

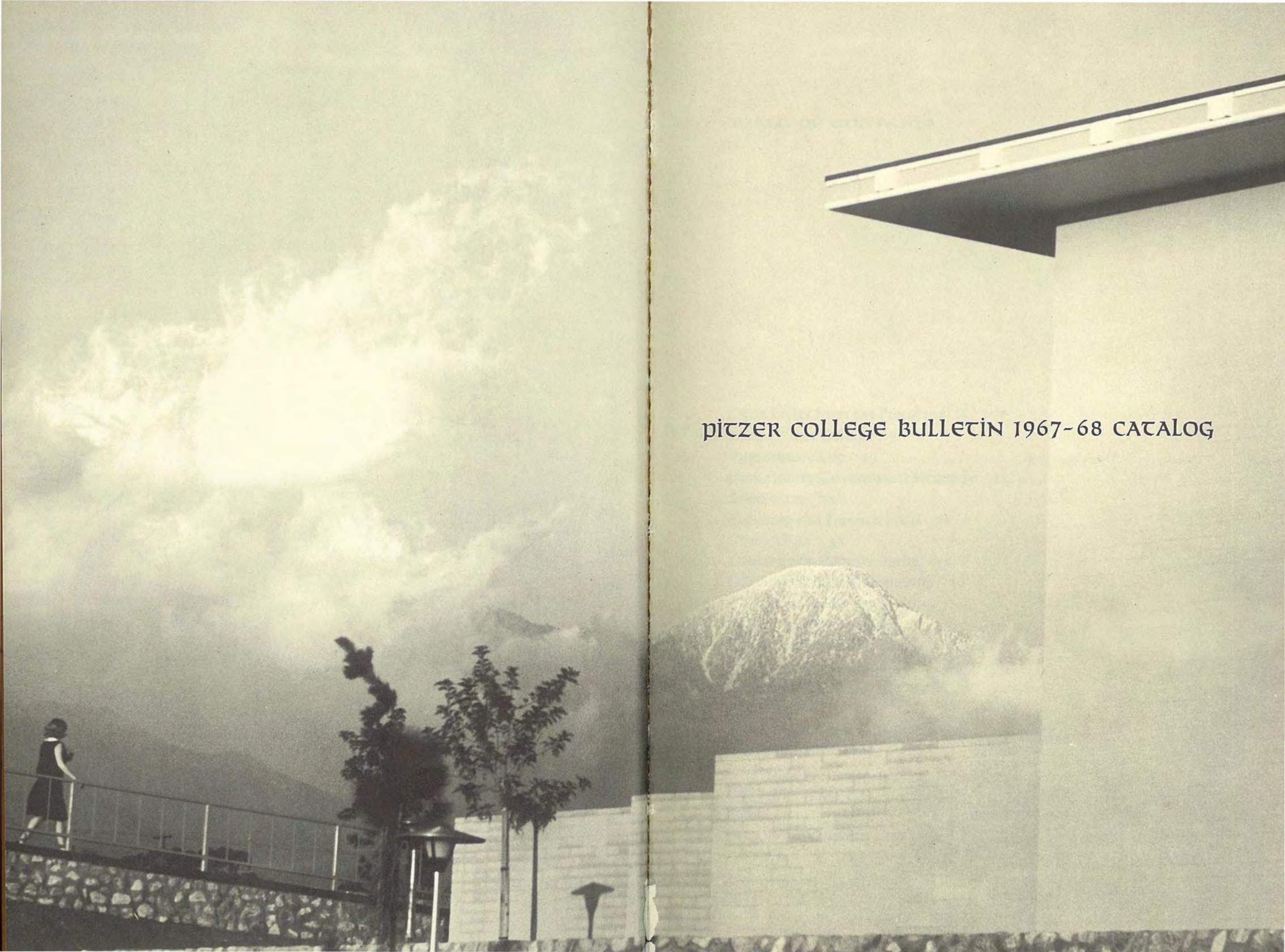
pitzer college
bulletin
1967-68
catalog

Pitzer College, one of The Claremont Colleges, is a small, independent, residential, liberal arts college for women, with curricular emphasis on the social and behavioral sciences. Inquiries about admission may be addressed to: Admissions Office, Scott Hall, Claremont, California 91711

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PITZER COLLEGE BULLETIN 1967-68 CATALOG

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OPEN LETTER FROM THE PRESIDENT

If you are an intelligent, curious, and vital young woman, devoted to the pursuit of knowledge, we at Pitzer College extend to you a cordial invitation.

If you would choose learning through experience and experimentation, we are interested in having you as a member of the Pitzer Community.

Our educational emphasis is on individual development, and our curricular focus is on the social and behavioral sciences within the wide and varied field of the liberal arts.

Ours is an enterprise of educational exchange, and you will be expected to learn from the knowledge you have gained and share it with other members of the Pitzer Community.

This process of exchange does not reside solely within the Pitzer Community, for Pitzer is a member of The Claremont Colleges. Based on the cluster concept in the Oxford tradition, The Claremont Colleges form one of the most unusual and distinctive collegiate communities in the world.

Here, you will find the excitement available in a small, residential college, combined with the resources and facilities normally found only at a university. Together, they will help make your intellectual adventure rich and meaningful.



At Pitzer College, you will be expected to take an active part in the designing of your education through discussion, research and experimentation. You will find your professors and advisors eager to work with you individually in planning a program of study to fit your interests and ambitions—whether you prefer to investigate man's past through history and anthropology, explore man's present and his potential through biology, sociology and psychology, or begin to make a contribution of your own to man's creative achievement in art, music and literature.

Continuing through all your studies at Pitzer will be a constant evaluation of your new knowledge through philosophy, religion, and the ideals and faiths which give man's efforts significance.

At Pitzer College you will be expected to embark upon an original intellectual enterprise, in which you do not accept passively the maxims of scholars.

We believe that a liberal education in the very highest sense can come only through close co-operation of faculty and students and through individual curiosity and vitality. Our ideals are the reality of our efforts.

We invite you to join us.



ABOUT PITZER COLLEGE

Years of Growth

THE SIXTH AND NEWEST member of The Claremont Colleges, Pitzer College was founded in 1963 through the generosity of Mr. and Mrs. Russell K. Pitzer of Pomona, California. A liberal arts college for women, Pitzer places curricular emphasis on the social and behavioral sciences.

In the four years of intensive growth since the founding of the College, the excitement of experimentation has spread among students, faculty and administration. This excitement is one of the unifying forces of Pitzer. The other is the sense of community, whereby student, faculty member, administrator and trustee seek together the answers to today's educational methods and problems.

Educational Commitments and Goals

The faculty and students are the College's greatest asset and both are keenly committed to undergraduate education.

Pitzer makes every effort to provide a student body of diverse ethnic, cultural, geographical and socio-economic background. As a residential college, Pitzer provides a double learning experience—undergraduates learn much from each other as well as from professors.

The context of a Pitzer education is therefore that of a vital, ever-changing academic community in which both student and teacher participate in the learning process. The will to innovate and to experiment—in college organization, in curriculum, and in the use of facilities—and the courage to abandon each innovation if it does not prove to be worthwhile are the dominant characteristics of the intellectual climate of Pitzer. This concept extends to the greater community, where students may gain experience—either as volunteers or in class-related projects—in the action-oriented community programs taking place in Operation Head Start, hospitals, and nursery schools. These commitments and goals are enhanced because Pitzer is part of the university-type community of The Claremont Colleges.



The Campus

The twenty-acre campus of Pitzer includes Scott Hall, the first administration and classroom building; Fletcher Hall, a hexagonal classroom and office building; Bernard Hall, a second hexagonal building with offices, classrooms, and a study-library; Sanborn and Holden Halls, dormitories each housing 200 students. Buildings completed in 1967-68 include the McConnell Dining Center, and Mead Hall, a 230-student dormitory.

These buildings have been named in honor or memory of: Ina Scott Pitzer and her mother, Mrs. Elizabeth Fletcher; Robert J. Bernard, founding chairman of the Pitzer Board of Trustees; Flora Sanborn Pitzer, Mr. and Mrs. Roger C. Holden, Odell S. McConnell, chairman of the Board of Trustees, and Mrs. Giles W. Mead, member of the Board of Trustees.

In addition to the above facilities, Pitzer students have access to library, drama, auditorium, chapel, and infirmary facilities shared by all The Claremont Colleges and described elsewhere.

The City of Claremont

Claremont, California (pop. 20,000) is located at the base of the San Gabriel Mountains in eastern Los Angeles County, 35 miles from Los Angeles. For many years a center for citrus growers, Claremont is now predominantly residential. It is served by major freeways and limited public transportation. The Greater Los Angeles Area provides excellent offerings in music, drama, fine arts, museums of natural history, science and industry, and art. Pacific beaches, mountain and desert areas are readily accessible by automobile.

The Claremont Colleges

Forty years ago The Claremont Colleges began an experiment which was unique in American higher education. That experiment, the group or cluster concept, was designed to provide superior intellectual resources for increasing numbers of students while maintaining the personal relationships of the small college: a closely knit academic community, effective counseling, and small classes. The result today is a major educational center which has for many years combined the strengths of the small college and the university. Each college has its own emphasis and direction within the framework of liberal education. The student in Claremont therefore has an unprecedented opportunity to share in the academic life of the larger community through courses offered in adjacent colleges and through joint extra-curricular activities.

The members of The Claremont Colleges, their founding dates, and a brief description follow:



Claremont University Center, founded in 1925. President, Louis T. Benezet. This is the central coordinating institution of the group—1) coordinates all graduate education for the colleges; 2) owns and is responsible for the operation of joint facilities: library, auditorium, theater, business office, health service, religious center, and centralized utilities; 3) holds adjacent undeveloped land and is responsible for establishing new colleges. The Graduate School enrolls more than 1,000 students and awards Doctor's and Master's degrees.

Pomona College, founded in 1887. President, E. Wilson Lyon. Enrollment, 1,200. The founder member of The Claremont Colleges, Pomona is a coeducational liberal arts college with full offerings in the natural sciences, the social sciences, and the humanities.

Scripps College, founded in 1926. President, Mark H. Curtis. Enrollment, 500. A residential liberal arts college for women, Scripps is noted for its emphasis in the humanities with courses of study that lead to concentrations in literature, the arts, social studies, philosophy, psychology, religion, and science.

Claremont Men's College, founded in 1946. President, George C. S. Benson. Enrollment, 700. Emphasis is on public affairs, with majors in the humanities, science and mathematics, and the social sciences. Maximum enrollment is planned for 800.

Harvey Mudd College, founded in 1955. President, Joseph B. Platt. Enrollment, 300. Harvey Mudd is a coeducational college of science and engineering with supporting emphasis on humanities and social sciences. Four majors are offered: physics, chemistry, mathematics, and engineering. Plans are to expand enrollment to a maximum of 400.

Pitzer College, founded in 1963. President, John W. Atherton. Enrollment, 600. It is a liberal arts college for women with emphasis in the social and behavioral sciences, offering concentrations in 19 major areas.

The joint services and facilities available to members of The Claremont Colleges are:

Honnold Library. Named for the late William L. Honnold, the library contains 420,000 volumes and subscribes to 3,000 periodicals. It is three blocks from the Pitzer campus.

Bridges Auditorium. A 2,500-seat auditorium for major lectures, concerts, and other events of The Claremont Colleges. It is seven blocks from the Pitzer campus.

Baxter Medical Building and Memorial Infirmary. These buildings contain doctors' offices, special treatment rooms, and infirmary beds. They are located six and three blocks from the Pitzer campus, respectively.

Faculty House. A gift of the late Mr. and Mrs. Harvey S. Mudd and the Seeley W. Mudd Foundation, the Faculty House is a dining and meeting place for all faculty members of The Claremont Colleges and their guests. It is four blocks from the Pitzer campus.

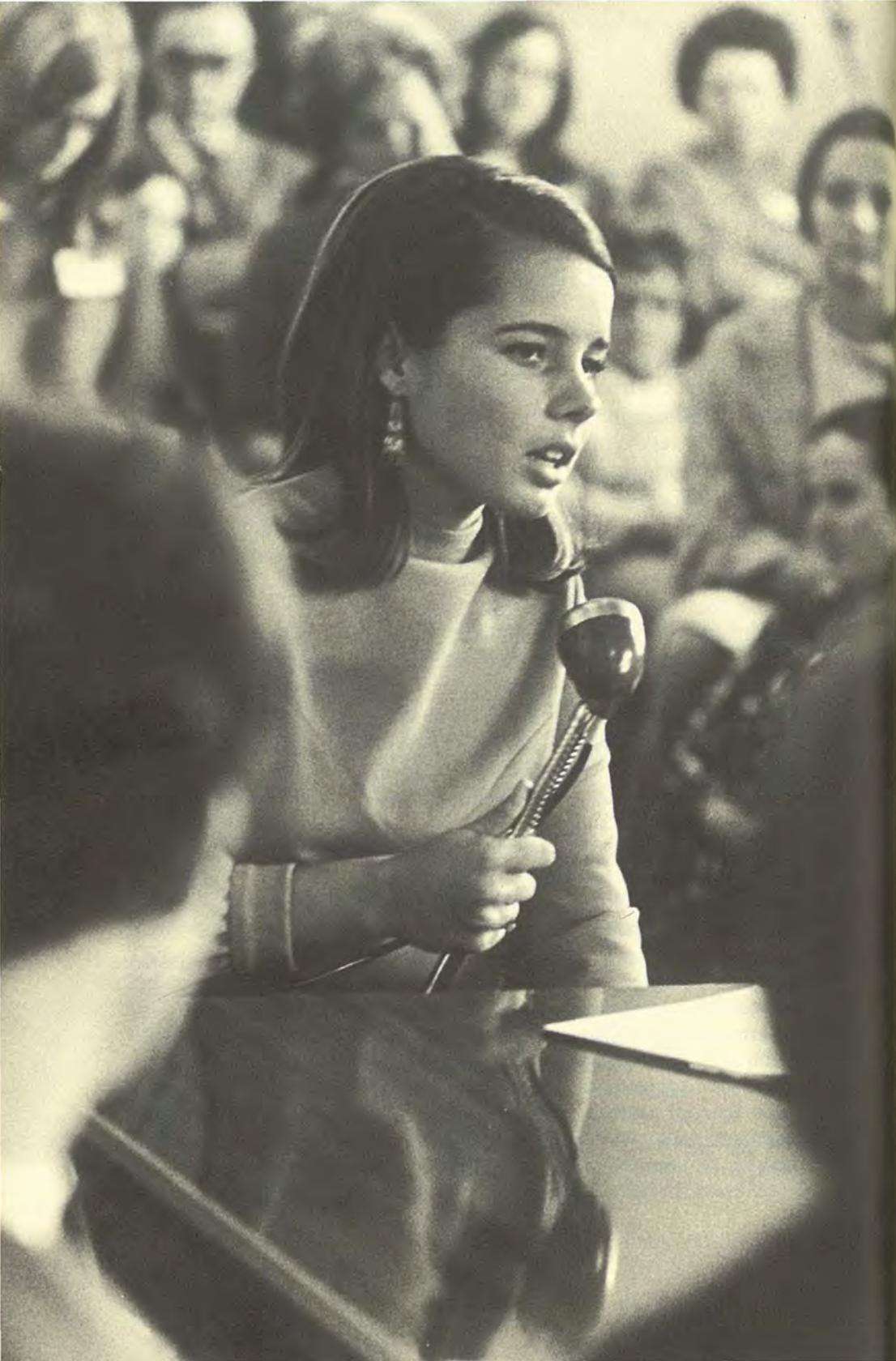
McAlister Center for Religious Activities. A gift of Mrs. Amilie McAlister in memory of her father, William H. McAlister, this building houses the Office of the Chaplain and of the Counseling Center of The Claremont Colleges. It is three blocks from the Pitzer campus.

Pendleton Business Building. The gift of Mr. and Mrs. Morris B. Pendleton, this building houses the Business and Controller's Offices of The Claremont Colleges and the Print Shop. It is four blocks from the Pitzer campus.

The Garrison Theater. The gift of Mr. and Mrs. Robert H. Garrison, the 700-seat theater is the center for drama activities of The Claremont Colleges. It is three blocks from the Pitzer campus.

Future joint facilities of The Claremont Colleges currently projected include an all-campus bookstore and a teaching museum.

Nearby institutions affiliated with The Claremont Colleges include Rancho Santa Ana Botanical Garden, Blaisdell Institute (for world religions), College Student Personnel Institute, Francis Bacon Library, and Southern California Theological Seminary. Immaculate Heart College will move from Los Angeles in 1970.



COMMUNITY LIFE

Community Government

THE PITZER COMMUNITY GOVERNMENT is based on the conviction that education is the common concern of students, faculty, administration and trustees.

The Pitzer Community Government was drawn up in 1964-65 by a Planning Board which consisted of nine students and one faculty member. After several modifications, it was adopted by a vote of the entire Pitzer Community. The faculty subsequently approved the plan, delegating to the Community Government a number of the functions previously assigned to the faculty. Extensive revisions were made in the spring of 1966. In the fall of 1967, the Board of Trustees officially approved the plan, with only one revision: To include Trustees as part of the Community.

The goal of the Pitzer Community Government is to aid in the development of excellence in education in and out of the classroom. It is designed to achieve this aim by providing continuous communication among faculty, students, and administration, and by allocating more responsibility to individual students in academic and administrative concerns than is customary. It is believed that students will grow intellectually and personally through the experience of having this unusual degree of responsibility and an opportunity to work closely with members of the faculty and staff on academic, educational, and administrative matters in the committees of Community Government.

Community Government operates principally through two elected councils which are advisory to the President of the College. The first of these, College Council, is concerned with educational and administrative matters other than those reserved by the faculty and administration. The established committees of College Council deal with such matters as admissions and financial aid, academic events, educational inquiry, foreign study, registration, architecture and facility development, political activities, and special projects. College Council is comprised of four faculty members, one of whom will serve as the Chairman in 1967-68, two members of the administration, and four students.

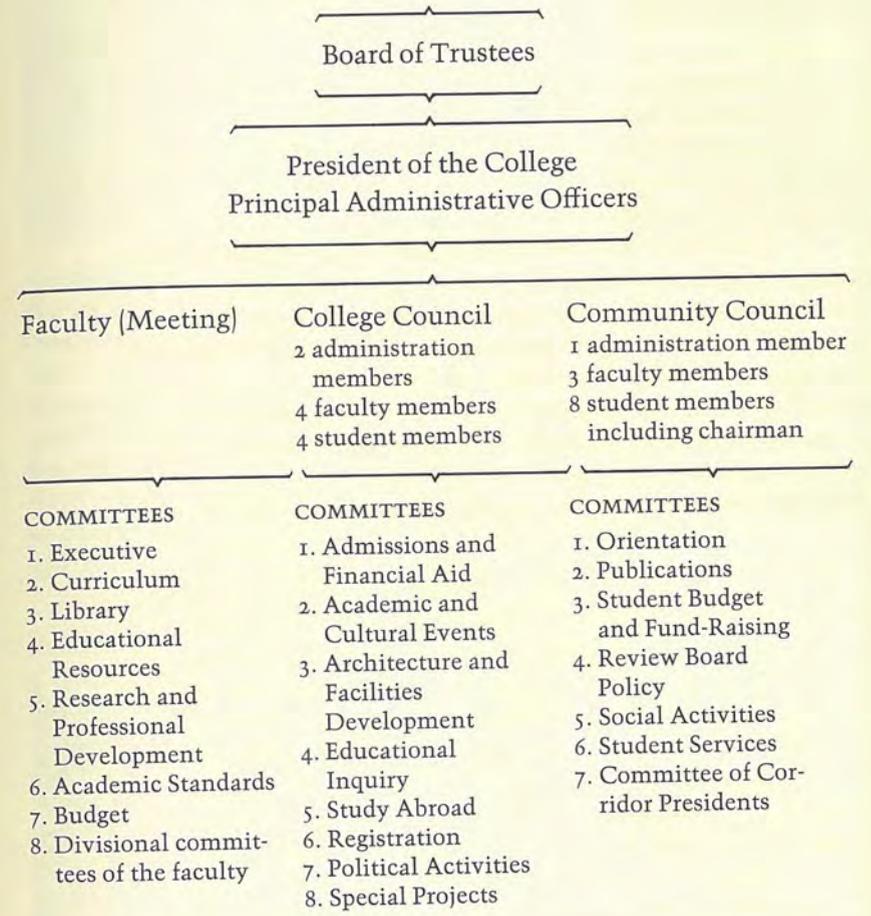


Community Council, the other elected body, deals with policies affecting community life, such as social affairs, elections and, through the Committees of Corridor Presidents, dormitory life. The established committees of Community Council concern themselves with budget and fund-raising for student activities, orientation of new students, publications, dormitory regulations, student services, and elections. Community Council consists of eight students, one of whom serves as a chairman, three members of the faculty, and one member of the administration.

Community Government also functions through Town Meeting, a gathering open to all members of the community: students, faculty, administration, and trustees. The central purpose of Town Meeting is to serve as a forum for discussion through which free exchange of ideas can take place. Town Meeting also may make recommendations to the Councils and committees of the Community Government and may call for polling community opinion.

Appointments to the committees of Community Government have been made with positions on each reserved for new students, faculty, and administration. It is the intention of the Community Government to offer opportunities for participation to as many students as possible.

