ics, or foundations of statistical mechanics. May be repeated for credit when topic differs and with consent of instructor.—Landry

208. Philosophy of Biology (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Intensive treat- ment of one or more topics in the philosophy of biology. Topics may include, but are not limited to, evolutionary theory, reductionism in biology, sociobiology and cultural evolution. May be repeated for credit when topic differs and with consent of instructor.—Griesemer, Millstein

210. Philosophy of Science (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Treatment of one or more general topics of current interest in philosophy of science. Topics may include, but are not limited to, scientific explanation, theories of confirmation, scientific realism, reduction in physics and biology. May be repeated for credit when topic differs and with consent of instructor.—Griesemer, Landry, Millstein

212. Philosophy of Logic and Mathematics (4)
Seminar—3 hours, term paper. Prerequisite: course 112 or 113 or Mathematics 108 or 125 or the equivalent. Philosophical issues in logic and mathematics. Topics may include nature of logical and mathematical truth or knowledge, correctness of logical systems, foundations of mathematics, metaphysical and epistemological presuppositions, applications to philosophical problems and formalization of philosophical theories. May be repeated for credit when topic differs and with consent of instructor.—Antonelli, Mattey

213. Advanced Logic for Graduate Students (4)
Lecture/discussion—3 hours; extensive problem solving. Prerequisite: graduate standing in Philosophy. Enrollment in the Philosophy Ph.D. program. Intensive study of advanced logic, including set theory, metalogic of predicate logic, and modal logic. May be repeated two times for credit when topic differs from one to another.

214. Ethics (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Topics may include morality and motivation, objectivity in ethics, the relationship between the factual and the moral. Topics vary from quarter to quarter. May be repeated for credit when topic differs and with consent of instructor.—Copp, Oshana

217. Political Philosophy (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Advanced studies in political philosophy. Topics vary but may include distributive justice, enforcement of morality by the state, the justification of the law, and social contract theory. May be repeated for credit when topic differs and with consent of instructor.—Copp, Oshana

220. Environmental Ethics (4)
Lecture/discussion—3 hours; term paper. Prerequisite: graduate standing or consent of instructor. Intensive treatment of one or more topics(s) in environmental ethics, such as biodiversity, sustainability, composition of the moral community, invasive species, endangered species, applications of ethical theories to contemporary environmental issues.—Millstein

237. Philosophy of Language (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Study of philo- sophical issues raised by language, such as the nature of semantic content, proper semantics for verbs of propositional attitude, feasibility and limitations of formal semantics and pragmatics for natural languages. May be repeated for credit when topic differs and with consent of instructor.—May, Sennet

238. Philosophy of Language Workshop (4)
Seminar—3 hours, extensiive writing. Discussion of recently published, unpublished and in-progress research in a philosophy of language, including work on the relation of language and mind, of language and logic, and linguistic theory. Open to graduate students only. May be repeated for credit when topic differs.—Landry

261. Plato (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Advanced semi- nar designed for analysis of arguments, doctrines, and texts from Plato’s works. Methods of argumenta- tion and interpretation are especially stressed. Topics vary according to instructor. May be repeated for credit with consent of instructor.—Szaif

262. Aristotle (4)
Seminar—3 hours, term paper. Prerequisite: graduate standing or consent of instructor. Advanced seminar designed for analysis of arguments, doctrines, and texts from Aristotle’s works. Methods of argu- mentation and interpretation are especially stressed. Topics vary according to instructor. May be repeated for credit with consent of instructor.—Mattey, Szaif

275. Kant (4)
Seminar—3 hours, term paper. Prerequisite: gradu- ate standing in philosophy or consent of instructor. Intensive study of a topic in the philosophy of Kant, in such areas as metaphysics, theory of knowledge, ethics. May be repeated for credit with consent of instructor. Mattey

290. History of Philosophy (4)
Seminar—3 hours, term paper. Prerequisite: gradu- ate standing or consent of instructor. Topics in the history of philosophy. Topics vary according to instructor from quarter to quarter. May be repeated for credit when topic differs and with consent of instructor.—Mattey, Szaif

298. Group Study (1-5)
Professional

Professional

396. Teaching Assistant Training Practicum (1-4)
Prerequisite: graduate standing. May be repeated for credit.(S/U grading only.)—I, II, III, [J, II, III]

Physical Education

[College of Letters and Science]
W.J. Weidner, Ph.D., Program Director
Program Office. 264 Hickey Gymnasium
S30-752-1111

