

## Humanities (HUM)

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### HUM 200 WRITTEN AND ORAL ANALYSIS (3)

Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression. They examine the principles of thinking, speaking, and writing, with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3.

### HUM 301 WAR AND PEACE LECTURE SERIES (3)

Students attend the public War and Peace Lecture Series and meet in discussion groups weekly to address a broad range of issues relating to the problem of war and prospects for peace. Lecturers represent diverse disciplines, e.g., economics, physics, peace studies, political science, sociology, and institutions. Discussion sessions synthesize material presented in lectures and outside readings and elicit students' personal responses to the issues raised. Reading and writing assignments required. Satisfies GE, category C3 (Ethics and Values).

### HUM 395 LITERATURE, ARTS AND EDUCATION (1-4)

Students will work individually or in teams to present enrichment activities and curriculum to local schools in the Rancho-Cotati School District. Students may do this in conjunction with a current class they are taking or as an independent project.

### HUM 460 TEACHING ASSISTANT IN HUMANITIES (1-3)

Provides students experience in assisting an instructor in an Humanities course by doing course related research and tutoring.

### HUM 495 SPECIAL STUDIES (1-3)

Independent study designed in consultation with an instructor. Students must complete the standard SSU form. Prerequisite: consent of instructor.

## Hutchins School of Liberal Studies (LIBS)

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### LIBS 100 THE CRAFT OF WRITING (2)

A course designed to help students who are experiencing difficulties with writing. While the craft of writing will be emphasized (punctuation, sentence construction, word choice, paragraph and essay organization, etc.), the course will also address how the craft of writing can become the art of persuasion and self-expression.

### LIBS 101 THE HUMAN ENIGMA (12)

Drawing on materials about small-scale societies, ancient Greek culture, and contemporary civilizations, this course concentrates, within a comparative framework, on the development of cultural values, the concept of human nature, the growth of self-awareness, and the emergence of scientific and abstract thought. Prerequisite: A passing score on the EPT.

### LIBS 102 IN SEARCH OF SELF (12)

This course focuses on the individual, exploring how personal history, unconscious processes, and political and historical environments shape the concept of the self. This course develops a fuller understanding of these influences through scientific investigation, historical exploration, and creative expression, employing materials drawn from biology, psychology, sociology, literature, history, politics, and the arts.

### LIBS 201 EXPLORING THE UNKNOWN (12)

An investigation of the meaning and limits of knowledge with respect to the nature of the mind and physical reality. These issues are pursued through several different but interrelated fields of study, including literature, art, philosophy, comparative religions, and science. The course considers Newtonian and quantum mechanical theories of physical reality, the religions of various cultures, and the functions of myth and religious language. The term includes a section focusing on the nature of human creativity.

### LIBS 202 CHALLENGE AND RESPONSE IN THE MODERN WORLD (12)

An examination of modern accomplishments and problems that have derived from several sources: the 18th Century mechanical models, the Scientific and Industrial Revolutions, and the rise of modern economic theories. Asking how it is possible in the 20th Century to live a moral life, the course examines the rise of individualism, the tension between personal and social values, the problems of poverty and the distribution of wealth, and the multiple consequences of modern technology. Also included is a major project addressing environmental issues.

### LIBS 302 INTRODUCTION TO LIBERAL STUDIES (3)

An interdisciplinary 'gateway course' examining the meaning of a liberal education, emphasizing seminar skills, oral and written communication, and introducing the portfolio. It is taken with LIBS 304 or 308 in the first semester of upper-division study. (These are the prerequisites for all upper-division Hutchins courses.) Successful completion of LIBS 302 is required to continue in the Hutchins program. Students must earn a grade of C or higher to continue in Hutchins.

### LIBS 304 WE HOLD THESE TRUTHS (3)

The first course in a two-semester sequence, designed to examine fundamental beliefs, assumptions, and "self-evident" truths that serve as the foundation for American culture, and then to consider those truths in light of challenges provided by multicultural perspectives.