Structure of Community Government



Other bodies of community government not shown in the above structure:

1. Town Meeting (advisory to the Councils)
2. Judicial Council (currently for academic and major social offenses)
3. Review Boards (for minor infractions of dormitory rules)



Orientation Program. The orientation program preceding the opening of college in September includes conferences with faculty advisors designed to plan programs of studies, small group and panel discussions dealing with academic and co-curricular aspects of college, discussions on the summer reading, a few orientation lectures, placement examinations and other tests. During this period students also have an opportunity to meet members of the faculty and administration of the College and students from the other Claremont Colleges at a number of social events. Detailed information concerning the orientation program is mailed to every entering student during the summer.

Housing Facilities. The first two residences, Sanborn and Holden Halls, accommodate approximately 200 students each. In 1967, a third residence hall, Mead Hall was completed and will accommodate 230 students. Rooms in this new residence are grouped in suites of 2 doubles and 4 singles surrounding a livingroom. All rooms are furnished; each student is provided with a bed, a desk and chair, and a swing-arm wall lamp. In addition, each room is equipped with bookshelves, draperies, and ample closet space. The buildings include recreation rooms and lounges for meetings, seminars, and social activities. It is expected that most students will live in the residence halls, except for a few whose homes are in Claremont or for whom special provision has been made to live off-campus.

Student Counseling. Pitzer plans to remain a small college. The President, the deans, and faculty members are therefore readily available to students for educational, vocational, and personal advice. In addition, each new student is assigned to a faculty advisor to whom she will have ready access for particular help in relation to her academic program. Members of the resident staff are also

available to assist students in finding answers to the innumerable questions which arise in relation to dormitory living and social events.

The Pitzer Counseling staff includes three members working with the Dean of Students, who have specific assignments to the three dormitories and regularly have daytime and evening hours when they are available for counseling. Students will also find help in obtaining employment from the Director of Financial Aid.

The Claremont Colleges Psychological Clinic and Counseling Center, located in McAlister Center, provides a trained staff of psychologists to counsel students on personal problems, study difficulties, and career decision. Many kinds of tests are given at the Center, and all appointments are free of charge. Counseling is confidential, and no information is released—even the fact of the student's use of the counseling service—without the student's permission.

Health counseling and medical service are both available at Baxter Medical Center where three full-time physicians and several nurses are regularly in attendance. (See page 13 of this catalog.)





Extracurricular Activities

Religious Activities. Students have an opportunity to attend the religious services of their faiths in the Claremont area. The College Church, governed and guided by student and faculty members of the College Church Board, meets in Bridges Hall of Music every Sunday at 11:00. The non-sectarian services are conducted by the Chaplain and guest ministers. Pitzer students are welcome to attend and participate in religious activities at McAlister Center and on other campuses.

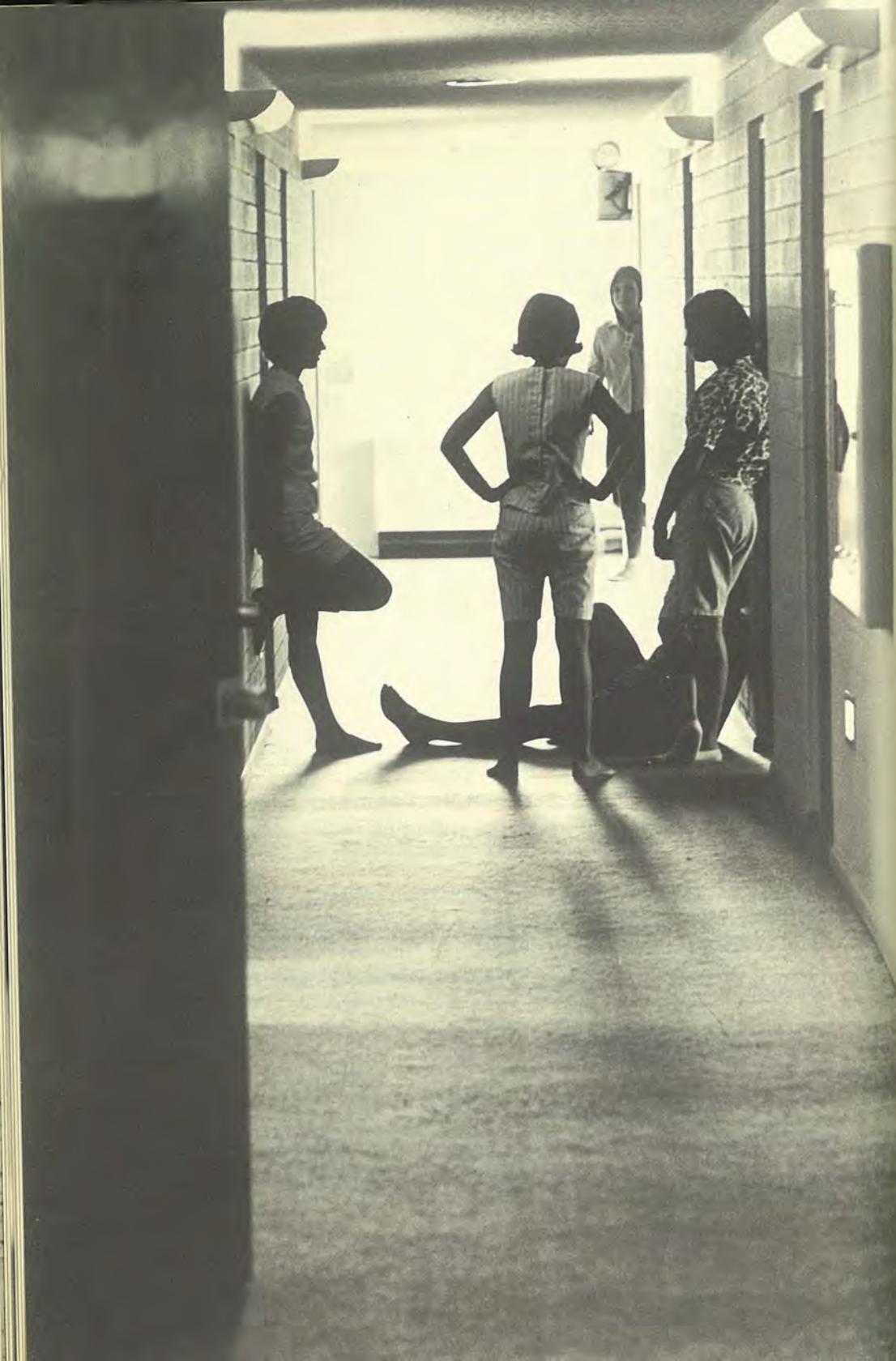
Publications. Students of The Claremont Colleges publish jointly *The Collegian*, a semi-weekly newspaper of the five undergraduate colleges in Claremont. Each College has its own news editor and staff working under the supervision of *The Collegian* editors. In ad-

dition, Pitzer publishes a community quarterly, *The Participant*; a news bulletin, *Sound Off*, which frequently has been the forum for discussion of major issues confronting the Pitzer community; a literary magazine, *Snollygoster*; a yearbook, and a student handbook. A new publication, *What's Happening at Pitzer*, is scheduled to begin in 1967-68.

Drama, Music, Forensics. Siddons Club (a dramatic society) and the Glee Club are joint activities of Pitzer, Scripps, Harvey Mudd, and Claremont Men's Colleges. Pitzer also joins with Scripps and Claremont Men's College in a forensics program. The Pomona College orchestra is open to qualified Pitzer students.

Claremont Colleges Artist Course Series. The Claremont Colleges Artist Course has been presented in Bridges Auditorium since 1931. By arrangement with the Claremont University Center, all full-time students at Pitzer may attend these concerts. Prior to each event, student reservation days are scheduled. During these reservation days a student may take her student body card to the box office and receive a reserved seat for the concert. To assist our students, there are always two reservation days with tickets for each event split evenly between both days. The box office at Bridges Auditorium is open from 9:00 a.m. until 12:00 noon, and from 1:00 until 5:00 p.m. Students are seated throughout the auditorium. Artist Course events for the 1967-68 season are: The American Brass Quintet, The Los Angeles Philharmonic appearing in two concerts, and The Chamber Orchestra of Philadelphia.

Celebrity Events. This series of concerts, inaugurated in 1962, was designed to meet the growing musical demands of the students and the general public and differs in content from the Artist Course Series in that it presents only the season's most outstanding national and international touring attractions and at reasonable prices. Tickets may be purchased on a season ticket basis or on a single ticket basis. Season tickets will be sold at the beginning of the fall semester. Single tickets will be on sale at Bridges Auditorium on student sale days before each concert. Student body cards must be presented for student discount prices. All concerts are presented in Mabel Shaw Bridges Auditorium. Celebrity Events for the 1967-68 season are: Van Cliburn, The Ballet de Madrid, and Marcel Marceau.



ADMISSION

ACADEMIC PROMISE, of which the best single indicator is secondary school performance, is the basis for admission. The College Council of Pitzer College has given its Committee on Admissions and Financial Aid the responsibility of making admissions decisions. At least five of the members of the Committee approve each candidate accepted for admission. Criteria for admission include the secondary school record and class standing, test scores of the College Entrance Examination Board, school recommendations, and special qualities of the applicant. Consideration is given to the specific secondary school course work taken.

The College does not require any specific high school program, but a candidate's record must show sufficient preparation to do college level work. This means that a college preparatory course should include four years of English; two or more years of work in science, social science, and mathematics, and three or more years of language study.

APPLICATION PROCEDURE. The following forms should be submitted as early as possible in the senior year but not later than March 1. They may be obtained by writing the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711.

1. *Application.* A fee of \$15.00 must be enclosed with the application. This fee covers part of the cost of processing the application and is not ordinarily refundable.
2. *Two References.* One to be filled out by the principal or counselor, and one by a classroom teacher.
3. *Secondary School Transcript.* To be sent during and/or at the completion of the first half of the senior year. An offer of admission is subject to successful completion of all secondary school work.
4. *College Entrance Examination Board Test Scores.* Each applicant is required to submit test results of the Scholastic Aptitude Test and three Achievement Tests. Applicants should take the English Composition Test and any two others of her choice. These tests are offered in December, January, March, May, and July (plus November in California and a few other states). The Bulletin of Information



of the College Entrance Examination Board—which contains information about fees and lists of examination centers—may be obtained from high school guidance officers or by writing to the College Board. Applicants from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming should write to: College Entrance Examination Board, Box 1025, Berkeley, California 94704; all others should write to Box 592, Princeton, New Jersey. The test scores are sent directly by the College Board to those colleges specified by the students when taking the tests.

INTERVIEWS. Although an interview is not required for consideration for admission, prospective students are urged to visit the campus and to talk with a designated representative of the College whenever possible. Interviews are scheduled on weekdays, and on Saturday mornings when college is in session. Appointments for such visits may be made by writing to the Director of Admissions, Scott Hall, Pitzer College, Claremont, California 91711, or by telephoning (714) 626-8511.

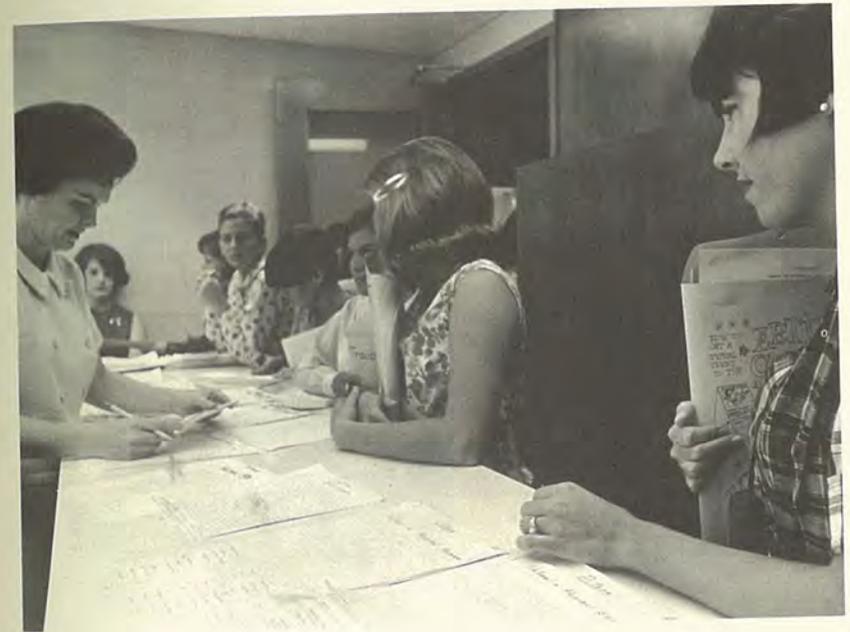
ACCEPTANCE. The College will notify each applicant of its decision by April 15. The College observes the Candidates Reply Date and

upon receipt of required deposits on this date, the College considers the student entered for the following year. Further information about these fees may be found on page 27.

MEDICAL. Entering students must submit by August 1 the results of a medical examination on a prescribed form furnished by the College, including certificates of recent smallpox and tetanus immunizations and a certificate of a satisfactory tuberculin skin test or chest x-ray within the preceding six months.

TRANSFER STUDENTS. Pitzer College accepts transfer students into the freshman, sophomore, and junior classes. The same credentials are required as for entering freshmen, except that the Achievement Tests of the College Entrance Examination Board are not required. Transcripts of all previous college work are to be submitted. Applications for admission from transfer students should be received by May 1.

FOREIGN STUDENTS. A foreign student should complete the regular application requirements. In addition, she should submit evidence of her ability to speak and write English.





EXPENSES AND FINANCIAL AID

Expenses at Pitzer College for 1967-68

COMPREHENSIVE FEE FOR RESIDENT STUDENTS \$2,950

This fee covers tuition, room and board. It does not include fees for Community Activities, health services, or books, supplies and incidentals. Residence halls are closed during the Christmas and Spring vacations. In special cases, however, permission may be granted to remain on campus during Spring vacation at a nominal charge.

COMPREHENSIVE FEE FOR NON-RESIDENT STUDENTS \$1,700

This fee applies only when a student lives with members of her family who are residents of Claremont and vicinity and/or when permission has been granted for off-campus living. Pitzer College is essentially a residential college.

Fees are payable each semester at registration time—\$1,522.50 for residents, \$897.50 for non-residents.

The College has two plans for meeting expenses in installments:

1. A 12-month plan of equal payments beginning June 1 before registration, for which a service charge of one dollar per month is made.
2. An eight-month plan (four equal payments each semester), beginning at registration, for which there is a service charge of six dollars per semester.

Inquiries concerning these plans should be directed to Bursar, Pitzer College, Pendleton Business Building, Claremont, California 91711.

FEEs FOR THE ENTERING STUDENT

1. Application fee, \$15. This fee should accompany the application form sent to the Office of Admissions. It covers part of the cost of processing the application and is not ordinarily refundable.
2. Commitment deposit, \$50. This deposit should be submitted no later than May 1 by each accepted student choosing Pitzer. Upon

receipt of this deposit, the College considers the student entered for the following academic year. This fee is not refundable if the student withdraws before registration in the Fall. Thereafter, it will be held until the student is graduated or withdraws from the College, when it is refunded after any proper charges have been deducted.

3. Room reservation fee, \$100. This fee should be sent no later than May 1 to the Office of Admissions. It is credited to board and room charges and is not refundable if the student withdraws after June 15.
- *4. First-semester fee, \$1,422.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.
- *5. Second-semester fee, \$1,522.50. This is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.
6. Commitment deposit and room reservation fee for transfer students and late applicants. Amounts are the same as stated above. The office of Admissions will notify these students regarding date of payment and possible refund date.

FEES FOR THE RETURNING STUDENT

1. Room reservation fee, \$100. This fee is due on May 1, is credited to board and room charges, and is not refundable after June 15.
- *2. First-semester fee, \$1,422.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.
- *3. Second-semester fee, \$1,522.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.

FEES FOR THE NON-RESIDENT

1. Application fee, \$15. Same as for entering resident applicants.
2. Commitment deposit, \$50. Same as for entering resident students.
- *3. First-semester fee, \$897.50. This fee is due on or before the day of registration and covers tuition and health and community activities.

*See also section on *Deferred Payment Plan*, page 27.

4. Second-semester fee, \$897.50. This fee is due on or before the day of registration and covers tuition and health and community activities fees.

MISCELLANEOUS FEES AND EXPENSES

1. Miscellaneous expenses for each student (including books, supplies, and incidentals) can be expected to range from \$350 to \$500 for the year. It is estimated that books and supplies may cost between \$50 and \$100 a semester and incidental personal expenses between \$100 and \$200 a semester.
2. Any student wishing private instruction in applied music should consult the catalogs of Scripps College and Pomona College for the charges involved.
3. Certain additional lab fees may be required to cover the cost of miscellaneous supplies, field trips, etc. See course description for applicable fees.
4. Reinstatement service fee. Every student is responsible for meeting promptly any payment due the College. Anyone who fails without explanation to meet an obligation on the due date may be barred from classes. When such a student makes her payment, she is charged a \$10 reinstatement fee. Any student leaving college with unpaid financial obligations cannot be given a transcript until settlement is made.
5. Fee for students doing part-time work (less than three courses), \$200 per course.
6. Fee for auditing, no charge for regularly enrolled students carrying full programs in The Claremont Colleges. Fee for all others is \$100 per course.
7. Summer independent study, for which the student has been granted permission, \$180 per course or \$90 per half-course.
8. Fee for graduating seniors, \$10.

WITHDRAWALS

Notice of withdrawals should be filed with the Registrar's Office. A student intending to withdraw should file her notice before January 1 for the spring semester and before June 15 for the fall semester.

Anyone withdrawing with permission and for good cause before the mid-point of any semester receives a refund of one-half the tui-

tion and a pro-rata refund of the board charge (less a pro-rata deduction of any scholarship she holds). No refund of the room charge is made. No refunds are made for withdrawals after the mid-point of a semester, regardless of cause.

Financial Aid

No student with a strong scholastic record should hesitate to apply for financial aid.

The application for financial aid is the Parents' Confidential Statement. This form is available at secondary schools or by writing the Director of Financial Aid, Pitzer College, Claremont, California 91711. This is the only application necessary and it should be sent to the College Scholarship Service by March 1. Awards are based upon the need determined from the Parents' Confidential Statement, and vary from a few hundred dollars to total expenses.

In most instances financial aid awards consist of a grant, a loan, and a paid job. The job, averaging 5-10 hours per week, will provide up to \$600 per year toward expenses.

Pitzer College participates in the National Defense Student Loan Program, the Federally subsidized Guaranteed Loan Program, and the United Student Aid Funds, Inc. Details about these programs may be obtained by writing the Director of Financial Aid. Other Federal programs are the College Work-Study Program, whereby needy students may earn part of their expenses, and the Educational Opportunity Grant Program for students with extreme financial need.

Each year after entrance the Parents' Confidential Statement should be filed by April for financial aid consideration in the following academic year. Students who are awarded financial aid will continue to receive aid throughout their undergraduate years at Pitzer, so long as their need continues and as long as they are in good academic standing. Notice of renewal of financial aid is sent in the Spring.

A list of special Pitzer College scholarship funds follow:

The Student Memorial Fund, an endowed fund in memory of Pitzer students, started in 1966 in memory of Susan Crawford, Class of 1968.

The Canfield Foundation Scholarship, for students from the Los Angeles area.

The Martha Louise Criley Scholarship Fund. The income from this fund, established by her family, is used for scholarships.

The Ebell of Los Angeles Scholarship Fund, for students whose homes are in Los Angeles County.

The J. Ford Scholarship Fund, for students who can especially enrich the Pitzer Community.

The Haynes Foundation Scholarship, for juniors or seniors majoring in the social sciences.

The Sylvia Sticha Holden Scholarship Fund. The income from this fund, established by Mr. Roger Holden, is used for scholarships.

The Inter Primus Pares Fund, established by the senior class of 1967 for the purpose of "perpetuating and strengthening Pitzer's commitment to diversity in its student body."

The Mayr Foundation Fund, for scholarships.

The Ada Belle McCleery Scholarship Fund. The income from this fund, established by Miss Ada Belle McCleery, is used for scholarships.

The Flora Sanborn Pitzer Endowed Scholarship Fund, preferably for students with interest and ability in mathematics. This fund was given by Kenneth S. Pitzer in memory of his mother.

The Esther Stewart Richards Scholarship Fund. The income from this fund is used for scholarships.

The Mabel Wilson Richards Scholarship Fund, for scholarships for students from Los Angeles County.

The Frederick Salathé Fund for Music and Cultural Arts, to promote musical and other cultural events at the college and to support efforts of musicians and artists.

The Annis Van Nuys Schweppe Scholarship Fund. The income from this fund is used for scholarships.

The George G. Stone Memorial Scholarship Fund. The income from this fund, named in memory of the first vice-chairman of the College's Board of Trustees, is used for scholarships.

The I. N. and Susanna H. Van Nuys Foundation Scholarship. This fund, a gift of the I. N. and Susanna H. Van Nuys Foundation, is used for scholarships.



CURRICULUM

THE EDUCATIONAL OBJECTIVES of Pitzer College will be fulfilled in a graduate who combines self-knowledge and independence of judgment with a broad awareness of the world and a mastery of a particular discipline or field of knowledge. The curriculum—a liberal arts curriculum with a social science emphasis—takes normally four years to complete and leads to the degree of Bachelor of Arts. The College is accredited by the Western Association of Schools and Colleges. In order to graduate, a student must satisfactorily complete 32 courses, have at least a C average, and meet the following requirements:

I. *Freshman Seminar and Independent Study.*

A. In order to involve herself immediately in the on-going process of scholarly research and critical reflection, and to help prepare herself for later independent study, each student will elect a *Freshman Seminar* in the fall semester of her freshman year.