Committee in Charge
Keith Baar, Ph.D.  
(Studiology, Physiology, and Behavior)
G. Robert Biggs, B.A. (Physical Education)
Stephen T. Bronzan, M.S. (Physical Education)  
Barbara A. Jahn, M.S. (Physical Education)  
Suzan Kauzlarich, Ph.D. (Chemistry)
Academic Senate Distinguished Graduate Mentoring Award
John Lavallee, M.Ed. (Physical Education)
Marilyn Robinson M.S. (Physical Education)  
W.J. Weidner, Ph.D.  
(Studiology, Physiology, and Behavior)

Faculty
G. Robert Biggs, B.A., Supervisor  
Barbara A. Jahn, M.S., Supervisor  
Affiliated Faculty
Carissa Adams, Ph.D., Lecturer
Alex Antipa, B.S., Lecturer
Shelton T. Bronzan, M.S., Lecturer/Assistant Director
Greg Chapla, B.A., Lecturer
Kevin Daff, M.Ed., Lecturer/Coach
Rozanne DeWeese, M.S., Lecturer
Steven Doten, Ph.D., Lecturer
Adam Getchell, M.S., Lecturer
Ron Gould, B.A., Lecturer/Coach
Yajun Graves, B.S., Lecturer
Jennifer Gross, M.A., Lecturer/Coach
Rick Henderson, B.S., Lecturer
Kathryn Henwood, M.A., Lecturer/Coach
Tiffany Husman, B.S., Lecturer/Coach
Mark Johnson, M.S., Lecturer
Twila Kaufman, M.A., Lecturer/Coach
Andrea Koo, B.S., Lecturer
John Lavallee, M.Ed., Lecturer/Coach
Daryle Lly, M.S., Lecturer
James Lesi, B.S. Lecturer/Coach
Daniel Leyson, M.A., Lecturer/Coach
Ron Manara, B.A., Lecturer
Bill Maze, M.B., M.A., Lecturer/Coach
Peter Matekalis, M.A., Lecturer/Coach
Kevin Nosek, M.S., Lecturer/Coach
Maryclare Robinson, M.S., Lecturer
Anthony Schiliano, B.A. Lecturer/Coach
Dwayne Shaffer, M.A., Lecturer/Coach
Sandy Simpson, M.S., Lecturer
Eric Steidlmayer, J.D, Lecturer/Coach
Danielle Stines, M.S., Lecturer/Coach
Anna Temple, B.A., Lecturer/Coach
Lisa Varnum, B.S., Athletic Trainer/Lecturer
Matt Vaught, M.A., Lecturer/Coach
Andrew Wartenburg, B.A. Lecturer/Coach
Robert Watts, M.A., Lecturer/Coach
Cy Williams, M.A., Lecturer/Coach
Jamey Wright, J.D., Lecturer/Coach
Karen Yoder, M.A., Lecturer/Coach
Karen Zufelt, Ph.D., Lecturer

The Program of Study

The Program in Physical Education facilitates the development and offering of non-major courses related to physical activities and education, fitness and health, athletic training, teacher education, and organized sport. The Program is available as part of a student’s general educational experience to enhance and broaden the understanding of the role and experience of physical activity in the maintenance of life-time health and fitness.

The basic activities series includes Physical Educa- tion 1, fitness, lifetime, and sports skills. The PE 1 activity courses are instruction in nature, designed to introduce new skills to beginners or to improve existing skills. Physical Education 6 is offered for stu- dents participating in intercollegiate athletics. Addition- al lower division courses include those in special skill areas, such as life-saving and water safety, health and fitness, and athletic training. Upper divi- sion courses include advanced classes in coaching, sociology of sports, and a series of courses that meet the mandated requirements for students pursuing teacher preparation and certification.

Teaching Credential Subject Representative.  
W.J. Weidner

Class and Recreational Use of Facilities.  
The incidental fee payable by all students at the time of registration entitles students to the use of the gymna- sium, pool, showers, towels, lockers, tennis courts, and athletic fields. Equipment for games and sports are available for classes. Lockers must be turned in on the last day of class, i.e., before the final exam- ination period. Fines are imposed for each formal transaction necessitated by failure of the student to comply with the regulations of the program.