### LIBS 305 HUTCHINS FORUM (1)

There are two main objectives of the Hutchins Forum. One is to serve as a learning community among Track I students (majoring in Liberal Studies, not pre-credential). Every other week the Forum functions as a sort of "headquarters" for advising or "laboratory of ideas" to assist students on elaborating the meaning of a Liberal Studies education. Also, if they are so inclined, to facilitate their focus on a project, or to define their own career interests, or academic concentrations. Secondly, in the intervening weeks, the Hutchins Forum also serves as a learning community for the entire Hutchins School. This is accomplished by inviting faculty, alumni, and students to share their insights or research with the Hutchins community.

**LIBS 307 LECTURE SERIES (2)**

Lecture series. Topics vary.

**LIBS 308 THE PRACTICE OF CULTURE (3)**

The second course in a two-semester sequence, designed to raise critical questions regarding cultural practices in a variety of settings. Topics may include non-Western cultures, cross cultural issues, popular culture, and global politics.

**LIBS 310 INDEPENDENT STUDY (1-4)**

Independent Study for juniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty, and deadline for completion. Project Form is submitted to Admissions after the beginning of the semester and before last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

**LIBS 312 SCHOOLS IN AMERICAN SOCIETY (3)**

Students will explore basic issues inside the American educational system while fulfilling the state-mandated classroom experience requirement for admission to the credential program.

**LIBS 315 DIRECTED STUDY (1-4)**

Directed Study for juniors is an individualized program of study that is taken for credit/no credit. It may be an exploratory study or project where a student is learning material or skills for the first time. It may be a program of study devised by a faculty member in which the student plays a part. A student consults with a faculty member on a topic, develops a plan of study, including number of units, the project outcomes, number of meetings with the faculty sponsor, and deadline for completion. Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

**LIBS 320A ELECTIVE SEMINAR CORE A (3)**

Courses under this core area take as their focus the relationship between the individual and all kinds of human groups. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these do and should affect issues such as race, gender, and class. Of particular importance to social scientists are questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, or political institutions. Examples of seminars in Core A: Mars Society, PostModernism, and Global Warming. Prerequisite: LIBS 302 prior or concurrently or LIBS 202 prior.

**LIBS 320B ELECTIVE SEMINAR CORE B (3)**

Included in this core area are courses that deal with science and technology and their relationship to the individual and society. In today's world, any well-educated person should understand, at least at a general level, both the methods of science and important information which has been discovered through their applications. Here students build upon their understanding of the sciences and come to grips with some of the crucial issues posed by our culture's applications of science and technology. Students write on topics which address the idea of the material world: scientific aspects of social issues, the contribution science has made to your understanding of an issue of personal concern, and your sense of science as a social endeavor. Examples of seminars in Core B: Experiencing Nature, Health and Healing, and Systems Thinking. Prerequisite: LIBS 302 prior or concurrently or LIBS 202 prior.

**LIBS 320C ELECTIVE SEMINAR CORE C (3)**

Through the arts and humanities we explore what and why humans create. These fields include the broad range of experiences in literature, epics, poetry, drama and other literary forms, the visual arts, languages, architecture, music, dance, the writings of philosophers, and the thought and literature of the world's religions. Study in the arts and humanities explores the inner world of creativity and individual values as well as the questions about how we arrive at a sense of meaning and purpose, ethical behavior, and a sense of beauty and order in the world. Examples of seminars in Core C: Photography and Literature of the 20th Century: Creating the Real, Art, Literature and Cultural Context: Comparisons and Contrasts, and Philosophy and Practice of Asian Painting. Prerequisite: LIBS 302 prior or concurrently or LIBS 202 prior.

**LIBS 320D ELECTIVE SEMINAR CORE D (3)**

What one endorses as really "real" is a result of many factors, some of them psychological, some biological, some philosophical, some social, and so forth. Courses in this core area will deal with such issues as the study of biology as it relates to psychology, consciousness as it affects and is affected by perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology and the nature-nurture controversy. You will have the opportunity to formulate your own thoughts about the status of human consciousness and reality and include that formulation in this section. Examples of seminars in Core D: Utopian Thinking and Human Nature, Encounters with Critical Pedagogy, and Aspects of Envisioning. Prerequisite: LIBS 302 prior or concurrently or LIBS 202 prior.