The Freshman Seminars are designed to engage students in the intellectual life of the College. They are distinguished from many other courses offered at an introductory level by their limited size, the flexibility with which the student's work is planned, and their intellectual purpose. Freshman Seminars are intended to introduce the student not to a subject-matter field, but to a special problem within it; not to the findings of scholarship, but to the way in which a scholar attacks a problem. In the Seminars, each student is associated with a scholar in an inquiry dealing with a subject which the faculty member himself is in the process of exploring.

Freshman Seminars normally consist of fifteen students or less meeting with a member of the faculty for a period of three hours per week or less. The Seminars are graded Pass/Fail and do not (except in the case of those in English) satisfy any other requirements of the College. Students select the Seminar in which they are most interested, but inevitably some students are assigned to a Seminar of their second or third choice. For descriptions of Freshman Seminars offered in 1967-68, see pages 99-101.

B. In order to develop her capacity for independent work, each student must complete *one additional Seminar or an Independent*

Study Project during one of the three semesters following her Freshman Seminar. The concern of the faculty is to foster intellectual development rather than simply to provide instruction. It is hoped that students will develop a capacity to plan and execute projects of their own conception and will acquire a competence in original research and writing beyond that fostered by courses of instruction depending upon fixed assignments and lectures. Both Seminars and Independent Studies should be regarded as cooperative academic ventures; their full value will be realized only if they are treated by students as enterprises in which success or failure is in greater degree their own responsibility than that of the instructor.

Independent Study projects are arranged by agreement between the student and a faculty member. By agreement they may be credited either as courses or half-courses, and they may be graded either Pass/Fail or with letter grades. Seminars other than fall semester Freshman Seminars are listed by field; they are restricted in size to approximately 15 students, and they may be graded either Pass/Fail or with letter grades by mutual agreement of instructor and student. There is no limit on the number of Seminars or Independent Studies that a student may elect to take.

2. *Distribution in the Social Sciences.*

Pitzer's curricular emphasis is founded upon a belief in the special importance of the social sciences for understanding and acting in our increasingly man-made world and for bridging the growing cultural gap between the sciences and the humanities. In order, therefore, that she may have some understanding of social, economic, and political problems and institutions, each student must satisfactorily complete *four courses in the social sciences*, chosen to include at least two of the following fields: anthropology (including archaeology and mythology), economics, political studies, psychology, sociology. Students electing to take Social Sciences 50-51 may satisfy this requirement by taking any two additional social science courses.

3. *Distribution in History.*

In order to gain some acquaintance with the historical dimensions of civilization, each student must complete satisfactorily, normally in her freshman or sophomore year, *two Pitzer history courses*, to be selected from two of the following areas: American, Asian, ancient

and medieval European, modern European. The following courses may be used to satisfy the requirement: History 12, 14, 36, 37, 55, 56, 120, 123, 140, 141, 144, 145.

4. *Distribution in the Humanities.*

In order that she may gain a more sophisticated appreciation of ethical and aesthetic values, each student must complete satisfactorily *two courses in the humanities*, to be selected from two of the following areas: English literature, literature in a foreign language, classics, philosophy, religion, the fine arts, music. Both academic courses and courses in studio and performing arts may be taken within the fields of fine arts and music.

5. *Distribution in the Natural Sciences.*

In order to become intelligently aware of some of the methods and findings of contemporary natural science, each student must complete satisfactorily *two semesters of laboratory science* to be selected from any of the introductory laboratory courses offered in the biological or physical science fields. A student wishing to satisfy this requirement with courses offered at another of The Claremont Colleges must obtain prior approval from the natural sciences faculty at Pitzer.

Note: With the exception of natural sciences concentrators, students are normally expected to fulfill their science requirement by the completion of Natural Sciences 50-51 or 43-44.

6. *Fluency in English.*

The English program emphasizes competence in writing. Each student must elect *one* course, seminar, or tutorial in English in her *freshman year* and one in her *sophomore year*. An English tutorial is a half-semester of intensive work in writing and confers half-course credit. Freshman Seminars in English may be counted towards this requirement.

7. *Competence in a Foreign Language.*

Pitzer requires each student to attain third-year competence in a foreign language, normally by the beginning of the junior year so that the language can be used as a research tool in the junior and senior years. Students must declare by the end of the freshman year the language in which they intend to satisfy the requirement.

Third-year competence indicates: a reasonable pronunciation; the ability to compose comprehensible short sentences orally in a brief conversation; the ability to comprehend and summarize the elements of a short lecture; the ability to read a passage for general comprehension and to write a short essay interpreting and evaluating the text.

Competence may be demonstrated by: (1) passing an examination; (2) successfully completing the appropriate courses at Pitzer College or another of The Claremont Colleges; (3) proving in some other way acceptable to the foreign language faculty that a satisfactory proficiency has been obtained.

Students who demonstrate third-year competence at entrance must *maintain* their proficiency during the freshman and sophomore years. Proficiency may be maintained by language and literature courses, summer session courses, travel abroad, independent study, or verified use of the language in some other course.

Students are urged to continue the study of a language they have already studied before coming to Pitzer College. Students will normally be admitted to beginning courses in modern language at Pitzer only after having achieved proficiency in another language.

Note: Reading competence in a classical language (Latin or Greek) satisfies the Pitzer foreign language requirement.

8. *American History and Government.*

To be eligible for graduation, all students are required by the laws of the State of California to demonstrate a knowledge of American history and government. Pitzer students may meet the requirement in any one of the following ways:

- a. *By completing an approved Pitzer course in American history or American government. (Courses offered in 1967-68 are History 55, 56 and Political Studies 105.)*
- b. *By demonstrating that she has met the requirement at a California college previously attended, or that she has completed satisfactorily at any other college, a course or courses suited to meeting the Pitzer requirement.*
- c. *By passing an examination normally offered three times annually for which students may study independently.*

Examinations are graded Pass/Fail and are based on lists of topics made available to the student. Students will be expected to write



essays on four of seven topics selected from the list by the examiner. Reading lists for those preparing for the examination are obtainable from Mr. Everett.

9. *Concentration.*

In order that each student should have the experience of attaining the kind of mastery in depth that makes informed independent judgments possible, a field of concentration will be elected by the end of the sophomore year, and a substantial part of the junior and senior years will be devoted to the concentration program.

FIELDS OF CONCENTRATION

1. Fields of concentration currently offered include: American studies, anthropology, art, biology, chemistry, classics, English, European studies, French, history, human biology, humanities, Latin American studies, philosophy, physics, political studies (including international relations), psychology, sociology, Spanish. Certain other concentrations are available by arrangement with the other Claremont Colleges. Others at Pitzer may be added in the future.
2. *Combined concentrations* involving more than one field, as well as *special programs of concentration* designed by students to suit their individual needs, must be approved by a faculty member from each field involved and then approved by the appropriate divisional committee(s) of the faculty. Such approval must normally be obtained not later than the end of the student's sophomore year.

CONCENTRATION REQUIREMENTS

American Studies

Each student concentrating in American Studies is required to complete satisfactorily the equivalent of 10 courses concerned with American problems. Courses may be chosen from anthropology, archaeology, economics, fine arts, history, literature, philosophy, political studies, psychology, religion, and sociology. Students should plan a suitable program in consultation with an American Studies advisor, and the program should include enrollment during both the junior and senior years in the intercollegiate American Studies seminar, History 180.

A reading list of works with which all majors in the field should become familiar is available from the concentration advisors. Students must pass a comprehensive examination given during the senior year. Students of superior ability in American Studies, with the approval of the American Studies advisor, may prepare an honors thesis during their senior year.

For further information, see Mr. Everett.

Anthropology (See also The Study of Man)

Before the beginning of their senior year, concentrators are required to complete satisfactorily four courses in anthropology and to work out in conference with a concentration advisor a program of study designed to integrate the student's knowledge and to emphasize her special interests and competences.

Programs for the senior year may center upon field work (often accomplished during the summer) or library research. Where evidence of the student's mastery of the field is lacking, satisfactory work on comprehensive examinations or special research papers may be required. Participation in senior seminars is normally expected of all concentrators.

Art

A concentration in art requires satisfactory completion of at least seven courses in the field beyond the freshman level. Through cooperation with Pomona College and Scripps College, many of the courses for this concentration will be taken at those institutions.

A student desiring to concentrate in *art history* will be required to take courses dealing with the following areas: Greek Art and

Archaeology; Primitive or East Asian; Medieval; Renaissance; Baroque; Modern. Students are encouraged to take courses in classics, literature, music, history, and philosophy. A reading knowledge of at least two European languages must be achieved. Satisfactory completion of an independent study in a specialized area will normally be required during the senior year.

Students desiring to concentrate in the *practice of art* will be required to take courses in three media beyond the introductory level. Three courses in art history are also required. A senior essay and a project in a major medium presented as an exhibition are required in the fall and spring semesters of the senior year respectively.

Students interested in art are encouraged to consider a concentration in the humanities or a joint concentration with one of the social and behavioral sciences.

Biology

A biology concentration requires satisfactory completion of the following courses:

Natural Sciences 43-44, *Introductory Biology*

Natural Sciences 21, *Principles of Physics and Chemistry I*

Natural Sciences 22, *Principles of Chemistry II*

Natural Sciences 32, *Principles of Physics II*

Natural Sciences 189, *Senior Seminar*

Natural Sciences 190, *Research and Senior Thesis*

Mathematics, *Calculus I*

Plus six semesters of Biology electives (chosen from among upper division courses of the Joint Science department or the Botany and Zoology departments of Pomona College. Organic chemistry may be used for two).

Concentrators must pass a comprehensive examination given early in the spring semester of the senior year.

The above program, with appropriately chosen Biology electives, constitutes a good pre-medical program, is sufficient for most graduate schools in biology, and for a major in biology for the California State secondary school teaching credential.

Chemistry

A chemistry concentration requires satisfactory completion of the following courses:

Natural Sciences 21, *Principles of Physics and Chemistry I*

Natural Sciences 22, *Principles of Chemistry II*



Natural Sciences 32, *Principles of Physics II*
 Natural Sciences 71, 72, *Organic Chemistry*
 Natural Sciences 84, *Electronic Instrumentation (half-course)*
 Natural Sciences 121, 122, *Principles of Physics and Chemistry III, IV*
 Natural Sciences 187, *Seminar and Research in Physical Science*
 Natural Sciences 190, *Research and Senior Thesis*
 Mathematics, *Calculus I, II, and III*
 Plus two elective courses in natural science chosen in consultation with a concentration advisor.
 Concentrators must pass a comprehensive examination which will be administered in the senior year.

Classics

In the interest of providing a complete concentration in Classics, a coordinated program is offered at Pitzer College, Pomona College, Scripps College, and Claremont Men's College.

A concentration in Classics requires a student to complete satisfactorily at least seven courses in Greek and Latin beyond the first-year college level. In addition, the student is required to do further specified reading from Greek and Latin authors and works of classical scholarship. Such work may be completed either in class or by independent study. Each student must also complete a senior thesis on a subject to be selected in conference with her concentration advisor. Normally the thesis will be completed no later than the beginning of the spring semester of the senior year. In the second semester of her senior year, the student will be required to pass a comprehensive examination in Classics.

Pitzer College is a participating member of the Intercollegiate Classics Center in Rome. This Center, composed of students and faculty drawn from a limited group of liberal arts colleges both public and private with strong programs in the Classics, makes available to its members a carefully supervised Junior Year or Semester Abroad in Rome in Classical Studies. Nominations from Pitzer College to the Center will be made from students participating in the Claremont Colleges Classics Program.

English

Three types of concentration are available:

1. The Classic Concentration is directed toward a Master's degree and a teaching credential, or toward the degree of Doctor of Philosophy and college teaching, or toward some other form of graduate study. Each student must complete satisfactorily 8 courses in English, to be taken in the following areas:
 - a. Courses centered in the periods of the ancient classics, the Middle Ages, the Renaissance and 17th Century, the 18th Century, the 19th Century, and the 20th Century (both British and American). The student may study these periods in various ways, including English literature courses, history courses, seminars, and independent study.
 - b. One or more courses in the works of Chaucer, Shakespeare, or Milton. One or more courses in a literary genre—drama, satire, fiction, lyric poetry.
 - c. A course in linguistics and a course in literary criticism are strongly recommended.
2. The Joint Concentration includes specialization both in English and another field. The student is required to complete 4 courses in English and 4 in the second field above the introductory level (in a foreign literature, 4 courses above the proficiency level). Each program must be planned by the student in consultation with both the English faculty and the second field faculty.
3. The Writing Concentration is designed for students interested in creative writing (poetry, plays, fiction), in higher-level journalism, or in one of the new careers in elementary or secondary school teaching which stress the use of language. Each concentrator must complete 4 courses in English, following with appropriate modification the suggested outline of the Classic English Concentration, and 4 courses in an associated field. Two of the required courses (or their equivalent) in English will be writing courses, and the period requirements may be modified in favor of a preponderance of 20th Century studies; the student will probably complete her period work in fulfilling her general distribution requirements. Among the suggested associated fields are anthropology, art history, history, political studies, psychology, and sociology. The student who wishes to embark on this program of studies must apply at the end of the sophomore year and be accepted for the concentration, largely on the basis of writing skills already achieved.

In order to graduate with a concentration in English, each student must pass in her senior year a comprehensive examination,

either written or oral, according to the student's choice, based on a reading list as preparation. In place of this examination, a student may be invited to do an honors paper or critique in her area of special interest.

Writing tutorials, credited as half-courses, are an integral part of the English program. Students concentrating in English are strongly urged to enroll frequently in tutorials with a variety of instructors. Special senior tutorials will be directed toward preparation for the examination or toward the final draft of the honors paper.

European Studies

European Studies is an inter-disciplinary concentration with an area focus. Concentrators must complete satisfactorily at least 10 courses or their equivalent, approved by the European Studies advisor, choosing from among the following fields courses which deal wholly or at least substantially with Europe (or part of Europe): anthropology, art history, classics, economics, history, linguistics, literature, philosophy, political studies, religion, sociology.

A concentrator's program should be designed to emphasize knowledge and thought in depth of (a) a particular period—e.g., the Middle Ages, the Enlightenment, or the 20th Century; or (b) a particular nation, state, or area—e.g., England, the Holy Roman Empire, or Scandinavia; or (c) a particular field or discipline—e.g., literature, politics, or history; or (d) some synthesis of these. Students emphasizing modern Europe should take at least one course each in classical and in medieval studies for background. Students interested primarily in the classical period should major in classics.

Concentrators will take in the fall semester of their senior year the inter-disciplinary seminar, European Studies 195. Superior students may be invited to honors candidacy and write a senior honors thesis, for which Independent Study credit will be given.

A semester or a year of study abroad in Europe is recommended. Proficiency in a European language must be achieved by the beginning of the junior year.

For further information, see Mr. Marquis.

French

Students concentrating in French must meet the following requirements:

1. Competence in French on the level defined as "good" by the Modern Language Association of America, and detailed as follows:

a. *Understanding: ability to understand conversation of average tempo, lectures, news broadcasts.*

b. *Speaking: ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.*

c. *Reading: ability to read with immediate comprehension prose and verse of average difficulty and mature content.*

d. *Writing: ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.*

When these abilities have been achieved by the student, either in her work at Pitzer or through previous contacts with the language, she can be admitted to the concentration program in French. This level of competence should be reached by the end of her sophomore year.

2. Residence abroad, in a French-speaking country in which she will be speaking, writing, and reading in some established program of studies, for a minimum of one semester.

3. A general knowledge of French political and cultural history, demonstrated by passing an examination when the student is adequately prepared.

4. A general knowledge of French literature, with emphasis on major works in the various literary movements, and some detailed studies of the influence of French writers on the thought and literature of other nations. This knowledge must be demonstrated by satisfactory performance on special examinations.

A list of recommended readings, arranged by period, will be provided upon completion of any section of this list, either by independent study, course work, or study abroad, the student may request an examination. A student who shows unusual proficiency and who has satisfied most of the requirements outlined in sections 2, 3, and 4 by the middle of her senior year may be invited to write an honors thesis on a subject of special interest to her.

History

For concentration in history, students must satisfactorily complete a minimum of seven history courses beyond the distribution requirement in history and pass a comprehensive examination. Courses must be taken in at least three of the five following fields—



Ancient and Medieval Europe, Early Modern and Modern Europe, United States, Asia, and Latin America. At least one of the three fields must be pre-modern (c. 1400).

A list of readings is available from the concentration advisor with which all history concentrators should be familiar. Students should utilize these readings, as well as formal course study in history and related studies in the humanities and the social sciences, in preparation for the comprehensive examination to be taken during their senior year.

Superior students will be nominated by the history faculty for an honors program. Such students will write a thesis. The thesis (one or two courses) will normally be taken in addition to the basic requirements for the concentration.

Human Biology

Concentrators in human biology must complete satisfactorily the following courses:

1. Natural Sciences 43-44: Introductory Biology.
2. Four additional semesters of advanced work in biology.
3. Introductory courses in three of the following areas: anthropology, archaeology, psychology, sociology.
4. Four additional semesters of advanced work in the behavioral sciences, selected from the above areas.

In addition, each student must pass a comprehensive examination, to be given early in the second semester of her senior year.

The eight advanced courses in biology and the behavioral sciences will be selected by the student, in consultation with members of the human biology faculty, in such a way as to insure a well-rounded program in this area.

A course in statistics is strongly recommended.

Humanities

A concentration in the humanities consists in the satisfactory completion of at least 10 courses of work from the following:

1. Greek mythology.
2. Philosophy of art or literary criticism.
3. One upper-division course in English or American literature.
4. One course from each of the following:
 - a. Music or fine arts (including both academic courses and courses in studio and performing arts).
 - b. The literature of an area other than that of the Anglo-American tradition. The studies in this course may be done in the original language or through English translations.
 - c. Political studies, or religion, or philosophy (other than Philosophy of Art, if the latter has been used to meet requirement #2 above).
5. Two upper-division courses in any of the following: fine arts, foreign literature, history, music, philosophy, political studies, religion. (Courses used to meet any of the first four requirements cannot be used to meet this requirement.)
6. Two directed Independent Studies as follows:
 - a. One Independent Study involving both activities and studies in any of the following: architecture, cinematography, music, painting, photography, sculpture, theatrical arts—other areas of fields, if approved by the concentration advisor.
 - b. One Independent Study performed under the direction of the student's concentration advisor, aimed at synthesizing the student's work in the humanities.

Committee in the Humanities: The Committee is composed of members of the humanities staff and other interested faculty members. A student interested in the humanities is urged to contact any member of the committee as early as possible. The committee assigns a humanities advisor to each student concentrating in the field, reviews petitions for waiving of requirements in particular cases and supports non-curricular activities in the humanities on campus. For further information, see Mr. Evans.

Humanities Advisor: Each concentrator in the humanities will meet with her humanities advisor at least twice each semester to review and discuss her work and to plan her future studies.

Language: A student concentrating in the humanities will be expected to attain a competency rating of "good" according to the standards set forth by the Modern Language Association of America in understanding and reading a foreign language, either modern or classical.

Study Abroad: It is strongly recommended that any student concentrating in the humanities spend at least one semester abroad. The student's humanities advisor and the Committee in the Humanities will help students plan such study abroad to complement and enrich her concentration.

Latin American Studies

Students concentrating in Latin American Studies must complete satisfactorily at least 8 courses, or their equivalent in seminars or independent study, in fields related to their area focus. These include at least one course from each of the following:

- a. *History or Political Studies*
- b. *Anthropology or Sociology*
- c. *Literature, Philosophy, or Fine Arts*
- d. *Economic Development: this may be a course in either general development economics or Latin American economic development.*

Students should consult a concentration advisor as well as the catalogs of the other Claremont Colleges for appropriate courses.

A concentrator's program should be designed to emphasize not only breadth of knowledge, but also special focus on (a) a particular nation or area—e.g., Mexico, Brazil, or the Bolivarian Countries; or (b) a particular field or discipline—e.g., politics, history, sociology, or literature.

During her senior year, she will be expected to take either an inter-disciplinary seminar in Latin American Studies or a directed independent study, performed under the direction of her concentration advisor, and aimed at synthesizing her previous work. Superior students may be invited to honors candidacy and write a senior honors thesis, for which Independent Study credit will be given.

Language: A student concentrating in Latin American Studies will be expected to attain a competency rating of "good" according to the standards set forth by the Modern Language Association of America in understanding, speaking, and reading Spanish (or Portuguese, if her area interest is Brazil).



Study Abroad: It is strongly recommended, and in some cases may be required, that a student spend at least one semester in a Latin American country.

For further information, see Mr. Johnson or Miss Gurza.

Philosophy

The Claremont Colleges offer a coordinated program in philosophy in which Pitzer College participates.

A concentration in philosophy consists in satisfactory work in six upper division courses, including a course from each of three of the following periods: ancient philosophy, medieval philosophy, modern philosophy, 19th Century philosophy, contemporary philosophy.

A course in logical theory, critical thinking, or symbolic logic is strongly recommended.

Those intending to do graduate work in philosophy should acquire a reading knowledge of both French and German as early as possible. Concentrators may substitute either Greek or Latin in place of one of the aforementioned languages if it is appropriate to their field of graduate study.