Courses in Physical Education (PHE)

Lower Division
1. Physical Activities (0.5)
Laboratory—2 hours. Sections in: (a) sports skills, rules and strategy, (b) physical fitness and personal health, (c) recreation; (d) aerobic dance. May be repeated along with course 6 for a combined total of 6 units. (P/NF grading only.)—I, II, III, [J, II, III]

6. Preparation and Participation in ICA Competition (1)
Discussion/laboratory—10-20 hours. Prerequisite: consent of instructor (coach). Preparation and partic- ipation in Intercollegiate Athletics. Development of fundamental and advanced individual and team skills. I-Deep knowledge of rules and strategy.
Advanced sports competition and Conference and NCAA levels. May be repeated along with course 1 for a combined total of 6 units. (P/N grading only)—I, II, III, (I, II, III)

7. Professional Physical Education Activities: Men and Women (1)
Lecture—1 hour; laboratory—2 hours. Fundamen-
tal skills for (a) coaching competitive athletics, (b) classroom teaching and coaching, and (c) classroom teaching and officiating. May be repeated for a total of six units.—I, II, (I, II)

8. Student-Athlete Life Skills (1)
Lecture—1 hour. Prerequisite: consent of instructor. Open to intercollegiate student-athletes only. For intercollegiate student-athletes. Balancing academic and athletic demands. Academic, psychological, and sociocultural issues which influence success as a college student-athlete. (P/N grading only)—I, II, (I, II)

15. Administration of Intramural Sports (2)
Lecture—2 hours. Planning and administering intra-
mural sports programs at the high school and col-
lege level.

25. Theory of Lifesaving and Water Safety (2)
Lecture—1 hour; laboratory—2 hours. Prerequisite:
successful completion of an advanced swimming course and no physical handicap that would render student unable to perform the required skills and ability to pass preliminary swim-
manship test. Provides the student with the knowledge, organizational procedures, and skill development necessary to provide for water safety and save his/ her own life or the life of another in an aquatic emer-
gency. (American Red Cross Advanced Lifesaving Certificate awarded upon successful completion of necessary requirements.)—III, (III) John

27. Training Course for Water Safety Instructors (2)
Lecture—1 hour; laboratory—2 hours. Prerequisite: advanced swimming (course 1) or consent of instruc-
tor; course 5 and current Advanced Lifesaving Cer-
ificate. Theoretical knowledge and practical expe-
rience necessary for the organization and teaching of swimming and lifesaving classes. (American Red Cross Water Safety Instructor's Certificate awarded upon successful completion of necessary requirements.)—III, (III) John

40. Drugs and Society (2)
Lecture—2 hours; fieldwork—2 hours total; filmview-
ing—5 hours total. Pharmacology, methods of use, and effects of use of psychoactive and performance-
enhancing drugs. Historical overview of drug use. Identification of “at-risk” and “use” pop-
ulations. (P/N grading only)—II, IV, (II, IV)

44. Principles of Healthful Living (2)
Lecture—2 hours. Application of scientific and empirical knowledge to personal, family, and com-
munity health problems. (P/N grading only)—I, II, III, (II, III, IV)

92. Physical Education Internship (1-5)
Internship—3-15 hours; written project proposal and evaluation. Prerequisite: consent of instructor; enrollment dependent on availability of intern positions, with priority given to Exercise Biology majors. Work experience in the application of physical activity pro-
grams to teaching, recreational, clinical or research situations under department faculty supervision. May be repeated for credit but no internship units will be counted toward Exercise Biology major. (P/N grading only)

97TC. Tutoring in the Community (1-5)
Tutor—2-15 hours; discussion—1 hour. Prerequi-
tive: lower division standing and consent of Program Director. Tutoring of students in lower division physical activity courses. Weekly meetings with instructor in charge of course. Written reports on methods and materials required. May be repeated one time for credit. (P/N grading only)

97TC. Tutoring in the Community (1-5)
Tutor—2-15 hours; discussion—1 hour. Prerequi-
tive: lower division standing and consent of Program Director. Tutoring of students in lower division physical activity courses. Weekly meetings with instructor in charge of course. Written reports on methods and materials required. May be repeated one time for credit. (P/N grading only)

97TC. Tutoring in the Community (1-5)
Tutor—2-15 hours; discussion—1 hour. Prerequi-
tive: lower division standing and consent of Program Director. Tutoring of students in lower division physical activity courses. Weekly meetings with instructor in charge of course. Written reports on methods and materials required. May be repeated one time for credit. (P/N grading only)

100. Field Experience in Teaching Physical Education (2)
Discussion—1 hour; fieldwork—4 hours. Prerequi-
site: upper division standing and appropriate course 1 or 7. Tutoring or teacher's aide in physical educa-
tion programs including athletic coaching, in public schools under the guidance of a regular teacher with supervision by a departmental faculty member. May be repeated one time for credit. (P/N grading only)

120. Sport in American Society (3)
Lecture—3 hours. Sociological approaches to the study of sport and contemporary American culture, including sport interaction with politics, economics, religion, gender, media and ethics. Socializa-
tion factors involving youth, scholastic, collegiate, and Olympic sport. (Same course as Exercise Biol-
ogy 120.) GE credit: SocSci, Div IV; SS—II, IV. (II, IV)

131. Physical Activity and the Disabled (4)
Lecture—2 hours; laboratory—3 hours. The study of the diverse and complex nature of individuals with disabilities and how they adapt to their disabilities in daily living. Integration of individuals with disabili-
ties into the community, schools, and physical activity and recreational programs. Not open for credit to students who have completed Exercise Biology 131.