**LIBS 321A ELECTIVE COURSE IN CORE A (3)**

Courses in this area satisfy seminar requirement.

**LIBS 321B ELECTIVE COURSE IN CORE B (3)**

Courses in this area satisfy seminar requirement.

**LIBS 321C ELECTIVE COURSE IN CORE C (3)**

Courses in this area satisfy seminar requirement.

**LIBS 321D ELECTIVE COURSE IN CORE D (3)**

Courses in this area satisfy seminar requirement.

**LIBS 327 LITERACY, LANGUAGE, AND PEDAGOGY (3)**

This course for pre-credential students examines the pedagogy and socio-political context of literacy in the contemporary world, including the process of language development and the significance of literacy as a broader educational and social issue. Students will explore the philosophies of pedagogy, the politics of language, and classroom lesson designs.

**LIBS 330 THE CHILD IN QUESTION (3)**

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.

**LIBS 336 SPECIAL TOPIC WORKSHOPS (1-4)**

Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

**LIBS 337 SPECIAL LITERARY PROJECT (2)**

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

**LIBS 338 SPECIAL ART PROJECT (2)**

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

**LIBS 339 SPECIAL DRAMA PROJECT (2)**

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

**LIBS 340 SPECIAL SCIENCE PROJECT (2)**

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

**LIBS 341 ZEPHYR PUBLICATION (1)**

In this course we will be putting together the *Zephyr*, the Hutchins Literary Journal. Students will create the thematic structure and recruit written and visual work from the entire Hutchins Community (including Lower- and Upper- Division students, faculty, staff, Degree Completion students, Masters students, and alumni). Students will also make all decisions regarding selection and editing, as well as organization and layout. The semester will culminate with the publication and distribution of *Zephyr* and the organization of a public reading for the Hutchins community.

**LIBS 342 HUTCHINS COMMUNITY ART SHOW PREPARATION (1)**

This course will give students a forum to create a Hutchins Community Art Showing. During class time, students will choose the dates and venue for the art showing, secure the necessary venue, publicize the event, create a call for entries, process the entries, decide which entries will be shown, hang show, plan and conduct reception, and take down show.

**LIBS 360 SPECIAL TOPIC WORKSHOPS (1-2)**

Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

**LIBS 361 HUTCHINS PEDAGOGY PROJECT (2)**

The Hutchins Pedagogy Project workshop will combine project-based learning, Web CT, and in-class training to teach Hutchins students (future teachers) how to implement seminars and/or act as tutors in elementary, AVID, and high school classrooms. Hutchins students will use individual and small group work in addition to whole-class seminar discussions to increase critical thinking and collaboration skills of students in local Sonoma County classrooms.

**LIBS 370 SEMINAR: CREATIVE PROCESS (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.

**LIBS 371 SEMINAR: SELF-AWARENESS (2)**

Methods of exploring and expanding self-awareness vary from semester to semester and may include such techniques as autobiography, intensive journal-keeping, Gestalt exercises, dream analysis, and meditation.

**LIBS 395 COMMUNITY INVOLVEMENT PROGRAM (1-4)**

Students volunteer for unpaid placements within the community approved by the coordinator of the Hutchins Internship/Field Experience Plan. These placements include work in social service, education, and the media. Students participate in four meetings per semester focusing on work-related issues; they also prepare a short paper about their placement and keep a time log. Students may take up to 6 units in CIP, a maximum of 4 in any one semester. One unit is equivalent to 30 hours of volunteer work per semester. Units count as electives for graduation. They may not be applied to the Hutchins major requirement. For the university's CIP regulations, please see page 304. Cr/NC only.

**LIBS 396 FIELD STUDY (1-4)**

Field Study for juniors and seniors is a project conducted outside of the University classroom setting that is taken for credit/no credit. It may include work that is literally outside in the field, or other hands-on experience (e.g., a research study). Field Study projects are co-designed by a student and a sponsoring faculty member; or a faculty member may design a project, with student participation solicited. A student consults with a faculty member on the project, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty sponsor, and deadline for completion. Project Form is submitted to Admissions after the beginning of the semester and before last day to add classes. Consent of instructor. Cr/NC only.