With the approval of the concentration advisor, two courses from another field may be substituted for required philosophy courses, if the student is competent in that field and if the work is directly relevant to her program in philosophy.

A student should consult a member of the philosophy faculty as soon as she manifests an interest in a philosophy concentration. She, together with her advisor, will plan a program suited to her interests and aims, including independent studies in philosophy. Joint concentrations in philosophy-literature, philosophy-history, philosophy-religion, philosophy-political studies, etc., are possible and encouraged.

Physics

A physics concentration requires satisfactory completion of the following courses:

Natural Sciences 21, *Principles of Physics and Chemistry I*
 Natural Sciences 22, *Principles of Chemistry II*
 Natural Sciences 32, *Principles of Physics II*
 Natural Sciences 81, *Theoretical Mechanics*
 Natural Sciences 82, *Electricity and Magnetism*
 Natural Sciences 121, 122, *Principles of Physics and Chemistry III, IV*
 Natural Sciences 187, *Seminar in Physical Science*
 Natural Sciences 190, *Research and Senior Thesis*
 Mathematics, *Calculus I, II, III, and Differential Equations*
 Plus two advanced courses in physics.
 Concentrators must pass a comprehensive examination, which will be administered in the senior year.

Political Studies

Political Studies is an inter-disciplinary program aiming at understanding political activities, political relationships, and political organizations as they are found on the level of the national state and its subdivisions, international politics, and 'private' groups. It utilizes the methods of social science, history, philosophy, and literature.

Concentrators must complete satisfactorily at least seven courses beyond the introductory level and pass a comprehensive examination. The courses must include Political Studies 195 (Senior Seminar) and at least one course in each of three general areas: comparative politics, international relations, and political philosophy. The comprehensive examination, given in April of the senior year, includes questions from each of these three areas, but students are expected to answer more questions in the area of their special interest. Exceptional students may be invited to undertake an honors thesis in the senior year (for which Independent Study credit will be given) in addition to the requirements for concentration.

Attention is called to certain courses in other disciplines (such as anthropology, economics, history, philosophy, and sociology) which deal with politics or closely related matters. With the approval of the concentration advisor, some of these courses may be counted towards concentration in Political Studies.

Psychology

Concentrators in psychology must meet the following requirements:

1. The student will demonstrate competence in the following areas, either through the satisfactory completion of regular course work or through other means approved by the psychology faculty:

- a. *Introduction to Psychology*
- b. *Methods of Research in Psychology*
- c. *Statistics*

2. The student is expected to take at least 4 additional advanced courses representing at least two of the areas in psychology required of each concentrator listed below. This can be accomplished through the satisfactory completion of regular course work or through other means approved by the faculty.

- a. *Child, adolescent, and developmental psychology*
- b. *Experimental, comparative, physiological, learning, and mathematical psychology*
- c. *Personality, social, and clinical psychology*

3. Senior Honors Thesis.

a. *The psychology faculty, in consultation with the student, will determine whether a senior honors thesis is appropriate to the student's competence and particular course of study in psychology. To decide this matter, a conference will be held before the end of the student's junior year. The student will be given credit for 2 courses during her senior year for satisfactory work on the thesis.*

b. *The psychology faculty, after reasonable notice and consultation with the student, may add to this list of requirements, or substitute for specific requirements one or more comprehensive examinations which the student must pass. Such examinations, if required, would normally be given during the student's junior and senior years.*

Note: Although many requirements may be met in various ways, it is expected that the psychology requirement will usually be fulfilled through satisfactory completion of regular courses. Exceptional students may petition the psychology faculty with a well-formulated, detailed statement of substitute work. Courses in other fields, with approval of the psychology faculty, may satisfy the psychology area requirements.



Sociology

A concentration in sociology requires the satisfactory completion of seven courses. Specific courses required include:

1. Any sociology course on the lower-division level (below 100).
 2. One introductory course in statistical techniques, which may be taken in sociology, psychology, economics, or in any other field with the permission of the concentration advisor.
 3. Any five courses in sociology at the upper-division level.
- Concentrators averaging below 2.5 (BC) in sociology courses will be required to pass a comprehensive examination in sociology.

Spanish

The requirements for a concentration in Spanish are:

1. Competence in Spanish on the level defined as "good" by the Modern Language Association of America, and detailed as follows:
 - a. *Understanding: ability to understand conversation of average tempo, lectures, and news broadcasts.*
 - b. *Speaking: ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.*
 - c. *Reading: ability to read with immediate comprehension prose and verse of average difficulty and mature content.*
 - d. *Writing: ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.*

When these abilities have been achieved by the student, either in her work at Pitzer or through previous contacts with the language, she can be admitted to the concentration program in Spanish. This level of competence should be reached by the end of her sophomore year at the latest.

2. Residence abroad in a Spanish-speaking country in which she will be speaking, writing, and reading in some established program of studies, for a minimum of at least one semester.

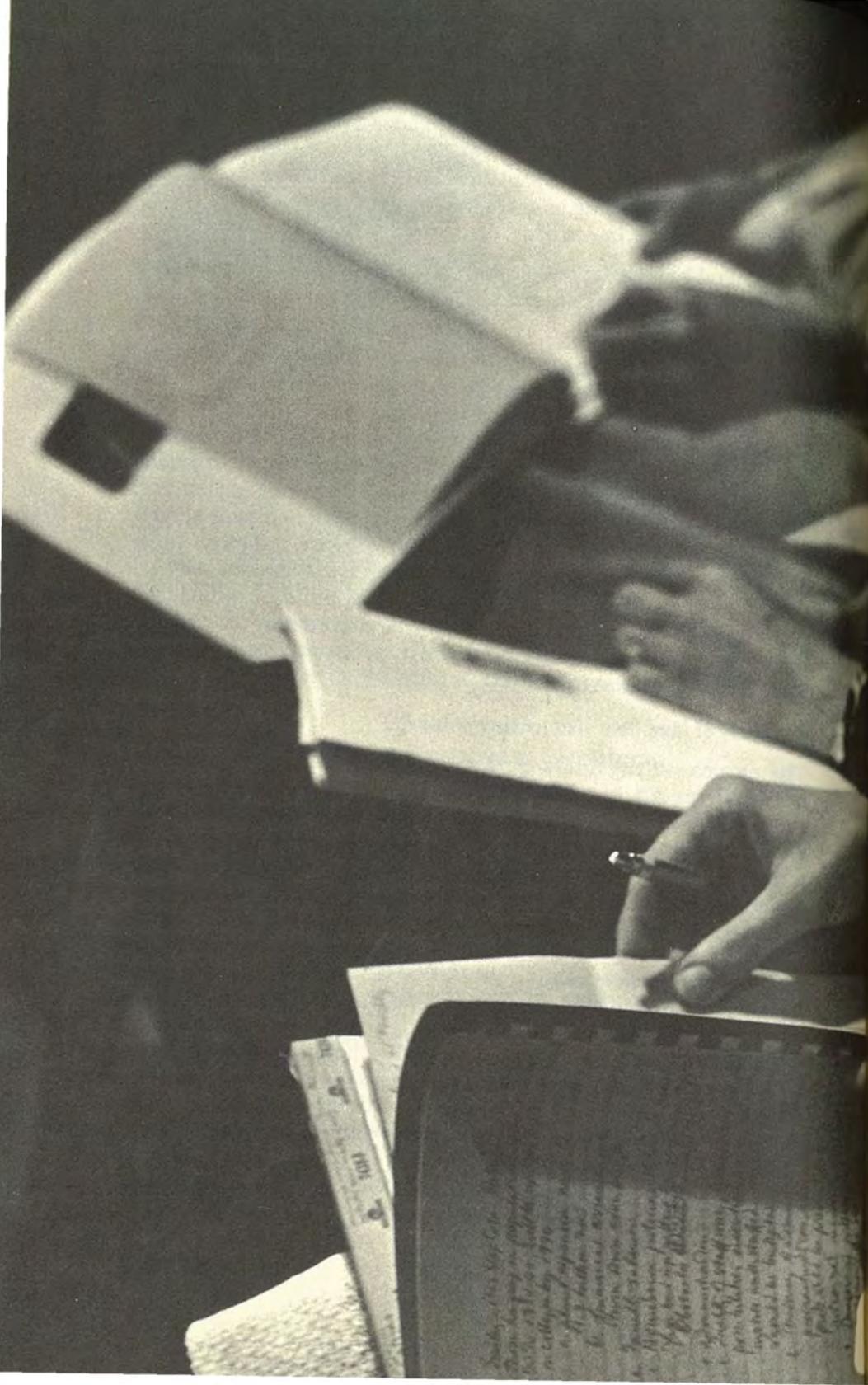
3. A general knowledge of Spanish and Latin-American history, demonstrated by passing an examination when the student is adequately prepared.

4. A general knowledge of Spanish and Latin-American literatures, with emphasis on the forms and literary movements which are typically Hispanic (e.g., *Romances*, *Entremeses*, *Modernismo*), and familiarity with the Spanish aspects of other forms and movements—lyric and epic poetry, Humanism, the Baroque, etc. This knowledge must be demonstrated by satisfactory performance on special exams.

A list of recommended readings, arranged by period, will be provided; upon completion of a selection of this list, either by independent study, course work, or study abroad, the student may request an examination. A student who shows unusual proficiency and who has satisfied most of the above requirements by the middle of her senior year may be invited to write an honors thesis on a subject of special interest to her.

The Study of Man (See also Anthropology)

The purpose of the Study of Man concentration is to provide selected students with the opportunity to devote themselves fully during the latter two undergraduate years to work, within the framework of a list of courses, in the comparative study of human societies and social behavior. Advisors are in Anthropology and a number of closely related disciplines. Students will enroll for course work in the normal manner but will be credited on a Pass/Fail basis rather than taking regular grades. All concentrators must take a comprehensive examination given in January of the senior year. Those failing the examination will take it again in May and must pass in order to graduate. Those passing the examination in January will undertake, for independent credit, special work appropriate to their interests and abilities (in some cases, a thesis). It is principally upon the comprehensive examination and the special work that an evaluation of the final two years will be based. Acceptance into the concentration program should be secured in the second semester of the sophomore year; interested students should discuss details of the program with a faculty member in Anthropology.



COURSES OF STUDY

FOLLOWING IS A LIST OF COURSES offered by the Pitzer College faculty. A Pitzer student may register in courses offered in the other Claremont Colleges with the approval of her advisor, subject to the intercollegiate regulations on page 106.

The letter G after a course number (e.g., History 129G) indicates an Intercollegiate Course offered by the faculty of The Claremont Graduate School for undergraduates of The Claremont Colleges.

AMERICAN STUDIES

- 180G **The American Journey.** A study of the journey as a plot, a theme and a technique in American writing, beginning with the voyages of Columbus and leading up to Bellow's "Henderson, the Rain King," with particular attention to such works as Franklin's "Autobiography," Poe's "Narrative of Arthur Gordon Pym," Melville's "Mardi," Mark Twain's "Roughing It," James' "The American," Fitzgerald's "The Great Gatsby," and a selection of representative American poems and short fiction. Spring Semester. m.w.f. 11. Mr. Spengemann.

ANTHROPOLOGY

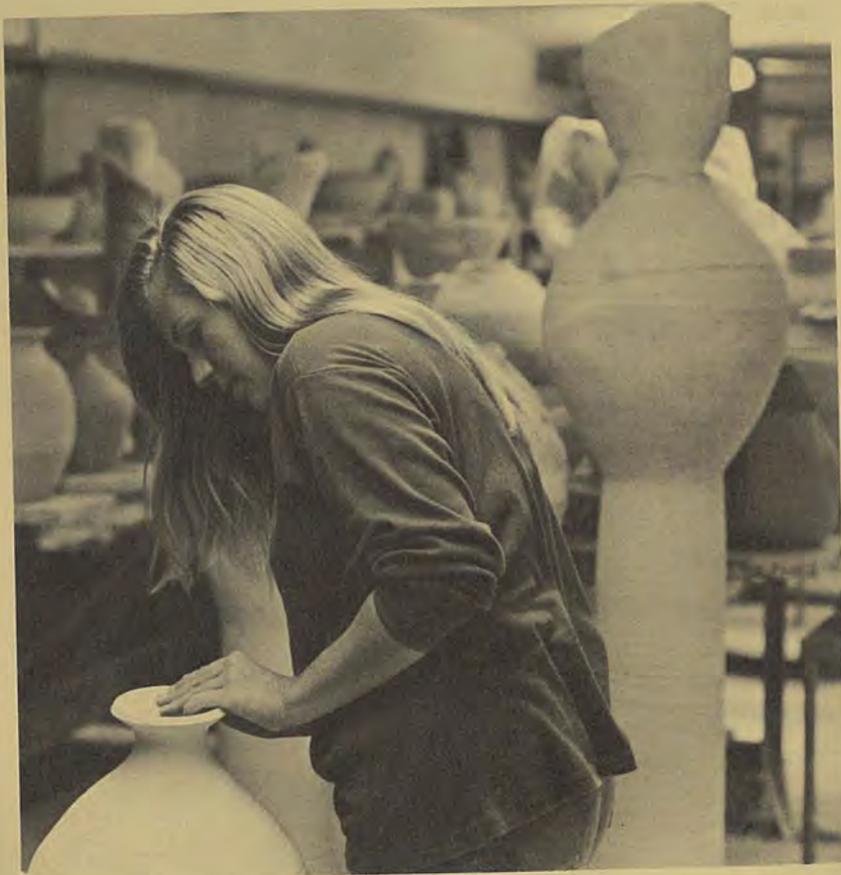
- 43 **The Development of Man: The Old World.** The history of cultural developments in the Old World from the first crude stone tools to the great historical civilizations will be the subject of the course. Fall Semester. Mr. Belmont. (Not offered 1967-68.)
- 44 **The Development of Man: North America.** The development of culture in North America will be traced from the coming of man to the urban, farming, and specialized hunting and gathering culture of historic times. The accomplishments of the American Indian and the story of his ruins and earthworks all over America will be told. A major focus of the course will be the question of the relevance of American prehistory to the comparative study of culture. Spring Semester. m.w.f. 10. Mr. Belmont.
- 56 **The Idea of Culture.** The uses and limitations of the culture concept as an aid to the understanding of human behavior. Investigations of important cultural phenomena—language, technology, economics, daily routine, social organization,

- child rearing, religion, the life cycle—through analysis of published ethnographic works and original field notes. Class hours involve lectures, discussions of readings, and student presentations of materials prepared from field notes. Assignments consist of papers whose purpose is to enable the student to integrate the various course materials. Fall Semester. m.w.f. 9. Mr. Munroe.
- 57 **Fields of Anthropology.** An introductory course designed to provide a broad background for further work in anthropology and related studies. Consideration will be given to the historical development, scope and theoretical frameworks within the various fields of the discipline. Fall Semester. t.th. 9, f. 2. Mr. Sharer.
- 58 **Religion and World View.** Religious phenomena and the nature of the religious experience will be examined against the background of different ecological conditions, and the differing conceptions of the social and natural orders to which these give rise in non-literate societies. The religion and world view of one non-literate people will be discussed in detail, and students may pursue independent research on others of their choosing. Prerequisite: 2 semesters in anthropology or consent of instructor. Spring Semester. m.w.f. 9. Mr. Sharer.
- 62 **Seminar: The Pre-Columbian Civilization of the Maya.** An intensive investigation of the development, character and demise of this unique civilization. The course will emphasize the evidence provided by archaeological research (including the Maya hieroglyphic texts), along with the Spanish colonial histories and modern ethnographic studies. Students will undertake individual research projects focusing upon one of the many problems posed by this civilization. Prerequisite: Previous work in archaeology or consent of instructor. Fall Semester. w. 7-10. Mr. Sharer.
- 70 **Socialization and Personality in Cross-Cultural Perspectives.** See Psychology 70. Fall Semester. m.w. 1:15-2:30. Mr. & Mrs. Munroe.
- 75 **Language and Culture.** See Linguistics 75. Spring Semester. t.th. 1:15-2:30. Mr. Park & Mr. Macaulay.
- 91 **Physical Anthropology.** A study of the evolution of human nature through a scrutiny of the hominid and human fossil record in the light of genetic theory and analogues in primate social behavior. Spring Semester. m. 1:15-4:15 & w.f. 1:15-2:30. Mr. Sharer.
- 101 **Techniques of Archaeology.** This course will focus upon the methods by which the archaeologist reconstructs the past. Students will conduct test excavations in the old Claremont dump behind Pitzer, and will subject the artifacts to class analysis. Other collections from the Claremont Colleges Museum will also be used to illustrate archaeological problems. Materials will be reconstructed, identified, typed, and dated with the aid of the full range of archaeological technique. Finally, the students will attempt the archaeologist's central task of deriving culture history from a series of defined artifact assemblages. Spring Semester. t.th. 9, f. 2-5. Mr. Belmont.
- 130 **Cultures of the World and United States Culture.** Contemporary culture of the United States viewed as one case in the world sample of societies. Cross-cultural perspective is gained through study of modal and extreme patterns around the

- world and through location of United States culture in the world distribution. Consideration of culture patterns peculiar to Western Civilization, as for example, mass culture. Consideration of possible culture universals, as for example, sex and age statuses, incest taboos, marriage, family. Particular attention is given to cross-cultural generalizations and to attempts to apply these to the United States. Prerequisites: 2 semesters in anthropology, or consent of instructor. Spring Semester. t.th. 2:45-4. Mr. Munroe.
- 140 **Family Systems.** An approach to the study of interpersonal relations and character in the context of African, Oceanian, and other primitive and peasant family systems. The effort to analyze family systems in terms of developmental psychology will be subjected to critical examination. A theoretical understanding of the family will be attempted in sociological and social-psychological terms, adequate to the fact of extreme variation in the domestic systems known to anthropology, and pertinent to the comprehension of current trends in urban societies. The following thesis will be examined: "Currently received theories of human behavior are inadequate for explaining the prevalence of incest taboos or the forms they have taken." Prerequisite: 2 semesters in anthropology or consent of instructor. Fall Semester. t.th.s. 10. Mr. Park.
- 150 **Revitalization Movements.** An advanced course in the anthropological study of religion focusing upon the various religious movements that frequently appear as a response to acculturative pressure. The several theoretical frameworks proposed to account for these phenomena will be discussed and tested against actual case studies of these movements. Prerequisite: An anthropology course dealing with religion, or consent of instructor. Fall Semester. t.th. 1:15-2:30. Mr. Sharer.
- 180 **Seminar: Omphalos and Oikoumene: Patterns of the Past.** A seminar for advanced undergraduates with suitable preparation. Students will join with an anthropologist and an archaeologist in an exploration of the generic nature of civilization, its structure and its life-cycle. Theories of Toynbee, Sorokin, Kroeber, Redfield, Childe, and others, will be tested against the evidence from a variety of civilizations and some non-urban societies as well. Discussion will revolve around three basic topics: the genesis and nature of civilization and of the city; macro-structures and authority systems; cycles and stylistic continuity. Spring Semester. w. 7-10. Mr. Belmont & Mr. Park.
- 191 **Foundations of Power in the Afro-Asian World.** A study of the organization of political power in selected regions of Africa and Asia, viewed in the light of anthropological theory and field observation of the component political traditions. Emphasis is upon the background to current events, not upon the most recent developments. Open to graduate students and to undergraduates with a background in the social sciences. Spring Semester. t. 7-10. Mr. Park.
- 269 **Taboo and Law.** An approach to the theory of order in human society through the study of the psychic and social roots of taboo and primitive law. Offered at the Claremont Graduate School (as Government 269G) but open to qualified undergraduates. Fall Semester. t. 2-4:30. Mr. Park.
- See also **Classics 120, Greek Art and Archaeology**
121, Classical Mythology

Courses available at Pomona College:

- 51 Social Anthropology. Fall Semester. m.w.f. 8. Mr. Sytek.
 57 Introduction to Physical Anthropology. Fall Semester. t.th.s. 10. Mr. Chrisman.
 102 South American Indians. Fall Semester. m.w. 2:15-3:30. Mr. Chrisman.
 104 Language and Culture. Spring Semester. Mr. Chrisman.
 106 Culture in Personality. Fall Semester. t.th.s. 9. Mr. Sytek.
 135 Applied Anthropology. Fall Semester. m.w.f. 10. Mr. Chrisman.
 137 Primitive Law and Government. Spring Semester. Mr. Chrisman.
 142 Africa South of the Sahara. Fall Semester. m.w.f. 1:15. Mr. Sytek.
 144 African Political Systems. Spring Semester. Mr. Sytek.
 160 Social and Cultural Change. Spring Semester. Mr. Sytek.