143. Prevention and Care of Sports Injuries (3)
Lecture—2 hours; laboratory—3 hours. Prerequisite: Cell Biology and Human Anatomy 101 (may be taken concurrently). Prevention, care, and rehabilita-
tion of injuries incurred by athletes. Laboratory on anatomy, emergency care, physical therapy meth-
ods, and taping techniques. Not open for credit to students who have completed Exercise Biology 133.—IV, (IV)

135. Advanced Procedures in Evaluation and Management of Athletic Injuries (3)
Lecture—3 hours. Prerequisite: course 133 or Exer-
cise Biology 133, Cell Biology and Human Anatomy 101, consent of instructor. Advanced study of the evaluation and management of athletic injuries, including mechanism of injury, biomechanics and pathophysiology. Current topics in athletic training. Not open for credit to students who have completed Exercise Biology 135.

141. Coaching Principles and Methods (3)
Lecture/discussion—3 hours. Prerequisite: upper-
division standing; course 143. Technical, tactical, and strategic aspects of coaching. Methods for orga-
zizing and delivering effective information in coach-
ing. Biomechanical basis of motor skills and motor learning principles applied to coaching. Classroom development of coaching skills within the context of outside observa-
tions of coaching required.—III, (III) Bronzane

142. Physical Education in the Public Schools (3)
Lecture—3 hours. Analysis and study of the princi-
ples and methods basic to teaching physical educa-
tion at the elementary and secondary levels.

143. Coaching Effectiveness (3)
Lecture—3 hours. Prerequisite: upper division stand-
ing; 3 units of courses 1 and 6 combined. Synthesis and application of basic components of sport psy-
chology, sport pedagogy, and sport physiology and basic management and administration of athletics in public high schools. (P/N grading only)—I, II, IV.

144. Principles of Health Education (2)
Lecture—2 hours. Prerequisite: course 44 and upper division standing or consent of instructor. Principles of teaching health education in the public schools. (P/N grading only)

150. Recreation in the Community (3)
Lecture—2 hours; discussion—1 hour; two Saturday field trips—8 hours. The nature and scope of commu-
nity recreation programs in California emphasizing low income, highly populated areas, and poor rural communities.

192. Physical Education Internship (1-12)
Internship—3-36 hours; written project proposal and evaluation. Prerequisite: upper division standing and consent of instructor; enrollment dependent on avail-
ability of intern positions, with priority given to Exer-
cise Science majors. Work experience in the application of physical activity programs to teach-
ing, recreational, clinical or research situations under department faculty supervision. May be repeated for a total of 12 units (including course 92) but no internship units will be counted toward Exer-
cise Science major. (P/N grading only)—II, III, (I, II, III)

197T. Tutoring in Physical Education (1-5)
Tutor—1-5 hours. Prerequisite: consent of chair-
person. Tutoring of students in lower division physi-
ical activity courses. Written reports on methods and materials required. May be repeated one time for credit. (P/N grading only)

197TC. Tutoring in the Community (1-5)
Tutor—2-15 hours; discussion—1 hour. Prerequi-
site: upper division standing and consent of Depart-
ment Chairperson. Tutoring in the community in physical education related projects under the guid-
ance of the Physical Education faculty. Regular meet-
ings with instructor in charge and written report required. May be repeated one time for credit. (P/N grading only)

198. Directed Group Study (1-5)
Prerequisite: consent of instructor and Department Chairperson. (P/N grading only)

199. Special Study for Advanced Undergraduates (1-5)
Prerequisite: consent of instructor. (P/N grading only)

Professional

300. The Elementary Physical Education Program (3)
Lecture—1 hour; laboratory—2 hours. Prerequisite: consent of instructor. Restricted to senior standing or credential student. Introduction to principles, theo-
ries, material, and practices of elementary school physical education programs.—III, (III)

380. Methods of Teaching Physical Education (3)
Lecture—1 hour; laboratory—6 hours. Prerequisite: course 142 and six units of course 7, or consent of instructor. The methods of teaching group and indi-
vidual activities for grades K-12; program planning, class management, organization, and evaluation. (P/N grading only)

Physical Medicine and Rehabilitation

See Medicine. School of, on page 396.