**LIBS 397 STUDY AWAY (1-4)**

Study Away for both juniors and seniors is an educational experience that occurs away from SSU that is taken for credit/no credit. This might include study in the U.S. or abroad in an exchange program or an independently designed project. (See note below) Information for exchange programs is available in the SSU International Studies Office. Study Away projects are co-designed by a student and a sponsoring faculty member or committee, with the terms of study and the expected outcomes written in contract form. A written report is required for Study Away projects upon completion. It is suggested that you begin the planning process early in the semester before you will undertake Study Away. The student must also follow University policies for leaving campus for Study Away. Required forms and procedures are available in the International Studies office. These forms must accompany the Project Contract and the Project Form to be signed by the sponsoring faculty and the Hutchins Provost. Prerequisite: completion of LIBS 302.

(Note: LIBS 397 Study Away does not apply to the State University Study Abroad Program. Students enrolled in a SSU Study Abroad Program received transfer credit to the Liberal Studies major for 12 units of specifically approved courses taken abroad. Please consult with the advisor in the International Studies Office and then with the Hutchins School Director for information about this opportunity.)

**LIBS 399 STUDENT INSTRUCTED COURSE (1-2)**

The Hutchins faculty welcome proposals from students in the final stages of the major who, in consultation with a faculty advisor, would like to design and offer an interdisciplinary seminar on a topic of special interest to them. Guidelines for student-instructed courses are available in the Hutchins office. Students may count two student-instructed courses (Cr/NC only) as elective units in the Hutchins major. Cr/NC only. May be repeated once for credit.

**LIBS 402 SENIOR SYNTHESIS (4)**

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. Students with similar interests work in small groups and in tutorials. Each student makes an oral presentation of his or her project at the end of the semester. Must be taken in the student's final semester in the major.

**LIBS 403 SENIOR SYNTHESIS - STUDY AWAY (4)**

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. This is done in a Study Away situation. Also available for students choosing a minor in Hutchins.

**LIBS 410 INDEPENDENT STUDY (1-4)**

Independent Study for seniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty, and deadline for completion. Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

**LIBS 411A SERVICE LEARNING: YOUTH ISSUES (3)**

SSU students taking this course will go to local elementary and secondary schools and conduct seminar discussions that create a learning community.

#### LIBS 415 DIRECTED STUDY (1-4)

Directed Study for seniors is an individualized program of study taken for credit/no credit. It may be an exploratory study or project where a student is learning material or skills for the first time. It may be a program of study devised by a faculty member in which the student plays a part. A student consults with a faculty member on a topic, develops a plan of study, including number of units, the project outcomes, number of meetings with the faculty sponsor, and deadline for completion. Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

#### LIBS 420A ELECTIVE SEMINAR CORE A (3)

Courses under this core area take as their focus the relationship between the individual and all kinds of human groups. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these do and should affect issues such as race, gender, and class. Of particular importance to social scientists are questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, or political institutions.

#### LIBS 420B ELECTIVE SEMINAR CORE B (3)

Included in this core area are courses that deal with science and technology and their relationship to the individual and society. In today's world, any well-educated person should understand, at least at a general level, both the methods of science and important information which has been discovered through their applications. Here students build upon their understanding of the sciences and come to grips with some of the crucial issues posed by our culture's applications of science and technology. Students write on topics which address the idea of the material world: scientific aspects of social issues, the contribution science has made to your understanding of an issue of personal concern, and/or your sense of science as a social endeavor.

#### LIBS 420C ELECTIVE SEMINAR CORE C (3)

Through the arts and humanities we explore what and why humans create. These fields include the broad range of experiences in literature, epics, poetry, drama, and other literary forms, the visual arts, languages, architecture, music, dance, the writings of philosophers, and the thought and literature of the world's religions. Study in the arts and humanities explores the inner world of creativity and individual values as well as the questions about how we arrive at a sense of meaning and purpose, ethical behavior, and a sense of beauty and order in the world.