ARCHAEOLOGY

See Anthropology 43, 44, 62, 101, 180, and Classics 120

ART

- 6a, b **Drawing** (Studio Course). An introductory course designed to acquaint the student with the basic problems of drawing. May be entered either semester or both. m.w. 4-6. Half-course throughout semester. Mr. Chu.
- 12a, b **Painting** (Studio Course). An introductory course designed to acquaint the student with the basic technical problems of painting. Some of the primary motivational and thematic aspects of creating in the visual arts will also be explored. Individual instruction will encourage personal expressions appropriate to the background and development of each student. May be entered either semester or both. f. 1:15-5:00 and 2 hours arranged. Mr. Hertel & Mr. Chu.
- 51 **History of Western Art.** A survey of western art history from prehistoric times to the present. The central developments in painting, sculpture, and architecture will be traced in a manner which will allow the student to become familiar with the characteristic forms, materials, techniques, and content of western art. Fall Semester. m.w.f. 9. Mr. Hertel.
- 52 **History of East Asian Art.** A survey of the painting, sculpture, and architecture of China and Japan from prehistoric times to the present. The significant characteristics of the art forms in each culture and their interrelationships will be investigated. Spring Semester. m.w.f. 9. Mr. Hertel.
- 100 **Seminar: Environments and Happenings.** A seminar in "the new art." The tendency of the avant garde to mix media, painting, sculpture, film, dance, drama, and music, with emphasis upon the aleatory aspects of the creative process, will be explored and experimented with through participation. Further, the breakdown between the roles of the artist and the spectator with the focus upon temporal aspects of the aesthetic experience will be investigated. Some attention will be given to the historical background for such an art form, as well as to the social implications arising out of its practice. Students considering this seminar should be prepared to participate actively in the creation of environments and happenings. Interaction with other improvisational groups and practitioners of the new art within the Claremont Colleges can be anticipated. Previous experience in the visual arts, dance, drama and/or music is not required. Spring Semester. w. 7-10. Mr. Hertel.
- 110 **Primitive Art.** A survey of the characteristic art forms of the principal tribal groups in the western United States, West Africa, and Oceania. The materials, motifs, techniques, and motives of so-called primitive artists in these areas will be considered. Significant aspects of the aesthetic attitudes of these artists will also be explored. Fall Semester. m.w.f. 11. Mr. Hertel.

Students are advised to consult the catalogs of Pomona College and Scripps College for additional courses in art.

CLASSICS

Joint program with Pomona, Scripps, and Claremont Men's College

- 120 **Greek Art and Archaeology.** An introductory survey of Greek sculpture, architecture, and vase paintings from 4000 to 350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion of archaeological methods. Fall Semester. t.th. 1:15-2:30. Mr. Glass.
- 121 **Classical Mythology.** A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. A joint offering with Pomona College. Spring Semester. t.th. 1:15-2:30. Mr. Glass & Mr. H. Carroll.
- 170 **Roman Historians.** A careful study of Roman historiography primarily through readings in Livy, Tacitus, and Sallust. Spring Semester. m.w.f. 2:15-3:05. Mr. Glass.
- 175 **Roman Satire.** A study of *satira* and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. Fall Semester. m.w.f. 2:15-3:05. Mr. Glass.
- 195 **Readings in Latin Prose and Poetry.** Selected work in Latin literature designed to meet the qualified student's particular needs. Prerequisite: Permission of instructor. May be repeated for credit. Both Semesters. Arranged. Mr. Glass. See also History 12, The Ancient Near East and Greece.

Courses available at Claremont Men's College:

Classics

- 116 Advanced Greek. Fall Semester. Hours arranged. Mr. Athanassakis.
75 Intermediate Greek. Spring Semester. Mr. Athanassakis.

Courses available at Pomona College:

Greek

- 51a-b Elementary Greek. Fall Semester. m.w.f. 11. Mr. Carroll.
101a Intermediate Greek. Fall Semester. m.w.f. 11. Mr. Carroll.
182b Greek Readings and Composition. Spring Semester. Mr. Carroll.

Hebrew

- 52a-b Elementary Biblical Hebrew. Both Semesters. Hours arranged.
Mr. Whedbee.
102 Readings in Biblical Hebrew. Fall Semester. Mr. Whedbee.

Latin

- 57 Intermediate Latin. Spring Semester. Mr. Carroll.

History

- 101 Greece. Spring Semester. Mr. Carroll.

Courses available at Scripps College:

Classics

- 1-58a-b Intermediate Latin. Fall Semester. m.w.f. 1:15-2:05. Mr. Athanassakis.
1-101 The Latin Lyric. Fall Semester. m.w.f. 10. Mr. Palmer.
1-102 The Roman Letter. Spring Semester. Mr. Athanassakis.
1-108 Advanced Latin Prose Composition. Spring Semester. Mr. Palmer.
1-190 Senior Seminar in Classics. Fall Semester. t. 4-6. Mr. Palmer.

In Translation:

- 1-107 Greek Tragedy. Fall Semester. t. 7-10. Mr. Palmer.

DRAMA AND SPEECH

Joint program with Scripps, Claremont Men's College, and Harvey Mudd College

- 60 **Public Speaking.** A study of the principles of persuasive discourse. In frequent performance, students examine and apply the logical and non-logical modes of influencing belief and action: methods of holding attention and interest, adaptation to types of audiences, suggestion, motivation, dramatization of ideas. Spring Semester. m.w.f. 10. Mr. Hoskins.
- 61 **Argumentation and Inquiry.** A study and analysis of reasoned discourse, including briefing of argument, appraisal of evidence, inference, refutation, fallacies, stratagems, style, and group problem solving, applied to current political, social, and economic problems. Fall Semester. t.th. 12, s. 11. Mr. Corbin.
- 75a, b **Theory of Dramatic Production.** The theory and processes of modern play production. Practical work in the fundamentals of acting, directing, and production, covering flexible and conscious control of vocal and bodily expression, the understanding of staging principles, and the production of scenes and one-act plays. There will be three sections: acting; directing; production. Open to freshmen with permission of instructor. Both semesters. m.w.f. 1:15-3:05 & 1 hour arranged. Mr. Swan & Staff. Additional supervised practical experience in play production may be arranged on an independent study basis.
- 150a, b **Development of the Theatre and the Drama.** The theatre and its development in relation to the other arts and to society. The study of significant plays from the Greek period to modern times. Emphasis on the theatre as a reflection of the thought and behavior of society. Both Semesters. m.w.f. 11. Mr. Swan.
- 151a, b **Changing Techniques and Styles in Acting.** A course for the advanced student of drama whose main interest is in stage interpretation and delineation of character. Emphasis on actual presentation of scenes and analysis of the plays, character, and thought from selected periods of dramatic history. With the aid of the instructor, students act and direct their own scenes in the styles of the representative periods. Course is open to qualified freshmen and sophomores by permission of the instructor. Both semesters. Mr. Swan. (Not offered 1967-68.)



ECONOMICS

- 15 **Seminar in Contemporary Economic Organization and Problems.** An examination of the different ways economic problems are solved throughout the world. Selected economic problems of the American economy will be discussed, with special reference to the distribution of income. Spring Semester. w. 7-10. Mr. Botwin.
- 20 **Principles of Economics: I (Macroeconomics).** The theory of the determination of the level of national income and economic activity, including an examination of the monetary system. Within this framework, such economic problems as inflation and unemployment will be studied, as well as international economic issues and problems of economic growth. Emphasis will be placed on basic economic principles and their application to current policy questions. Fall Semester: t.th. 9, f. 2; t.th. 1:15-2:05, f. 1-2. Mr. Botwin.
- 21 **Principles of Economics: II (Microeconomics).** A study of resource allocation by means of the market system (wherein relative prices are set by supply and demand). The determination of wages, profit, interest, and rent will be examined, as well as the problems arising from various forms of monopoly. The course concludes with a demonstration of the interdependence of all forms of economic activity. Prerequisite: Principles of Economics I. Spring Semester. t.th. 9, f. 2. Mr. Botwin.
- 120 **Economic Development.** An introduction to the study of processes of economic growth and industrialization in developing areas of the world. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Economics 20 or consent of the instructor. Spring Semester. t.th. 1:15-2:30. Mr. Botwin.
- 140 **History of Economic Thought.** The development of economic doctrines and analysis from ancient times up to the present. Particular emphasis will be placed on the historical perspective of both men and ideas. Much attention will be devoted to the works of Adam Smith, David Ricardo, Karl Marx, and John Maynard Keynes. Prerequisite: One year of Principles of Economics or consent of the instructor. Mr. Botwin. (Not offered 1967-68.)
- 160 **Intermediate Economic Theory.** Prerequisite: One year of Principles of Economics. Mr. Botwin. (Not offered 1967-68.)

For additional courses in economics, students should consult the catalogs of Claremont Men's College, Pomona College, and Scripps College.

EDUCATION

- 157G **Basic Concepts in American Education.** Fall Semester. w. 4-6. Mr. Hollman.
- 170G **Introduction to Public School Teaching.** Spring Semester. Mr. Fielder & Staff.
- 201E **Education and the Behavioral Sciences.** Graduate course: consent of instructor required. Both semesters. m.w. 2-4. Mr. Carroll.
- 210 **Linguistics.** Graduate course: consent of instructor required. Fall Semester. t.th. 3-4. Mr. Macaulay.

ENGLISH

- 101 **Shakespeare.** A course concerned with reading a number of plays: comedies, tragedies, and histories. In addition to the readings and discussions, short critical papers on individual plays will be required. Fall Semester. m.w.f. 11. Mr. Duvall.
- 104 **Introduction to Poetry.** Approaches to the reading and interpretation of poetry from all periods of British and American literature; emphasis will be on textual criticism with observations on various other schools such as the Marxian, Freudian, Jungian, mythic, and historical. The study of basic poetic concepts such as image, symbol, metaphor, and form. Distinctions in reading traditional and modern poetry. Spring Semester. t.th. 1:15-2:30. Mr. Mahon.
- 108 **Seminar: Fitzgerald and the Jazz Age.** A study of Fitzgerald's four completed novels, his major short stories, "The Crack Up," major biographies, letters, in relation to his times. Such studies as Hoffman's "The Twenties" and Lewis' "Only Yesterday" will be read to gain an understanding of the period. One problem will be to measure Fitzgerald's aesthetic distance from his era, to discover how much he was a prophet and how much a victim of the age he named. Preferential enrollment for freshmen. Spring Semester. w. 7-10. Miss Ringler.
- 110 **Defoe.** Reading includes "Robinson Crusoe," "Moll Flanders," "Journal of the Plague Year," and shorter works. Emphasis on class discussion and on numerous short papers. Spring Semester. m.w.f. 10. Half-course: first half semester. Mr. McGrail.
- 111 **History of the English Theater.** A survey of the major trends in the English drama from medieval times to the present, with emphasis on four periods: Medieval, Renaissance (non-Shakespearean drama), Restoration, and the contemporary drama of Arden, Osborne, Pinter, Shaffer, and Wesker. Fall Semester. m.w.f. 9. Mrs. Levy.
- 118 **Seminar: Utopian Literature: Brave New Worlds.** Students will read and discuss several works of "utopian" literature, from St. Augustine's "The City of God," More's "Utopia," Bacon's "New Atlantis," to Orwell's "Animal Farm" and "1984," and Huxley's "Brave New World." Discussion and written reports will relate each piece to its historical context. An effort will be made to discern common aspects of this mode of writing, its social criticism, and its expression of philosophical problems. A paper dealing with the view of the nature of man offered by one of the works will be required. At the conclusion of the semester each student will prepare an imaginary utopian document of her own. Preferential enrollment for freshmen. Spring Semester. t. 7-10. Mr. Duvall.

- 182 **Problems in Literary Criticism.** The course will analyze a few of the major historical texts of criticism from Plato to T. S. Eliot. Practice will be given, through short papers, in the application of critical principles to specific works. Preferential enrollment for seniors concentrating in English. Spring Semester. m.w.f. 11. Half-course: second half semester. Mr. Duvall.
- 187 **Seminar: Three American Epics.** The failures and triumphs of Walt Whitman, Ezra Pound, and William Carlos Williams in their efforts to create an epic from a democratic tradition in, respectively, "Leaves of Grass," "The Cantos," and "Pater-son." Spring Semester. t. 7-10. Mr. Mahon.
- 191 **The Metaphysical Poets.** Readings in Donne, Herbert, Vaughan, Marvell, and Hopkins, Eliot, Stevens. The course involves the exploration of a way of writing and a mode of perception. Spring Semester. m.w. 1:15-2:30. Mr. Duvall.
- 195 **The Long Poem.** An analysis of several major poetic works, including the relationship of Milton's "Paradise Lost" to the romantic epic. Through varied readings and discussions, the course will consider special problems in sustained poetic composition. Fall Semester. t.th. 1:15-2:30. Miss Moore.
- 251 **Linguistics.** Graduate Course: consent of instructor. Spring Semester th. 9-12. Mr. Macaulay.

Students should consult the catalogs of Harvey Mudd College, Scripps College, Pomona College, and Claremont Men's College for courses in English which may be taken with the advice of the Pitzer faculty in English.

EUROPEAN STUDIES

- 195 **Seminar in European Studies.** An interdisciplinary seminar on selected topics. Intended especially for concentrators in European Studies in their senior year, though other qualified students may be admitted at the discretion of the instructors. (Not offered in 1967-68.)

FOREIGN LANGUAGES See also Classics

French

- 10, 11 **Preparatory French I & II.** For students without previous training in French. Both Semesters. m.t.w.th. 8. Miss de Cherisey.
- 30, 31 **Continuing French III.** Designed to bring the student up to third-year level proficiency by the end of the year. Grammar review; intensive practice in both speaking and writing; varied readings with emphasis on contemporary French prose. Prerequisite: Preparatory French II or equivalent. Both Semesters. m.w.f. 10. Section a: Miss de Cherisey. Section b: Miss Martin. Section c: Mr. Kardos.
- 105 **French Civilization.** A swift survey of major developments in French history, thought, and art. Prerequisite: Third-year proficiency. Fall Semester. m.w. 1:15-2:00. Half-course: throughout semester. Miss de Cherisey.

- 109 **Introduction to Stylistics and Literature.** A study of the elements of style through representative French authors. Practice in creative writing and interpretation of literature. Strongly recommended for French concentrators. Prerequisite: Third-year proficiency. Fall Semester. t. 2:45-4. Mr. Kardos.
- 115 **French Society in the 17th Century.** A study of French society in the 17th Century through the work of: La Rochefoucauld, La Fontaine, Madame de Sevigne, Boileau, La Bruyere. Prerequisite: Third-year proficiency. Spring Semester. m.w. 1:15-2:00. Half-course: throughout semester. Miss de Cherisey.
- 140 **20th Century French Theater.** A study of representative playwrights of 20th Century France, with special emphasis on Cocteau, Giraudoux, Anouilh, Montherlant, Camus, Sartre, and Beckett. Prerequisite: Third-year proficiency. Fall Semester. m.w. 11. Miss Martin.
- 141 **20th Century French Novel.** A study of contemporary French novelists including Gide, Bernanos, Malraux, Sartre, and Camus, with special emphasis on existential literature. Prerequisite: Third-year proficiency. Spring Semester. m.w.f. 11. Miss Martin.
- 145 **Seminar: La Nostalgie de l'Absolu.** Pioneering with 20th Century French writers tempted by the realm of the impossible. Prerequisite: Third-year proficiency. Spring Semester. m. 4:00. Half-course: throughout semester. Miss Martin.
- 146 **French Literature: The "Recit Personnel."** Studies on the conception, elaboration, and evolution of this relatively recent "genre litteraire"—its relationships with the "roman." Emphasis is on the following authors: B. Constant, Sainte-Beuve, A. de Musset, E. Fromentin, Alain-Fournier, A. Gide, F. Mauriac, R. Radiguet, L.-F. Celine, H. Thomas, J. P. Sartre, M. Butor. This course will meet once a week. There is no final exam, but a term paper in French is required. Lectures and discussions are in French. Fall Semester. th. 2:45-4. Half-course: throughout semester. Mr. Kardos.
- 148 **French Literature.** Topic to be arranged. Spring Semester. t. 2. Half-course: throughout semester. Mr. Kardos.
- 151 **20th Century French Poetry.** A study in depth of contemporary French poetry. Reading of poems by Corbiere, Claudel, Valery, Apollinaire, St. John Perse, Prevert, etc. Prerequisite: Third-year proficiency. Spring Semester. m.w. 2:45-4:00. Mr. Kardos.
- 160 **Le Silence de Dieu.** For description see Philosophy 160. Fall Semester. m.w. 3-4:30. Miss Martin & Mr. Evans.

Courses available at Claremont Men's College:

- 110 French Literature of the Renaissance. Fall Semester. m.w.f. 11. Mrs. Smith.
130 18th Century French Literature. Spring Semester. Mr. Rand.

Courses available at Pomona College:

- 101 Introduction to French Literature. Fall Semester. t.th.s. 9. Mr. Leggewie.
120a Survey of French Literature. Fall Semester. m.w.f. 10. Miss Johnson.

- 125 Theatre of the XIX Century. Fall Semester. m.w.f. 1:15. Mr. Pronko.
 170 Renaissance. Spring Semester. Miss Crosby.
 190 Special Topics: The Theme of Death in 19th Century French Poetry. Spring Semester. Miss Johnson.

Courses available at Scripps College:

- I-120a,b Representative French Authors. Both Semesters. t.th. 1:15-3. Mr. Strickland.
 I-121a,b 17th Century French Literature. Both Semesters. m.w.f. 10. Mr. Weisz.
 I-122 18th Century French Literature. Fall Semester. m.w.f. 2:15. Miss Cheffdor.
 I-129a,b 19th Century French Literature. Both Semesters. t.th. 3:15-5. Mr. Strickland.

German

- 10, 11 **Introductory German I & II.** Fundamentals of grammar. Conversation with emphasis on pronunciation. Graded readings. Both Semesters. m.t.w.th. 8. Mrs. Kleist.
 30, 31 **Intermediate German III & IV.** Designed to bring the students up to third-year proficiency by the end of the year. Intensive practice in speaking and writing. Grammar review. Reading selections from various periods of German history and depicting life in modern Germany. Both Semesters. m.w.f. 10. Mrs. Kleist.
 50 **German Tutorial.** For students who possess third-year level competence. Selected readings and discussion in German, meeting once a week with instructor. Prerequisite: Consent of instructor. Both Semesters. Arranged. Half-course: throughout semester. Mrs. Kleist.
 130 **Thomas Mann: A Study of His Life and Works.** This study will consider Thomas Mann in his long career as an outstanding representative of European intellectual life, spanning the period from the turn of the century to the time after World War II. Special consideration will be given to the fact that he, like many other writers, had to emigrate from Germany to find a haven in the United States. Selections from his fiction and autobiographical writings. Lectures in English, readings in either German or translation. Fall Semester. m.w. 2:45-4. Mrs. Kleist.
 140 **Post-War Writers: Germany's "Angry Young Men."** The writings of the generation that emerged from the collapse of the Third Reich. Classes will be conducted in English; students may read the texts in the original or in English. Mrs. Kleist. (Not offered 1967-68.)

Courses available at Pomona College:

- 110 Introduction to German Literature. Fall Semester. m.w.f. 9. Mr. Sheirich.
 120 Literature of the 16th and 17th Centuries. Spring Semester. Mr. Sheirich.
 150a,b Modern German Literature. Both Semesters. m.w.f. 10. Mr. Brueckner.

Courses available at Scripps College:

- I-109a-b Advanced German. Both semesters. m.w.f. 1:15. Mrs. Potter.



Spanish

- 10, 11 **Preparatory Spanish I & II.** For students without previous training in Spanish. Both semesters. m.t.w.th. 8. Mrs. Reese.
 30, 31 **Continuing Spanish III & IV.** Designed to bring the student up to third-year level proficiency. Grammar review; intensive practice in both speaking and writing; varied readings with emphasis on contemporary authors. Prerequisite: Preparatory Spanish II or equivalent. Both Semesters. m.w.f. 10. Section a: Miss Gurza. Section b: Mrs. Reese.
 109 **Introduction to Stylistics and Literature.** A study of the elements of style through representative Spanish authors. Practice in creative writing and interpretation of literature. Strongly recommended for students wishing to enter upper division courses. Prerequisite: Third-year proficiency. Fall Semester. t.th.s. 10. Miss Gurza.
 130 **The Spanish American Psychological Novel.** Readings will include works from Manuel Diaz Rodriguez (1868-1927) to the present. Prerequisite: Consent of instructor. Fall Semester. t. 9. Half-course: throughout semester. Miss Gurza.
 131 **The Feminine Contribution to Post-War Spanish Literature.** Studies of the poetry and novels of women writers. Prerequisite: Consent of instructor. Spring Semester. t.th. 10. Half-course: throughout semester. Miss Gurza.
 140 **Seminar: Implicaciones Sociologicas en la Literatura Contemporanea de Hispano-america.** This seminar will include interpretation, discussion, and critical analysis of political, social, and economic developments and their impact on Latin American life, through the works of representative writers, such as Lillo, Asturias, Amorim, Manuel Rojas, Fuentes, Llosa, Monteforte Toledo, and other well-known writers. Spring Semester. w. 7-10. Mrs. Reese.
 150 **El Hombre, Viajero en la Tierra.** Studies of Medieval and Renaissance man through the literature of Spain, from the beginning up to the Golden Age. Although the emphasis is on literary expressions, the students will be encouraged to pursue their own interests in other manifestations of Spanish art such as painting, music, architecture, etc. Discussions will be conducted in Spanish. Prerequisite: Consent of instructor. Miss Gurza. (Offered in alternate years: not offered 1967-68.)

- 173 **Literature of a Selected Latin American Country (Mexico).** Mexican literature from the Colonial period to the present, with emphasis on contemporary works. Prerequisite: Consent of instructor. Fall Semester. m.w.f. 11. Miss Gurza.

Courses available at Claremont Men's College:

- 116 Nineteenth Century Spanish Literature. Fall Semester. t.th. 1. Mrs. Lauerhass.
159 Latin American Novel Since 1930. Spring Semester. Mr. Koldewyn.

