning (ENSP), 211
- Politics, 395
 - M.A. Program, 396
- Pre-Dental Preparation, 513
- Pre-Medical Preparation, 513
- Pre-Pharmacy Preparation, 513
- Privacy Rights of Students, 55
- Probation, 63
- Progress Point Index, 60
- Provisional Unclassified Graduate Status, 78
- Public Administration, 397
- Pupil Personnel Services Credential, 89, 168
- Readmission, 29, 65
- Refund of Fees, 42
- Registration, 50
- Regulations and Procedures, 50
- Repeat of Courses, 51
- Russian, 231
- Schedule of Classes, 19
- School of Environmental Studies and Planning, 207
- School of Expressive Arts, 421
- Second Language Teaching, 233
- Smoking Policy, 56
- Social Science Program, 423
- Sociology, 425
- Spanish, 234
- Special Major, 303

- Special Programs, 441
- Special Studies, 51
- Statistics (Mathematics), 322
- Student Conduct, 56
- Student Employment, 452
- Student Instructed Courses, 52
- Student Records, 54
- Student Resource Center, 461
- Student Union, 461
- Study List Changes, 51
- Summer Session, 20
- Summer Session Fees, 38
- Teacher and Specialist Credentials, 81
- Testing Services, 455
- Theatre Arts, 433
- Tuition (Nonresident), 38
- Tutorial Learning Center, 459
- Trnascripts, 55
- Trustees, California State University and Colleges, 12
- Urban Studies, 212
- Veterinarian (Biology), 141
- Veterans
 - V.A. Office, 461
 - Certification, 54
- Water Quality Studies (ENSP), 210
- Women Studies, 285
- Zoology (Biology), 142

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