Independent study designed in consultation with an instructor. Students must
be doing course related research and tutoring. Provides students experience in assisting an instructor in an Humanities course by
in conjunction with a current class they are taking or as an independent project.
Students will work individually or in teams to present enrichment activities and cur-
riculum 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.
An interdisciplinary 'gateway course' examining the meaning of a liberal education,
these “truths” will be consistently interrogated and reformulated by examining
the representations of racial minorities in American cinema from the beginning of the twentieth century up to the present day. Applying
an interdisciplinary and multicultural approach, we will investigate the depictions
of race, racial identity, and interracial relationships in both mainstream (Hollywood)
and alternative cinemas. We will supplement our inquiry through related works of
literature and drama, in addition to readings in film theory, film history and critical
cultural studies. Thus, even as we consider the historical truths of American cul-
ture, these “truths” will be consistently interrogated and reformulated by examining
the representations of minority figures and groups in American cinema.
This course is designed to examine the 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 perspec-
tives. Our primary focus will be the representations of racial minorities in American
cinema from the beginning of the twentieth century up to the present day. Applying
an interdisciplinary and multicultural approach, we will investigate the depictions
of race, racial identity, and interracial relationships in both mainstream (Hollywood)
and alternative cinemas. We will supplement our inquiry through related works of
literature and drama, in addition to readings in film theory, film history and critical
cultural studies. Thus, even as we consider the historical truths of American cul-
ture, these “truths” will be consistently interrogated and reformulated by examining
the representations of minority figures and groups in American cinema.
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.
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
religion and science. The course considers Newtonian and quantum mechanical
theories of physical reality, the religions of various cultures, and the functions of
myth. The term includes a section focusing on the nature of human creativity.
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 21st 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 upon
the human and natural environments.
This course is designed to examine 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
necessary. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: comple-
tion of GE categories A2 and A3.
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 305 in the first semester of upper-division
study. (These are the prerequisites for all upper-division Hutchins courses.) Suc-
cessful 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.
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.
Drawing on materials about small-scale societies, ancient cultures and contem-
porary 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 ethical and political thought. Prerequisite: A
passing score on the EPT.
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.
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
religion and science. The course considers Newtonian and quantum mechanical
theories of physical reality, the religions of various cultures, and the functions of
myth. The term includes a section focusing on the nature of human creativity.
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 21st 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 upon
the human and natural environments.
This course is designed to examine 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
necessary. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: comple-
tion of GE categories A2 and A3.
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 305 in the first semester of upper-division
study. (These are the prerequisites for all upper-division Hutchins courses.) Suc-
cessful 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 politics, 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. And, 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 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 320A ELECTIVE SEMINAR CORE A (3)
Courses under this core area focus on the relationship between the individual human societies. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these affect race, gender, and class relations. 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, and political institutions. Examples of seminars in Core A: PostModernism, Quest for Democracy, and Conspiracy Theories. 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. 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 scientific aspects of social issues, the contribution science makes to understanding issues of personal concern, and science as a social endeavor. Examples of seminars in Core B: Health and Healing, Machine as Metaphor, Global Food Web, and the Future of Energy. 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. Courses focus on the broad range of experiences in novels, 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: Earth Art, African Art, Memoir, Countercultures, and Minorities in American Cinema. Prerequisite: LIBS 302 prior or concurrently or LIBS 202 prior.

LIBS 320D ELECTIVE SEMINAR CORE D (3)
Courses in this core area deal with such issues as the study of biology as it relates to psychology, consciousness and perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology. Examples of seminars in Core D: Madness and Civilization, Death and Dying, Personal Geographies, and Empathy. 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 multiple subject students looks at the importance of literacy and language arts in the contemporary world, including the value of writing and literature in the classroom, as well as the significance of literacy as a broader educational and social issue. Students will develop a pedagogy of grammar, examine the use of literature and the written word in the classroom, and create and teach a classroom grammar lesson.

LIBS 330 THE CHILD IN QUESTION (3)
A close inspection of child development and elementary school pedagogy, 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 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.

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 re-
search projects. May be repeated for credit.

LIBS 341 Zephyr Publication (1)
In this course we will be putting together a Volume of 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- Divi-
sion 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, 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
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 semes-
ter, 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 liter-
ally 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. A Project Contract 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. 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.

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 and a Senior Project
synthesizing aspects of that individual’s own intellectual development. 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 situa-
tion. 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 num-
ber of units, project outcomes, number of meetings with the faculty and deadline
for completion. A Project Contract 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 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, 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 497 Modern Media Dialogue Series (1)
The Modern Media Dialogue Series will provide students the opportunity to learn about the many aspects and consequences of our media age, from journalism and censorship to new forms of communication and information. Students will participate in a weekly dialogue with an invited guest and community members to deepen their understanding of modern media forms and practice.

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.