Courses available at Pomona College:

- 120a,b Survey of Spanish Literature. Both semesters. t.th. 1:15. Mrs. Bobonis.
185a,b Modern Spanish Literature. Both semesters. m.w. 1:15-2:30. Mr. Ricapito.

Courses available at Scripps College:

- I-168 Literary Currents in Contemporary Latin America. Fall Semester. m.w. 3:15-5. Mr. Aguilera-Malta.
I-169 Latin American Novel to 1930. Fall Semester. m.w.f. 10. Mr. Aguilera-Malta.
I-173 Literature of Ecuador, Peru, Colombia. Fall Semester. t.th. 3:15-5. Mr. Aguilera-Malta.
I-173 Literature of Selected Latin American Country: Argentina. Spring Semester. Mrs. Lamb.
I-175 Contemporary Latin American Poetry. Spring Semester. Mrs. Lamb.

Chinese

Courses available at Pomona College: Chinese Language and Literature

- 1a,b Elementary Chinese. Both semesters. m.t.w.f. 10. Mr. Tung.
51a,b Intermediate Chinese. Both Semesters. m.w.f. 11. Mr. Tung.
101a,b Advanced Chinese. Both Semesters. m.w.f. 8. Mr. Ho.
120 Major Traditions of Chinese Thought. Fall Semester. m.w.f. 2:15. Mr. Ho.
140 Chinese Literature in Translation. Fall Semester. m.w.f. 9. Mr. Tung.
151 Modern Chinese Literature in Translation. Spring Semester. Mr. Tung.

Italian

Courses available at Pomona College: Modern European Languages

- 51 Intermediate Italian. Fall Semester. m.w.f. 10. Mr. Ricapito.
60 Advanced Italian. Spring Semester. Mr. Ricapito.

Russian

Courses available at Claremont Men's College: Foreign Languages

- 12, 13 Introductory Russian. Both Semesters. t.th.s. 8. Mr. Rand.

Courses available at Pomona College: Modern European Languages

- 51 Intermediate Russian. Fall Semester. m.w.f. 11. Mr. Ulitin.
60 Advanced Russian. Spring Semester. Mr. Kishovsky.
101 Introduction to Russian Literature. Fall Semester. m.w.f. 2:15. Mr. Ulitin.

Instruction in Hindi, Urdu, Japanese, Bahasa-Indonesia, Sanskrit, Arabic, Malay, and Thai is available at the Claremont Graduate School.

HISTORY

- 12 **The Ancient Near East and Greece to 350 B.C.** (formerly History 20). A careful examination of the birth of riparian societies in the Near East, the problems of the Aegean Bronze Age, the evolution of Classical Greece to the rise of Alexander the Great. Special attention is given to the primary source material with extensive readings from Homer, Herodotus, Thucydides, the tragedians, Aristophanes, Xenophon, Plato, Aristotle and Plutarch. Some time is devoted to the specialized strengths and inevitable weaknesses in historical investigation of classical antiquity. Fall Semester. m.w.f. 9. Mr. Glass.
- 14 **The Hellenistic World and Rome to A.D. 565** (formerly History 21). A study of the spread of Hellenism under Alexander the Great and its eventual metamorphosis under Roman hegemony. An examination of the rise of Rome and the crystallization of its distinctive features from its enigmatic origins. Readings from Livy, Vergil, Horace, Pliny, Juvenal, and Suetonius. Some attention is given to the esthetic productions of Rome and the problems of their often hypothetical reliance on Greek and Italic (Etruscan?) predecessors. Mr. Glass. (Not offered in 1967-68.)
- 36 **Enlightened Despotism, Revolution and Empire 1713-1815.** A study of Europe in the 18th Century and of the Napoleonic period with emphasis on the thought of the Enlightenment and on other elements contributing to the American and French Revolutions and to the upheavals of the Napoleonic Age. The course will examine through their works the thought of such writers as Locke, Montesquieu, Voltaire, and Rousseau and its interrelationship with historical developments. Historical events will be studied through readings in R. R. Palmer and J. Colton **A History of the Modern World**. Literary influences will be explored through the fiction of the period. Primarily for freshmen and sophomores. Fall Semester. t.th. 2:45-4. Mr. Gallanar.
- 37 **The Rise and Decline of Europe 1815-1945.** A study of the period of European pre-eminence and its decline through two world wars with special emphasis on the intellectual traditions of the period and on other elements contributing to the great upheavals of the 20th Century. The major intellectual movements of the 19th Century such as Marxism, Darwinism, the new sciences of man and the counter-revolutions of the 20th Century will be examined in their historical contexts through the writings of their main figures supplemented by readings of selected literature of the period. Historical events will be studied through readings in R. R. Palmer and J. Colton, **A History of the Modern World**. Primarily for freshmen and sophomores. Spring Semester. t.th. 1:15-2:30. Mr. Warmbrunn.



- 55 **America from Colonization to 1865.** An introduction to major topics in the political, economic, and cultural development of the United States before the Civil War. Class sessions are not usually formal lectures but rather explorations of assigned topics on which students read both source materials and historical analyses. Enrollment limited to freshmen and sophomores; others only with the permission of the instructor. (Joint course with Claremont Men's College.) Fall Semester. t.th. 1:15-2:30. Mr. Everett.
- 56 **The United States from 1865 to the Present.** A continuation of History 55. Either course may be taken separately. Enrollment limited to freshmen and sophomores, except with consent of instructor. (Joint course with Claremont Men's College.) Spring Semester. m.w.f. 8. Mr. Lofgren.
- 120 **Renaissance and Reformation Europe** (formerly History 31). The major intellectual and religious movements in the period from 1300 to 1600 and their relations to social, economic, and political conditions. This period abounds in great creators—Petrarch, Calvin, Michelangelo; masterful political leaders—Cosimo de' Medici, Henry VIII, Charles V; and major international movements—the Reformation, Humanism, and the colonial expansion of Europe; all of which had a marked impact on Western culture. Fall Semester. m.w. 1:15-2:30. Mrs. Shapiro.
- 121 **Seminar in Renaissance Florence.** This seminar will examine the political and cultural developments of Renaissance Florence. It may be taken as a full or half course. Students taking the seminar for half-course credit will participate in weekly discussion meetings and will be required to take an examination about half way through the semester. Those taking it for full credit will, in addition, undertake a research project and will meet weekly during the remainder of the semester to discuss the progress of their research and additional reading. Students must decide whether they will take the seminar for half- or full-course credit at the beginning of the semester. Prerequisites: History 120 (formerly History 31) or its equivalent and consent of instructor. Spring Semester. m. 2:45-5. Mrs. Shapiro.

- 123 **Europe in the Seventeenth Century** (formerly History 32). This course deals with the intellectual and political history of Western Europe in a period of rapid change and marked contrasts. The 17th Century was an era of capitalist growth and colonial expansion, of religious warfare and dynastic conflicts, of absolute and parliamentary monarchy. During this century the scientific revolution began to alter men's ways of thinking, not only about the nature of the universe and natural science, but about politics, religion, and literature as well. Mrs. Shapiro. (Not offered 1967-68.)
- 126 **Renaissance and Reformation England** (formerly History 131). This course covers 1485-1603, a period that witnessed a major and rapid development in English political and religious ideas and institutions, the literary flowering of the Elizabethan Age, and the growth of those conflicts in English society that shortly afterward engendered the great English revolutions of the 17th Century. The course will emphasize religious and intellectual developments and their relation to political, social and economic conditions. Mrs. Shapiro. (Not offered 1967-68.)
- 127 **England in the Seventeenth Century** (formerly History 132). The 17th Century is England's age of revolution and provides a particularly suitable testing ground for notions of consensus and conflict within what is often viewed as a peculiarly consensual society. This course will emphasize religious and intellectual developments and their relation to political, economic, and social conditions. Special attention will be given to the impact of the scientific revolution on English thought. Spring Semester. m.w.f. 10. Mrs. Shapiro.
- 128 **Puritanism and Society.** For some years a great debate has raged among sociologists, historians, and theologians about the effects of religious belief on economic, scientific, and political innovation. The key factor in this debate is the influence of Puritanism on the development of English economic and scientific practices during the 16th and 17th centuries. This seminar will examine the entire debate focusing on the English evidence. Some attention will be given to American developments. Students primarily interested in literature may concern themselves with the interlocking impact of Puritanism and science on 17th century literature. Mr. Shapiro. (Not offered 1967-68.)
- 129 **Renaissance and Reformation England.** For description see English 140. Fall Semester. m.w.f. 9. Mrs. Shapiro & Mr. Duvall.
- 130 **From Bismarck to Hitler: The History of Germany from 1871 to 1945.** This course will cover the intellectual and political history of Germany since the founding of the Second Empire in an attempt to identify some of the reasons why the Third Reich could come into existence and why it came so close to succeeding. Open to juniors and seniors with previous work in Modern European history. Enrollment limited to twenty students. Sophomores must secure consent of instructor. Spring Semester. m.w. 2:45-4. Mr. Warmbrunn.
- 138 **The Individual in History.** An examination of the impact of individuals on the course of history, with special emphasis on modern Europe. Members of the seminar will examine the interplay of individual personality and social forces through readings, reports, and class discussion. This course will be planned as a seminar. A knowledge of European history will be assumed and will be established in

survey tests early during the seminar. In addition to assigned readings, students will be expected to prepare papers on which class discussions will be based. Open to sophomores and upperclassmen with previous preparation in European history or Western Civilization, or by consent of the instructor. Enrollment limited to 20 students. Mr. Warmbrunn. (Not offered 1967-68.)

- 139 **Planning for Peace and Resistance to War in Modern History.** A study of theories and practices of the control of armed conflict between nation states beginning with the writings of Grotius. The seminar will examine in historical perspective distinctions between just and unjust wars, plans for the avoidance of war and the maintenance of peace, and theories and actions of civil disobedience to the demands of war. The study of these issues will be carried on through exploration of such writers as Grotius, the Abbe Saint Pierre, Kant, Thoreau, William James, and Gandhi. In addition these explorations may be supplemented by insights expressed through literature and findings of the social and behavioral sciences. This course will be planned as a seminar. A basic background in modern history will be assumed and will be established in survey tests early during the seminar. In addition to assigned readings, students will be expected to prepare papers on which class discussions will be based. Open to sophomores and upperclassmen with previous preparation in modern history or by consent of the instructor. Enrollment limited to 20 students. Mr. Warmbrunn. (Not offered in 1967-68.)
- 140 **India to 1707** (formerly History 71). The history of the Indian subcontinent, primarily from the cultural and intellectual viewpoints. Emphasis will be placed upon the development of Hinduism and Buddhism as indigenous ways of looking at the world. The conquest of the area by the Muslims and the interaction between this new religion and its followers and Hindu India will be explored with particular stress on the period of the Great Moguls (1526-1707). First contacts with the West will also be discussed. As much as possible this will be done through the reading of primary sources in translation as found in "Sources of Indian Tradition." Fall Semester. m.w.f. 9. Mr. Greenberger.
- 141 **India, 1707 to the Present** (formerly History 72). From the decline of the Mogul Empire the stress will be placed on the expansion of British control and the spread of Western culture. This will entail a study of British imperialism and the way in which cultures react to each other. The growth of Indian nationalism and the rival development of Muslim separatism will be emphasized as the lead to the development of two independent nations on the subcontinent. Post-Independence India and Pakistan will also be discussed. Source materials such as the writings of Indian nationalist leaders and fiction, both Indian and British, will be widely utilized. Spring Semester. m.w.f. 10. Mr. Greenberger.
- 144 **Japan to 1600** (formerly History 77). The development of Japanese culture from pre-history to the reunification of the country under the Tokugawa will be discussed largely from the viewpoints of the intellectual and cultural traditions. Among the problems to be considered, as much as possible through the reading of source materials as those found in "Sources of Japanese Tradition," are the relationship between native Japanese culture and imported Chinese culture, the development of the idea of the Japanese state, and early Western contacts. Where possible comparisons between Japanese and Western European developments such as feudalism will be considered. Mr. Greenberger. (Not offered 1967-68.)

- 145 **Japan, 1600 to the Present** (formerly History 78). From the reunification of Japan under the Tokugawa the emphasis will be on the modernization of Japan with particular stress on the post-1800 period. An attempt will be made to discover why Japan, alone among the countries not settled by Europeans, succeeded in developing to the position of a great power. In answering this question the focus will be on such developments as the opening of Japan, industrialization, cultural and political modernization and Japanese expansion overseas. The relationship between Western cultures and Japanese culture will be analyzed through the reading of both literary and political sources in translation. The post-World War II period will also be discussed. Mr. Greenberger. (Not offered 1967-68.)
- 155 **Modern California.** The course begins with the impact of American settlement on the Indian and Mexican societies of California, but the major emphasis is on the problems of rapid and unique economic growth, social conflict, and political reform movements. Prerequisite: Previous study in history or the social sciences or consent of instructor. Mr. Everett. (Not offered 1967-68.)
- 157 **The United States, 1890-1932.** A study of the era in which the nation was beset with both the fruits and the less attractive consequences of industrialization and with the temptations and responsibilities of being a world power. A broad range of sources and topics—economic, political, cultural, literary, and biographical—will be considered. Prerequisite: previous study in history and the social sciences or consent of the instructor. Mr. Everett. (Not offered 1967-68.)
- 158 **The United States, 1933-Present.** A continuation of History 157. The depression, the New Deal, World War II, the American response to Communism, postwar affluence and the Civil Rights movement have been the central concerns of this era experienced directly by most college students and their parents. Prerequisite: previous study in history and the social sciences or consent of the instructor. Spring Semester. t.th. 8, f. 1. Mr. Everett.
- 181 **Seminar in Imperialism.** The late 19th Century marked the start of a movement that resulted in the domination of a large part of the world by a few great powers. What were the motives and drives behind this expansion? In an attempt to answer this question, the seminar will compare different types of imperialism—English, French, German, American, and Japanese—to find both similarities and differences. Explanations of imperialism to be explored include ones centering on individual initiative, nationalism, and international politics. After surveying the historical setting of imperialism, the seminar will turn to a reading of such works as J. A. Hobson's "Imperialism," Lenin's "Imperialism: The Highest Stage of Capitalism," O. Mannoni's "Prospero and Caliban," and Joseph Schumpeter's "Imperialism and Social Classes." There will also be discussion of some of the intellectual and popular justifications for imperialism as expressed by late 19th Century writers. Fall Semester. m.w. 2:45-4. Mr. Greenberger.
- 182 **Seminar: The Trauma of Decolonization.** Recent history has been dominated to a large degree by the disappearance of the former colonial empires and their replacement by new states. The seminar will first explore the historical setting of this development. It will then turn to an examination of the problems which this has brought about for both the ex-colonial powers and the ex-colonies—material

prosperity, position in the world community, and relations between members of the former empires. Attention will be focused on how people in the new nations have tried to discover a meaningful identity for themselves in the shadow of the former empires. The areas to be covered will be South Asia, Southeast Asia, and the Caribbean. Spring Semester. m. 2:45-5:00. Mr. Greenberger.

- 193 **Seminar: Topics and Methods in the Study of Contemporary History: The History of Pitzer College, 1963-67.** This seminar is designed to instruct students in the methods of the study of contemporary history through the study of the history of Pitzer College in its opening years. Such methods may include (1) oral interviews, (2) the development of archival materials, (3) the preparation of microfilm materials and, (4) the establishment of an ongoing archival system to assure the preservation of materials vital to future historians of Pitzer College. Each student also will complete a paper on some specific aspect or phase of the history of Pitzer College. Enrollment is limited to fifteen students. Preference will be given to graduating seniors. Spring Semester. w. 7-10. Mr. Warmbrunn.
- 200 **Historiography.** Graduate course: consent of instructor. Spring Semester. w. 2-4. Mrs. Shapiro.
- 202 **The Literature of European History.** Graduate course: consent of instructor. Fall Semester. t. 2-5. Mr. Warmbrunn.

Courses available at Claremont Men's College:

- 117 History of Indo-China-Vietnam. Spring Semester. Mr. Israel.
- 120 European Military History. Fall Semester. t.th.s. 9. Mrs. Rodman.
- 122 The United States: 1815-1865. Fall Semester. m.w.f. 11. Mr. Niven.
- 123 Russian Intellectual History. Fall Semester. t.th.s. 10. Mr. Rogers.
- 124 Russia and China. Spring Semester. Mr. Rogers.
- 127 European Intellectual History of the 19th Century: 1815-70. Fall Semester. t.th.s. 9. Mr. Rogers.
- 146 Western European History 1870-1960. Spring Semester. Mrs. Rodman.
- 153 English History: 1760-1870. Spring Semester. Mrs. Rodman.
- 166 History of Chinese Political Thought. Fall Semester. w.f. 1. Mr. Israel.
- 173 History of Modern China. Fall Semester. m.w.f. 10. Mr. Israel.
- 175 Modern Japan. Spring Semester. Mr. Beckmann.
- 176 Spanish Intellectual History. Fall Semester. w.f. 1. Mr. Koldewyn.
- 177 Social & Intellectual History of Latin America. Spring Semester. Mr. Koldewyn.
- 184 United States since 1933. Fall Semester. m.w.f. 8. Mr. Lofgren.
- 185 U.S. Diplomatic History since 1890. Spring Semester. Mr. Lofgren.
- 196 Seminar in Historical Problems. Fall Semester. t.th. 1. Mrs. Rodman.

Courses available at Harvey Mudd College:

- 105, 106 History of Science. Both Semesters. m. 1:15-3:05. Mr. Rae.

Courses available at Scripps College:

- 123 American Revolution 1760-1790. Spring Semester. Mr. Adair.
- III-130a France in the 19th Century. Fall Semester. m.w. 1:15-2:30. Mr. Evans.
- III-130b France in the 20th Century. Spring Semester. Mr. Evans.
- III-139 Technology & Science in the Middle Ages. Spring Semester. Mr. Blaine.
- III-140 History of the Early Middle Ages. Fall Semester. t.th. 2:15-3:30. Mr. Blaine.
- III-141 History of the Later Middle Ages, C. 1000-1500. Spring Semester. Mr. Blaine.
- III-142 Readings in Tudor History. Fall Semester. w. 3:15-5:15. Mr. Curtis.
- III-143 Readings in Stuart History. Spring Semester. Mr. Curtis.
- III-144 History of England in the Middle Ages. Fall Semester. m.w. 2:15-3:30. Mr. Blaine.
- 180G American Studies Seminar. Spring Semester. Mr. Spengemann.

Courses available at Pomona College:

- 55a United States to 1865. Fall Semester. m.w.f. 10. Mr. Kemble.
- 55b United States 1865 to Present. Spring Semester. Mr. Small.
- 60 Cultural Legacies East Asia. Spring Semester. Staff.
- 101 Greece. Spring Semester. Mr. Carroll.
- 103 Middle Ages. Fall Semester. t.th.s. 9. Mr. Learnihan.
- 106 Tudor England. Fall Semester. m.w.f. 8. Mr. Gleason.
- 107 Great Britain. Spring Semester. Mr. Gleason.
- 113a Europe Since 1848. Fall Semester. m.w.f. 10. Mr. Gallanar.
- 113b Europe Since 1848. Spring Semester. Mr. Poland.
- 114 Russia. Fall Semester. t.th.s. 8. Mr. Poland.
- 117 Intellectual History of Medieval Europe. Spring Semester. Mr. Learnihan.
- 119 Economic History of the Modern World. U.S., Russia, Japan. Fall Semester. t.th. 1:15. Mr. Palmer.
- 123 American Revolution. Spring Semester. Mr. Adair.
- 124 U.S. Intellectual History. Fall Semester. Hours arranged. Mr. Small.
- 125 American Social History. Spring Semester. Mr. Harris.
- 130 Maritime and Naval History. Spring Semester. Mr. Kemble.
- 132 South Africa. Spring Semester. Mr. Gleason.
- 135a,b Latin America. Both semesters. m.w.f. 11. Mr. Levy.
- 140 Study of History. Both semesters. t.th. 2:40. Staff.
- 142 Ancient Near East. Spring Semester. Mr. Whedbee.
- 144a,b China. Both semesters. t.th. 1:15. Mr. Ho.
- 148 Southeast Asia. Fall Semester. m.w.f. 9. Mr. Smith.
- 170 French Revolution. Fall Semester. t. 7:30-10. Mr. Poland.
- 178 Imperialism & Nationalism in Southeast Asia. Spring Semester. Mr. Smith.