#### LIBS 420D ELECTIVE SEMINAR CORE D (3)

What one endorses as really "real" is a result of many factors, some of them psychological, some biological, some philosophical, some social, and so forth. Courses in this core area will deal with such issues as the study of biology as it relates to psychology, consciousness as it affects and is affected by perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology and the nature-nurture controversy. You will have the opportunity to formulate your own thoughts about the status of human consciousness and reality and include that formulation in this section.

#### LIBS 480 SEMINAR FACILITATION (1-3)

This course provides students with an opportunity to enhance their facilitation skills through serving as a seminar leader in large lecture/discussion courses. Requires consent of course instructor.

#### LIBS 499 INTERNSHIP (1-5)

All students develop an internship working outside the classroom. Students also prepare a portfolio project based upon a larger topic implicit in their internship. They participate with other interns in an internship class once a week to discuss their internship experience and issues related to the larger society. Grade only.

#### LIBS 595 SPECIAL STUDIES (1-4)

Individualized studies in areas beyond the scope of the established curriculum.

## Kinesiology (KIN)

#### KIN 101 PHYSICAL EDUCATION ACTIVITIES (1-2)

Activities classes. Classes are conducted in the following activities: aquatics (swimming, physical conditioning swimming, water polo, and scuba). Individual sports (adapted activities, martial arts, tennis, and indoor rock climbing). Fitness (aerobics, conditioning, pilates, jogging/running, and weight training). Dance (recreational, and yoga). Outdoor activities. Team sports (basketball, soccer, softball, and volleyball). Course offerings vary from semester to semester. Most sections meet twice weekly, with some sections meeting at specially arranged times according to the nature of the activity. Students may take, for credit, as many different 101 classes as desired. The same 101 activity class may be repeated once for credit. Cr/NC only.

#### KIN 120 MOTOR SKILL DEV IN PUBLIC SCHOOLS (2)

Prepares students to teach motor skills to school-aged children. Topics including motor development, motor learning, and instructional design as related to motor skill acquisition are introduced. Students task analyze a variety of motor activities, plan developmentally appropriate lessons, and teach peer and public school-aged children in local schools.

#### KIN 201 FOUNDATIONS OF KINESIOLOGY (3)

This course is designed to orient students to kinesiology as a field of study. Students will be exposed to multiple disciplines within kinesiology. By engaging in discussions, activities, and field observations, students will explore and become prepared to select a career path within the field.

#### KIN 217 PERSONAL FITNESS AND WELLNESS (3)

Designed to introduce the concepts and practices involved in creating a personal life-long fitness and wellness program. General health topics will be emphasized, specifically cardiovascular fitness, nutrition, stress management, disease prevention, and current health trends and topics. Students will develop personal action plans for enhancing personal health and well-being. Satisfies GE Area E.

#### KIN 230 INTRODUCTION TO FIELD EXPERIENCE (1-2)

Provides lower division students an opportunity to sample work experiences in a variety of settings in physical education, adapted physical education, athletic training, or exercise science. Thirty hours of supervised field work for each unit of credit. This course does not meet the field work requirement in the kinesiology major concentrations. Prerequisites: Overall 2.0 GPA and departmental approval.

#### KIN 240 FIRST AID AND CPR (1)

Study of the basic principles and practical applications of first aid and C.P.R. techniques required by a first-aider to provide initial emergency care necessary to sustain life and minimize any consequences of injuries or sudden illness until qualified medical personnel can arrive.

#### KIN 300 ANALYSIS OF MOTOR PERFORMANCE (1-2)

Lecture, activity laboratory. A series of 1-unit courses. Each course is designed to provide students with an understanding of the mechanics of the neuromuscular skills and functional application of the activities presented within the course. In addition students will be involved in task-analyzing and teaching skills/activities contained within each course.

#### KIN 301 HISTORY AND PHILOSOPHY OF HUMAN MOVEMENT (4)

An introduction to significant historical and philosophical considerations in the development of human movement. Contemporary philosophical issues as well as active physical participation with an experiential emphasis will be studied. Prerequisite: ENGL 101, upper-division standing, and consent of instructor for nonkinesiology majors.