LINGUISTICS

- 75 **Language and Culture.** The course will investigate the fundamental questions concerning the nature of language, its relation to thought, and its role in setting and limiting human experience. The approach will be through the formal analysis of language as well as through cross-cultural studies of language and thought. How does language influence world view and social attitudes? How much of a culture is "contained" in the language? And how much of a culture could survive a change of language? How much of a language is ontologically independent of the context of use? Are linguistic universals related to anything stable and universal in human societies? How far can the methods of theoretical linguistics be applied to the more general study of culture? Cross-listed as Anthropology 75. Spring Semester. t.th. 1:15-2:30. Mr. Macaulay & Mr. Park.
- 103 **An Introduction to General Linguistics.** An introduction to the study of language covering such topics as: the nature of language, regional and class dialects, standards of correctness, phonetics and phonology, paralinguistics and kinesics, acoustic phonetics, the aims of grammar, lexical classification, semantics. In addition the course will briefly touch on the applications of linguistics in such fields as: language learning, machine translation, information retrieval, stylistics. Strongly advised in 1967-68 for students who intend to register for Linguistics 151, 161, or 170 in 1968-69. Fall Semester. t.th. 1:15-2:30. Mr. Macaulay.
- 151 **The Linguistic Study of Contemporary English.** A systematic study of present-day English. The main emphasis will be on syntax and morphology, following the transformal approach of N. Chomsky, but some reference will also be made to phonology and semantics. Other topics covered include regional and social differences in language usage, styles, and deviance, slang and jargon, euphemisms and taboo expressions, neologisms and archaisms. Prerequisite: Linguistics 103 or consent of instructor. Spring Semester. Mr. Macaulay. (Not offered 1967-68.)
- 153 **Seminar: Poetry and the English Language.** For description see English 153. Fall Semester. t. 7-9. Mr. Macaulay.
- 155 **Directed Studies in Foreign Language Learning or Psycholinguistics.** Both semesters. Half-course. Time arranged. Mr. Macaulay.
- 161 **Linguistics and Foreign Language Learning.** The central purpose of the course is to enable students to make a linguistic comparison of two languages in order to focus attention on the difficulties faced by the speaker of one of the languages in learning the other. The primary emphasis will be on the contrastive analysis of Spanish and English, but students of another Romance Language could also participate. The course will also touch on such topics as: theories of language learning and language teaching, language laboratories, the value of text-books, realistic goals in language teaching programs, literary and cultural aspects of foreign language learning. Prerequisites: Competence in Spanish or another Romance language, plus Linguistics 103 or consent of instructor. Spring Semester. Mr. Macaulay. (Not offered 1967-68.)
- 170 **Psycholinguistics.** An examination of recent theories and methods in the study of language in relation to language users. Topics covered will include: the acquisition and development of language, individual differences in verbal behavior,



language and cognition, language disturbances, communication in psychotherapy. Prerequisite: A course in linguistics or psychology, or consent of instructor. Fall Semester. Mr. Macaulay (Not offered 1967-68.)

Available at the Claremont Graduate School (consent of instructor):
 Education 210 Linguistics. Fall Semester. t.th. 3-4. Mr. Macaulay.
 English 251 Linguistics. Spring Semester. Mr. Macaulay.

MATHEMATICS

- 11 **Introduction to College Mathematics.** Inequalities, topics selected from trigonometry and the analytic geometry of the plane, functions, graphs, and an introduction to limits. Prerequisites: Two years of secondary school algebra and one of plane geometry. Spring Semester. m.w.f. 11. Miss Beechler.
- 12 **Calculus I.** A first course in differential and integral calculus. Functions, limits, continuity, derivatives, mean value theorem, the definite integral. Prerequisite: 4 years of secondary school mathematics, placement, or Mathematics 11. Fall Semester. m.w.f. 9. Miss Beechler.
- 13 **Calculus II.** Transcendental functions, techniques of integration, sequences, infinite series, Taylor's Theorem. Prerequisite: Mathematics 12. Spring Semester. m.w.f. 9. Miss Beechler.
- 80 **Mathematical Structures.** An elementary exposition of the fundamental concepts of mathematics and a discussion of some of the important problems of pure mathematics and its applications. The course is designed for the undergraduate student who has curiosity about the nature and uses of mathematics but does not necessarily have any special technical mathematical competence. Included are such topics as postulate systems, development of number systems, and geometries. Fall Semester. m.w. 1:15-2:30. Miss Beechler.
- 133 **Number Systems.** A study of the development of the familiar number systems starting with the natural numbers and culminating in a set-theoretical construction of the real number system. The course will include some discussion of sets, functions, relations, order, well-order, and, as time permits, cardinal and ordinal numbers and their arithmetics. Prerequisite: Three semesters mathematics above Mathematics 11. Spring Semester. m.w. 2:45-4. Miss Beechler.

For additional mathematics courses, see also the catalogs of Harvey Mudd College, Pomona College, and Claremont Men's College.

MUSIC

Joint program with Scripps, Claremont Men's and Harvey Mudd College.

- 81 **Introduction to Music I.** An historical survey of major composers and musical styles of the Classic and Romantic periods of composition with emphasis on intelligent listening. A study of elementary musical theory is included as an aid to non-concentrators. No previous musical experience required. Open to freshmen. Fall Semester. m.w.f. 11. Mr. Lilley.
- 82 **Introduction to Music II.** Continuation of Music 81. An historical survey of major composers and musical style of the Middle Ages, Renaissance, Baroque, and Contemporary periods of composition with emphasis on intelligent listening. Spring Semester. m.w.f. 11. Mr. Lilley.
- 173a,b **Concert Choir.** A study of music from the sixteenth century to the present day through rehearsals leading to public performance. Membership obtained through audition and maintained through successful completion of performance requirements. Four semesters may be counted for one half-course credit. Both semesters. m. 4:15-6 & th. 7:15-9. Mr. Lilley.

Courses available at Scripps College:

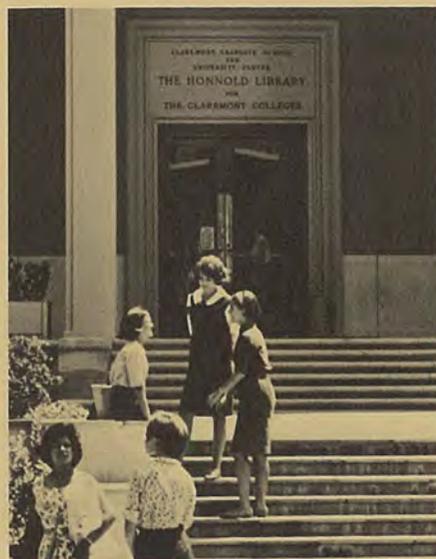
- II-4a-b Music Theory I. Both semesters. m.w.f. 3:15. Laboratory t.th. 3:15. Staff.
- II-104a-b Music Theory II. Not offered in 1967-68.
- II-114 Ancient, Medieval, and Renaissance Music. Not offered in 1967-68.
- II-115 Baroque Music. Not offered in 1967-68.
- II-116 Classical and Romantic Music. Fall Semester. m.w.f. 1:15. Mr. Lengefeld.
- II-117 Late Romantic and 20th Century Music. Spring Semester. m.w.f. 1:15. Mr. Lengefeld.
- II-191 Reading Courses.
- II-192 Independent Study.
- II-195 Senior Seminar in Music History. Spring Semester. Arranged hours. Mr. Lengefeld.
- II-72a,b Intermediate Piano. Both semesters. Arranged hours. Staff.
- II-73a,b Voice. Both semesters. Hours arranged. Mr. Lilley.
- II-171a,b Advanced Piano. Both semesters. Arranged hours. Miss Shapiro.
- II-172a,b Chamber Music. Both semesters. Arranged hours. Miss Shapiro & Staff.

NATURAL SCIENCES

Joint program with Scripps and Claremont Men's College.

- 21 **Principles of Physics and Chemistry I.** A study of Newtonian mechanics, energetics, atomic theory (Daltonian and modern quantum approaches) and introductory thermodynamics. Applications of these principles to periodicity of elements, the chemical bond, kinetic molecular theory, and properties of gases, liquids, and solids. Prerequisite: Calculus I preceding or accompanying the course. Fall Semester. Lecture m.w.f. 11. Laboratory m.t.w.th. 1-4. Mr. Jacob & Staff.

- 22 **Principles of Chemistry II.** Properties of the elements and their compounds, oxidation-reduction and acid-base reactions, equilibrium and kinetics. Laboratory emphasizes quantitative and qualitative aspects of general chemistry. Prerequisite: Principles of Physics and Chemistry I. Spring Semester. Lecture m.w.f. 11. Laboratory w.th.f. 1-4. Mr. Pinnell.
- 32 **Principles of Physics II.** A continuation of Physics and Chemistry I, 21 above, dealing with electrical measurements, D.C. and A.C. circuits, electronics, the origin and properties of wave motion (including inertial, acoustic, and electromagnetic waves), and nuclear physics. Prerequisite: Principles of Physics and Chemistry I. Spring Semester. Lecture t.th.s. 10. Laboratories w.th.f. 1-4. Staff.
- 43 **Introductory Biology I.** The objectives of the course are to provide the student with a basic knowledge of biology, to introduce the student to experimental technique and the scientific method, and to indicate the importance of biological factors in current world affairs. The course treats life at the molecular, cellular, species, and community levels. Emphasis is placed on biological principles and life functions rather than on descriptive biology. The laboratory consists of experiments selected to illustrate basic biological principles. Fall Semester. Lecture m.w.f. 10. Laboratories m.t.w.th.f. 1-3 & m.t.w.th.f. 3-5. Miss Mathies & Staff.
- 44 **Introductory Biology II.** Prerequisite: Introductory Biology I or consent of instructor. Spring Semester. Lecture m.w.f. 10. Laboratories m.t.w.th.f. 1-5. Mr. Guthrie & Staff.
- 50 **Natural Science I.** An introduction to the natural sciences as an integrated and expanding field of knowledge. Lectures and laboratory emphasize the general fields and interrelations of astronomy, chemistry, physics, geology, and biology. Fall Semester. Lecture t.th. 10. Laboratories m.t.w. 1-4 & m.t. 7-10. Mr. Bovard & Staff.
- 51 **Natural Science II.** Prerequisite: Natural Science I or consent of instructor. Spring Semester. Lecture t.th. 10 & one arranged. Laboratories m.t.w.th.f. 1-4. Mr. Merritt & Staff.
- 71, 72 **Organic Chemistry I and II.** A course designed to integrate the chemistry of the aromatic and aliphatic compounds from the standpoints of structure, reaction mechanism and synthesis. Prerequisite: Principles of Chemistry II. Both semesters. m.w.f. 12. Laboratory th. 1-4. Fall Semester—Mr. Pinnell. Spring Semester—Mr. Bovard.
- 81 **Theoretical Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisites: Principles of Physics II and Calculus II. Fall Semester. m.w.f. 8. Laboratory f. 1-4. Staff.
- 82 **Electricity and Magnetism.** Fields, potential, D.C. and A.C. circuits, and applications of Maxwell's equations. Prerequisites: Principles of Physics II and Calculus III. Spring Semester. m.w.f. 8. Laboratories m.t. 1-4. Mr. Jacob.
- 84 **Electronic Instrumentation.** Theory and practice of electronics in scientific instrumentation. Developed through the use of the Malmstadt-Enke text and equipment. This course constitutes the laboratory for Natural Sciences 82, but may be



taken separately for a half-course credit with the permission of the instructor. Prerequisite: Natural Sciences 32 or equivalent. Spring Semester. m.t. 1-4. Mr. Jacob.

- 121, 122 **Principles of Physics and Chemistry III.** A study of quantum mechanics, classical and statistical thermodynamics and transport theory. Applications to atomic and molecular structure, spectroscopy, properties of matter, equilibrium and non-equilibrium physical and chemical systems and chemical kinetics. Prerequisites: Principles of Chemistry II, Principles of Physics II, and Calculus III. Both semesters. m.w.f. 9. Laboratory w. 7-10 (Fall Semester) & w. 1-5 (Spring Semester). Mr. Lowry.
- 125 **Microbiology.** A discussion of micro-organisms with particular emphasis on the contributions made by research in microbiology to the understanding of basic biological principles. The laboratory deals primarily with techniques of handling and identifying bacteria and with studies of bacterial physiology. Prerequisite: Introductory Biology or consent of instructor. Spring Semester. t.th.s. 8. Laboratory m. 2-5. Miss Mathies.
- 141 **Comparative Anatomy of the Vertebrates.** Morphology and evolution of vertebrate organ systems. The laboratory includes dissection of representative vertebrate types. Prerequisite: Introductory Biology. Fall Semester. m.w.f. 8. Laboratory t. 1-5. Mr. Guthrie.
- 142 **Comparative Vertebrate Physiology.** Lectures and laboratory experiments treating functional processes from the standpoint of adaptation of the vertebrate animal in relation to its environment. Prerequisites: Introductory Biology and consent of instructor. Spring Semester. m.w.f. 8. Laboratory w. 1-5. Mr. Coles.

- 145 **Organic Evolution.** A seminar on evolutionary theory. Assigned readings, student reports, and outside speakers dealing with current problems concerning evolutionary theory. Prerequisite: Introductory Biology. Spring Semester. m. 7-10. Mr. Guthrie.
- 146 **Ecology.** A course dealing in interrelationships of plants and animals with the environment and with each other and including the study of individuals, populations, and communities. Prerequisite: Introductory Biology. Fall Semester. t.th. 10. Laboratory f. 1-5. Mr. Eriksen.
- 147 **Biology of Extreme Environments.** A reading, report, discussion-type course concerned with aspects of the physiological ecology, morphology and behavior of animals and plants in extreme environments. Occasional outside speakers and field trips may possibly supplement the material. Prerequisites: Consent of instructor and, preferably, a physiology or ecology course preceding enrollment. Spring Semester. Hours arranged. Mr. Eriksen.
- 149 **Vertebrate Biology.** Lectures, assigned reading, and student reports devoted to topics in the behavior, ecology, reproduction, orientation, and physiology of the vertebrates. Prerequisite: Introductory Biology and consent of instructor. Fall Semester. w. 7:30-10. Mr. Coles.
- 162 **Biology of Viruses.** A seminar course consisting of assigned readings, student reports, and outside speakers dealing with topics of current research in virology such as virus-host interactions and viral biosynthesis. Prerequisite: Introductory Biology and consent of instructor. Fall Semester. Hours arranged. Miss Mathies.
- 170 **Advanced Synthetic Chemistry.** An arranged course in advanced theory and techniques of synthesis of both organic and inorganic compounds. May be repeated for credit. Prerequisite: Organic Chemistry I and II. Fall Semester. Arranged Hours. Staff.
- 187 **Seminar and Research in Physical Science.** Original experimental and theoretical investigations carried out under supervision of a member of the staff and presentation of advanced topics. Must be followed by Natural Sciences 190. Fall Semester. Hours arranged. Mr. Merritt.
- 189 **Seminar in Biology.** Presentation of advanced topics in biology by both students and staff, as well as occasional outside speakers. Original individual experimentation and the theoretical investigations carried out under the supervision of a member of the staff. Must be followed by Natural Sciences 190. Fall Semester. Hours arranged. Mr. Guthrie.
- 190 **Research and Senior Thesis.** Completion of the investigations begun in 187 or 189 and preparation of the results as a senior thesis. Spring Semester. Arranged hours. Staff.

Courses available at the other Claremont Colleges:

The following list of courses available in other Claremont Colleges consists mainly of courses which do not duplicate those offered at Pitzer College.

For additional courses open for intercollegiate registration consult the mimeographed list used for preregistration or the catalogs of The Claremont Colleges. If a course duplicates one offered in Pitzer, credit will be allowed for either the Pitzer course or the course in one of the other Claremont Colleges, but not for both.

For laboratory fees and prerequisites see the course descriptions in the catalogs of the Colleges offering the courses.

Courses available at Pomona College:

Botany

- 12 General Botany. Fall Semester. m. 2:15-4:05. Mr. Phillips.
 15 Field Classification of Flowering Plants. Spring Semester. Mr. Benson.
 75 Individual Plant Classification. Both Semesters. Hours arranged. Course or half-course. Mr. Benson & Mr. Baker.
 105 Principles of Evolution & Taxonomy. Fall Semester. t.th. 10 & f. 1:15-4:05. Mr. Benson.
 112 Plant Physiology. Fall Semester. m.w. 8 & w. 1:15-4:05. Mr. Phillips.
 115 Angiosperms. Spring Semester. Mr. Baker.
 127 Plant Anatomy. Spring Semester. Mr. Carlquist.
 199 Botanical Problems. Both Semesters. Hours arranged. Course or half-course. Staff.

Zoology

- 51 General Zoology. Both Semesters. t.th.s. 8. Laboratory t. or w. 1:15-4:05. Mr. Amrein.
 100 Aquatic Biology. Spring Semester. Mr. Hadfield.
 112 Genetics. Fall Semester. t.th.s. 8. Laboratory w. 1:15-4:05. Mr. Cohen.
 113 Population Genetics. Spring Semester. Mr. Resseguie.
 115 Vertebrate Phylogeny & Morphology. Fall Semester. t.th. 9. Laboratory t.th. 1:15-4:05. Mr. MacMillen.
 120 Vertebrate Embryology. Spring Semester. Mr. Andrus.
 122 Cellular Physiology. Fall Semester. m.w.f. 10. Laboratory t. or w. 1:15-4:05. Mr. Andrus.
 125 Microtechnique. Fall Semester. t. 1:15-4:05. Half-course. Mr. Resseguie.
 126 Histology. Fall Semester. t.th. 9. Laboratory th. 1:15-4:05. Mr. Resseguie.
 151 Invertebrate Zoology. Fall Semester. m.w. 11. Laboratory m. 2:15-4:05 & w. 1:15-4:05. Mr. Hadfield.
 157 Animal Ecology. Spring Semester. Mr. MacMillen.
 160 Symbiosis. Spring Semester. Mr. Amrein.
 175 Mathematical and Stochastic Biology. Spring Semester. Mr. Bentley.
 183 Macromolecular Synthesis. Spring Semester. Mr. Cohen.
 189 Seminars in Selected Topics. Both Semesters. Hours arranged. Course or half-course. Staff.
 199 Introduction to Research. Both Semesters. Hours arranged. Half-course. Staff.

For courses in the physical sciences at the other Claremont Colleges, students should consult their advisors.

PHILOSOPHY

- 50 **A Contemporary Approach to Philosophy.** A beginning course in philosophy, focused on twentieth century problems and situations. While the student will be brought inevitably into contact with the classic philosophical tradition from Plato to Kant, the principal direction of the course will be towards acquainting her with the philosophical problems and issues of her times. To this end materials used in the course will be drawn not only from professional philosophers but from contemporary authors, playwrights, poets, screenwriters, and others as well. Spring Semester. m.w.f. 11. Mr. Evans.
- 52 **Philosophy and Ethics.** An introduction to philosophical analysis by way of a consideration of problems in moral philosophy, such as freedom of the will, cultural relativism, and the alleged dichotomy between facts and values. Readings from traditional and contemporary sources. Fall Semester. t.th.s. 10. Mr. Bogen.
- 53 **Seminar: Philosophy and Ethics.** An introduction to philosophy, using selected topics in moral philosophy. May not be taken by students who have had Philosophy 52. Spring Semester. t. 7-10. Mr. Bogen.
- 55 **Introduction to Symbolic Logic.** A first course in logic, designed to acquaint the students with the theory and practice of detecting, constructing, analyzing, and evaluating reasoning in science, mathematics, ethics, politics, and daily life. The important although neglected role of logic in the shaping of Western culture will be stressed, as well as its recent extensions in areas beyond those of traditional logic. Fall Semester. m.w.f. 10. Mr. Evans.
- 66 **Seminar: Law and Morality** (Also listed as Political Studies 110). An inquiry into the nature of law, its sources, purposes, and types, focusing on such questions as: When is a law unjust? Have I the right (or the duty?) to disobey an unjust law? Is the authority of law derived from force, custom, calculations of convenience, or morality? If morality, whose morality—the individual's, society's, humanity's, God's . . . ? If morality, how can any distinction be drawn between the sphere of legally-enforceable obligation and the sphere of private morality? Readings will be drawn from the philosophy of law, literary works, court opinions, and case studies of legal/moral issues such as civil disobedience, abortion, and obscenity. Prerequisite: one course in either philosophy or political studies. Spring Semester. f. 1-4. Mr. Evans & Mr. Rodman.
- 90 **The Contemplation of Being.** "Not how the world is, but that it is, is the mystical." (L. Wittgenstein, *Tractatus*.) Since its beginnings on the Ionian shores, the contemplation of being has been considered synonymous with philosophy generally and metaphysics specifically. Three pervasive themes will be developed in this course. The first will involve the notion of being itself. A cluster of concepts—essence, existence, analogy, necessity, the "ontological difference"—will be explored as they arise. Secondly, the idea of being as the ground of aesthetic, ethical, and other values will be pursued. Finally, the nature of the contemplative act itself—its logical presuppositions, its psychological conditions, and its philosophical expectations—will be scrutinized. Criticisms of the fruitfulness of such contemplation, inspired by the Vienna Circle and others, will be discussed; and

an understanding will be sought of what led so many philosophers, theologians, poets, and others so persistently to search for, and inquire into, the reality and significance of being. Readings will include selected writings of Plato, Plotinus, Aquinas, Spinoza, Hegel, and Heidegger. Spring Semester. w. 1:15-4. Half-course: first half semester. Mr. Evans & Mr. Matthyse.

- 100 **Seminar: Selected Problems in the Social Sciences.** A seminar presented primarily for students concentrating in the social sciences. Topics in the philosophy of social science will be discussed; these will include teleological explanations, behaviorism, hypothetical constructs, values in the social sciences, and the logic of historical analysis and explanations. Fall Semester. f. 2-5. Half-course: second half semester. Mr. Evans.
- 150 **Seminar: Causality and Action.** Readings from contemporary literature on the notions of causality and human action. Topics will include free will and responsibility, physical and psychological determinism, intentional and intended actions. Prerequisite: Consent of instructor. Fall Semester. w. 7-10. Mr. Bogen.
- 155 **On Perceiving.** Traditional skeptical problems in the theory of perception. Readings from realism, phenomenalism, and 'ordinary language' philosophy. Prerequisite: Consent of instructor. Spring Semester. t.th. 2:45-4:00. Mr. Bogen.
- 160 **Le Silence de Dieu.** A course designed to unite literary and philosophic studies in French. Writers discussed include Pascal, Kierkegaard, Nietzsche, Bernanos, Sartre, Camus, and others. Since all readings, papers and lectures are in French, competence in the language is required. God's silence in the face of man's plight is the unifying theme of the course; it will be seen to present as much a problem for the believer as the nonbeliever. (Also listed as French 160.) Fall Semester. m.w. 3-4:30. Mr. Evans & Miss Martin.
- 190 **Seminar: The Philosophy of Language.** Readings from the philosophy of Ludwig Wittgenstein. For advanced undergraduates and graduate students. Prerequisite: consent of instructor. Spring Semester. m. 2:45-5:30. Mr. Bogen.

Intercollegiate Courses:

- 110G Ancient Philosophy. Fall Semester. m.w.f. 11. Mr. Louch.
 111G Medieval Philosophy. Fall Semester. t. 1:15. Fr. Winance.
 132G Oriental Philosophy. Spring Semester. m.w.f. 9. Mr. Hutchison.
 140G Logical Theory. Spring Semester. m.w.f. 11. Staff.

Courses available at Claremont Men's College:

- 150 Mathematics and Western Thought. Fall Semester. m.w.f. 12. Mr. Henry.
 193 Fundamentals of Logic. Spring Semester. Mr. Roth.
 194 American Philosophy. Fall Semester. m.w.f. 10. Mr. Roth.

Courses available at Pomona College:

- 110 Ancient Philosophy. Fall Semester. m.w.f. 11. Mr. Louch.
 111 Medieval Philosophy. Fall Semester. t. 1:15-3:05. Fr. Winance.
 112 Modern Philosophy. Spring Semester. Mr. Beckner.

- 113 Nineteenth Century. Fall Semester. m.w.f. 9. Mr. Erickson.
 114 Contemporary Analytic Philosophy. Spring Semester. Mr. Hill.
 120 Phenomenology. Spring Semester. Mr. Beckner & Mr. Erickson.
 124 Existentialism. Spring Semester. Mr. Sontag.
 132 Oriental Philosophy. Spring Semester. Mr. Hutchison.
 137 Romanticism. Fall Semester. I m. 2:15-4:05. Mr. Jones. II w. 2:15-4:05.
 Mr. Mulhauser.
 140 Logical Theory. Spring Semester. Staff.
 150 Philosophy of Science. Fall Semester m.w.f. 9. Mr. Beckner.
 158a,b Philosophy and the World of Art. Both semesters. t. 1:15-3:45. Mr. Erickson & Mr. Frazer.
 162 Philosophy of Religion. Fall Semester. w. 1:15-3:05. Mr. Sontag.
 164 Ethics. Fall Semester. m. 2:15-4:05. Mr. Hill.
 167 Freud, Marx, and Contemporary Thought. Spring Semester. Mr. Erickson & Mr. O'Brien.
 168 Philosophical Psychology. Fall Semester. f. 1:15-3:05. Mr. Sontag & Mr. Hill.
 176 Philosophy of the Social Sciences. m.w.f. 10. Mr. Jones.
 194 Special Topics: Metaphysics. Spring Semester. Staff.

Courses available at Scripps College:

- IV-157 Interpretation of Philosophical Texts. Fall Semester. t. 4:15-6:05. Mr. Merlan.
 IV-160 Main Schools of Modern and Contemporary Philosophy. Spring Semester. Mr. Merlan.
 IV-161 Philosophy of Art. Fall Semester. t. 10-12, th. 10. Mr. Ross.
 IV-162a,b Philosophy and History: The Appeal to Nature. Fall Semester. t. 3-5:30. Mr. Neumann.
 IV-164 Nietzsche. Spring Semester. Mr. Neumann.
 IV-192 Symbols and Civilization II. Spring Semester. Mr. Ross.

POLITICAL STUDIES

- 20 **Introduction to Comparative Government and Politics.** An introductory study of the setting of politics (geographical, economic, social, and cultural factors) in relation to the governmental systems of selected Western and non-Western countries. Primarily for freshmen and sophomores. Fall Semester. t.th.s. 10. Mr. Marquis.
- 25 **History of Political Philosophy.** Man the political animal not only practices politics, but also constructs theories that aim at understanding and evaluating political practice. This course provides an historical introduction to some of the more important political theories and their authors, from Plato to the present, paying special attention to the philosophical dimension of political theories, and to some of the basic concepts and issues of political philosophy (e.g., the nature of politics, the state, authority, freedom, justice, law, rights, political obligation). Primarily for freshmen and sophomores. Spring Semester. m.w. 11-12:15. Mr. Rodman.



- 30 **Introduction to International Relations.** An introduction to the nature of politics, law, and organization on the international level, as well as to the present world crisis and its background. Fall Semester. m.w.f. 9. Mr. Zachrisson.
- 75 **Seminar: The Myth of Pan-Africanism.** The seminar will discuss the rise and development of the myth of Pan-Africanism. What have been the cultural and social roots of the myth and of the concept of "negritude?" What are the political implications and uses of the myth? Who are the key figures in the artistic, academic, and political worlds who have influenced the development of the myth? Spring Semester. t. 7-10. Mr. Zachrisson.
- 105 **The Genius of American Politics.** An inquiry into the peculiarly American genius for sublimating political and philosophical cleavages into legal issues to be settled by adjudication; some causes, benefits, and limitations of this style of politics. Readings draw upon Supreme Court opinions but also include historical interpretations and political case studies. This course satisfies the California state requirement in American History and Government. Prerequisite: Political Studies 20 or 25, or consent of instructor. Fall Semester. m.w. 11-12:15. Mr. Rodman.
- 110 **Seminar: Law and Morality.** For description see Philosophy 66.
- 115 **Religion and Politics.** A comparative examination of the "religious factor" in relation to political behavior in the U.S., Britain, and Western Europe. Open to sophomores, juniors, and seniors. Mr. Marquis. (Not offered 1967-68.)
- 130 **International Organization.** An analysis of the nature, functions, and problems of the United Nations and of selected regional organizations. Prerequisite: Political Studies 30 or consent of instructor. Spring Semester. m.w.f. 9. Mr. Zachrisson.

- 135 **The Politics of Mass Society.** An analysis of the various concepts of mass society and mass politics as developed in the writings of de Tocqueville and Ortega y Gasset on the one hand, and in those of Marx, Weber, Mannheim, and Fromm on the other. The question as to whether mass society can be considered as a distinctive social organization which produces anti-democratic movements will be examined by comparing aspects of the social structure and the politics of the United States with those of the Soviet Union and selected European countries. Open to sophomores, juniors, and seniors. Fall Semester. t.th. 2:45-4. Mr. Marquis.
- 138 **The Politics of Africa Since 1945.** The course will deal with the problems of decolonization and the process of political awakening which led to the African presence in contemporary international politics. Prerequisite: Political Studies 20 or 30, or consent of instructor. Fall Semester. m.w. 1:15-2:30. Mr. Zachrisson.
- 139 **The Politics of French-Speaking Africa.** An examination of the internal and external politics of French-speaking Africa in the context of new nationhood. Prerequisite: Political Studies 138 or consent of instructor. Spring Semester. m.w. 1:15-2:30. Mr. Zachrisson.
- 148 **European Parties and Interest Groups.** An analysis of party and group theory as applied to Britain, France, Germany, and Italy. (Students with the appropriate foreign language aptitude will be encouraged to read articles or books in "their" language.) Prerequisite: Previous work in European comparative government. Mr. Marquis. (Not offered 1967-68.)
- 150 **Italy and the Italians: A Study in Comparative Politics.** The study of contemporary Italian society and politics in the light of anthropological, sociological, political, and literary writings. Prerequisite: Political Studies 20 or consent of instructor. Spring Semester. t.th.s. 10. Mr. Marquis.
- 190 **Seminar: Freedom as a Political Issue.** An inquiry into the philosophical bases of positions taken in some recent controversies over political dissent (involving the regulation of freedom of speech, publication, and association), academic freedom, and the censorship of literature. For advanced undergraduates and graduate students. Prerequisite: Political Studies 25, or 105, or 110, or consent of instructor. Spring Semester. w. 2:45-5:30. Mr. Rodman.
- 195 **Seminar in Political Studies: Private Government.** An inquiry into the scope and methods of the study of politics. The topic in 1967-68 will be 'private government'—the government and politics of private associations such as corporations, unions, universities, and churches. Required of concentrators in Political Studies, normally in the senior year. Other students may be admitted by permission of the instructors. Fall Semester. w. 2:45-5:30. Mr. Marquis & Mr. Rodman.
- 219 **Topics in Recent Political Philosophy.** Graduate course: consent of instructor. Fall Semester. f. 2-5. Mr. Rodman.
- 264 **Comparative Politics of the European Left: Structure and Ideology.** Graduate course: consent of instructor. Spring Semester. w. 2-5. Mr. Marquis.
- 269 **Taboo and Law.** Graduate course: consent of instructor. Also listed as Anthropology 269. Fall Semester. t. 2-4:30. Mr. Park.

Intercollegiate Courses:

- 124G Comparative Politics: The Developing Nations. Fall Semester. m.w.f. 11. Mr. Goodall.
 126G The Communist World I. Fall Semester. m.w.f. 9. Mr. Neal.
 127G The Communist World II. Spring Semester. m.w.f. 9. Mr. Neal.
 140G Public Administration and Public Policy. Spring Semester. m.w.f. 11. Mr. Blair.

*Courses available at Claremont Men's College:***Political Science**

- 120 Nature and Problems of Federalism. Fall Semester. m.w.f. 9. Mr. Roach.
 123 Latin American Politics. Fall Semester. t.th.s. 10. Mrs. Sheldon.
 170 Theories of American Democracy. Spring Semester. Mr. Diamond.
 171 Readings in Political Philosophy. Spring Semester. Mr. Jaffa.
 174 Contemporary Constitutional Problems. Spring Semester. Mr. Fisk.
 178 American Foreign Policy. Spring Semester. Mr. Rood.

*Courses available at Pomona College:***Government**

- 129 Comparative Asian Politics. Spring Semester. Mr. Vieg.
 131 Parties and Pressure Groups. Fall Semester. m.w.f. 11. Mr. Vieg.
 153 National Security and Arms Control. Fall Semester. m.w.f. 2:15. Mr. Stone.
 154 Comparative Foreign Relations. Fall Semester. m.w.f. 11. Mr. Armacost.
 156 The Politics of Modernization. Spring Semester. Mr. Tugwell.
 157 International Relations of Internal Wars. Spring Semester. Mr. Armacost.
 158 Latin American Politics. Spring Semester. Mr. Tugwell.

*Courses available at Scripps College:***International Relations**

- III-129 Asia and America. Spring Semester. Mr. Gould.

PSYCHOLOGY

- 10 **Introduction to Psychology.** The purpose of this course is to introduce the student to psychology as it has developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition, and personality. Special emphasis is given to some of the major systems, concepts, methods, and findings in contemporary psychology. Fall Semester. m.w. 11-12:15. Section 1—Mr. Albert. Section 2—Mr. Ellenhorn. Section 3—Mr. Matthyse. Spring Semester. t.th. 9 & 1 hour arranged. Section 1—Mrs. Kovar. Section 2—Mrs. Munroe. Section 3—Mr. Wolter.
- 49 **Social Psychology.** A general survey of the field with an emphasis on social-psychological approaches to studying behavior (via language and cognition, person

perception, interaction, influence, conformity and deviation, social motivation, socialization, attitude formation and change) and the contexts in which human social behavior occurs (the small group, the large scale organization, the community and the larger culture and society). Prerequisite: Psychology 10 or consent of instructor. Fall Semester. m. 2:45-5:30. Mr. Ellenhorn.

- 55 **Child Development.** Experimental evidence pertaining to the development of the child (pre-natal to pre-adolescent) is examined and discussed in relation to selected theoretical formulations. Facets of the child's cognition, social, emotional, and personality development are related to his physical maturation and to the role of the socializing agent(s). Prerequisite: Psychology 10 or consent of instructor. Fall Semester. t.th.s. 10. Spring Semester, m.w. 1:15-2:30. Mrs. Munroe.
- 60 **Physiological Psychology.** An introduction to the physiological basis of behavior. The course will include an overview of the structure and functions of the nervous system and an investigation of the methodology and findings of current research on physiological mechanisms in perception, learning, motivation, attention. Prerequisite: Psychology 10 or consent of instructor. Fall Semester. t.th. 10 & 1 hour arranged. Mrs. Kovar.
- 65 **Psychology of Religion.** An introduction to the study of religious experience. Topics will include the varieties of religious experience in the Judaeo-Christian tradition; contemporary problems of faith and doubt; theistic and non-theistic mysticism; and the relation of religion to mental health. The course will not be devoted to the psycho-analysis of religion, but to an exploration of the mental states of religious man and of non-religious man pondering religious questions. Fall Semester. m.w.f. 1:30-2:30. Mr. Matthyse.
- 70 **Socialization and Personality in Cross-Cultural Perspective.** A study of the applicability of social-learning, psychoanalytic, and developmental theories to socialization practices and outcomes in non-Western cultures. (Also listed as Anthropology 70.) Fall Semester. m.w. 1:15-2:30. Mr. & Mrs. Munroe.
- 88 **Tests and Measurements.** The course will examine the place of tests and of measurements in psychology. Some of the different types of standard psychological tests and methods of measurement will be studied empirically under the supervision of the instructor. Prerequisites: Introductory Psychology and one semester of statistics or college math. (Not offered 1967-68.) Mrs. Munroe.
- 91 **Statistical Methods for the Behavioral Sciences.** An introduction to descriptive statistics and statistical inference regarding hypothesis testing, estimation, and prediction, as applied to the behavioral sciences. Emphasis will be placed on application and interpretation. Topics include: frequency distributions, measures of central tendency, dispersion, relationships, simple and multiple correlations, regression, and statistically significant differences. Fall Semester. t.th. 1:15-2:30. Mr. Wolter.
- 118 **Learning and Cognition.** (Formerly listed as Human Learning and Problem Solving.) A survey of the field directed towards an understanding of the variables and processes involved in learning, memory, and cognition. Various theories of learning and cognition will be critically reviewed and their relation to the experimental literature discussed. Topics include: classical and operant condition-



ing, reinforcement and motivation, remembering, generalization, concept formation, problem solving, and the creative thought process. Fall Semester. m.w. 11-12:15. Mr. Wolter.

- 124 **Research Methods in Psychology.** An examination of the fundamental tactics of scientific research as applied to the behavioral sciences, with emphasis on evaluation, interpretation, reliability, and generality of various research techniques employed in psychology. Prerequisites: Psychology 10 and Psychology 91. Spring Semester. m.w. 11-12:15. Mr. Wolter.
- 131 **The Psychology of Mental Illness.** An examination of the causes, syndromes and treatment of mental illness. An objective of the course will be to view mental illness as an exaggeration of normal defensive processes. Experimental approaches and case studies will both be considered. Student papers will review current research literature. Prerequisites: Psychology 10 and one additional psychology course. Spring Semester. t.th. 10 and 1 hour arranged. Mr. Matthyse.
- 140 **Developmental Psychology.** A study of developmental processes in humans and animals, encompassing such areas as the social, emotional, perceptual, intellectual, and physical development of the organism. Prerequisite: Psychology 10 or consent of instructor. Spring Semester. t.th. 10 & 1 hour arranged. Mrs. Kovar.
- 143 **The Study of Lives.** A seminar on the intensive study of individual lives as a way of understanding personality. Each student will write a life-history of an individual person on the basis of his own interviews. Supervision of interview techniques will be provided through playback of tape readings. Seminar discussions will compare the lives under study and propose directions of inquiry. Readings will be selected according to the problems which emerge from the lives under study. Admission by consent of the instructor. For advanced students. Laboratory Fee of \$10.00. Spring Semester. th. 1:15-4:00. Mr. Matthyse.
- 165 **Psychoanalytic Theories of Personality.** A critical analysis of the major assumptions, concepts and postulates of psychoanalytic and neo-analytic theories of personality. Attention is focused on the historical role of these theories and their contribution to an understanding of human behavior. The major focus of the

course centers about the question of what each theory assumes human nature to be. Prerequisites: Psychology 10, one additional social science course, and consent of instructor. Fall Semester. w. 2:45-5:30. Mr. Albert.

- 166 **Neo-Psychoanalytic Theories and Research.** A continuation of Psychology 165. This course will examine the changes and the importance of the changes that have occurred in psychoanalytic theory since 1930. Non-analytic theories also will be discussed; where possible empirical research will be considered in an effort to understand the validity of the theories and the nature of future changes in personality theory. Prerequisites: Two social science courses and consent of instructor. Spring Semester. w. 2:45-5:30. Mr. Albert.
- 170 **Psychology of Perception.** A study of the sensory and cognitive aspects of perceptual processes. Emphasis will be placed on vision and audition, but the minor senses will be reviewed as well. Other topics to be studied include information theory, signal detection, psychophysical methods, perceptual illusions, and motivational influences on perception. Prerequisite: Psychology 10 or consent of instructor. Fall Semester. t.th. 2:45-4. Mrs. Kovar.
- 175 **Group Processes.** This class is limited to an enrollment of less than 20 students. An intensive examination of methods, theories, and research findings in the dynamics of small groups. The class is expected to participate as members of a special sensitivity-training group. Experimental or field studies of other groups are also undertaken. Techniques in training groups forms an integral part of the course content. Prerequisites: Introductory Psychology and consent of instructor. Spring Semester. m. 2-4 & one evening arranged. Mr. Ellenhorn.
- 178 **Mathematical Models of Behavior.** An introductory examination of the mathematical approach to the behavioral sciences. Topics include: mathematical models of learning, motivation, psychophysics, judgment, choice, language, and social interaction. Prerequisites: Psychology 10 and Psychology 91, or consent of instructor. Spring Semester. t.th. 1:15-2:30. Mr. Wolter.
- 180 **Seminar: The Effects of Early Experience.** Investigation of the effects of experience acquired prenatally or very early in life on subsequent behavior. Examples will be drawn from research on humans and infrahuman species. The particular topics to be discussed will be determined by the interests of the seminar participants. Prerequisites: Psychology 10 and consent of instructor. Spring Semester. t. 1:15-4. Mrs. Kovar.
- 185 **Seminar in the Study of Genius.** Various views about the nature of genius, reasons for its infrequent occurrence, and what it can suggest about the psychological development of the human organism will be the focus. Not only will psychological literature be examined, but students will be required to conduct an empirical study of two geniuses. The general aim of the seminar will be to fashion a model of human development and achievement. Prerequisites: two social science courses and consent of instructor. Fall Semester. m. 2:45-5:30. Mr. Albert.
- 187 **Field Work in Psychology.** Supervised practical experience in psychology to be arranged on an independent study basis by the psychology staff together with cooperating institutions. For advanced students. Both semesters. Hours arranged. Staff.

- 188 **Seminar: Current Literature in Psychology.** This seminar is designed to help students become acquainted with current research in psychology and to improve their ability to evaluate research designs. Each student will select a number of recent articles according to his interests with the guidance of the instructor. Both clinical and experimental studies may be included. Students will present a critical review of each article for group discussion. Prerequisite: three semesters of psychology. Fall Semester. th. 1:15-4. Mr. Matthyse.
- 189 **Seminar: Research in Psychology.** A seminar dealing with current and on-going research in psychology. Students will be expected to design and carry out a research project. The seminar will afford an opportunity to discuss the field and research strategy. The group will be used as a creative resource for individual members. For seniors. Spring Semester. w. 7-10. Mr. Ellenhorn.
- 195 **Group Processes.** See Claremont Graduate School catalog, Psychology 235A.
- 196 **Internship in Sensitivity Training.** See Claremont Graduate School catalog, Psychology 235B.
- 197 **Seminar in Experience and Ego Development.** The purpose of the course is threefold: to present the major theories regarding Ego Psychology and the role of experience in the development of perceptual and cognitive processes; to review experimental studies with infrahuman, infant, and adult subjects; and to work toward a conceptual model that might assist in systematizing the various theories and data. Material will be drawn from many of the social and behavioral sciences. Students will be expected to read and present to the class some of the "classics" in these areas. Qualified upper-division undergraduates may take the course with the consent of instructor. Spring Semester. th. 2:45. Mr. Albert.

Courses available at Claremont Men's College:

- 191 Industrial Psychology. Spring Semester. Mr. Albrecht.

Courses available at Pomona College:

- 107 Educational Psychology. Spring Semester. Mr. Faust.
161 Experimental Psychology: Motivation and Emotion. Fall Semester. th. 9. Staff.

Courses available at Scripps College:

- III-107 Human Communication. Fall Semester. th. 2:15-4:15. Miss Langland.
III-108 Psychology of Creativity. Spring Semester. Miss Langland.
III-111 Adolescent Development. Spring Semester. Mrs. Faust.
III-112a,b Nursery School Laboratory. Fall Semester. t.th. 2:15 & arranged hour. Miss Kunz.
III-115 History and Systems. Fall Semester. t.th. 10. Miss Langland.
III-135 Language and Cognition in Children. Fall Semester. m.w. 3:15. Mrs. Jones.
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RELIGION See also **Anthropology 58, Religion and World View Classics 121, Classical Mythology Political Studies 115, Religion and Politics Psychology 65, Psychology of Religion**

Intercollegiate Courses:

- 120 Modern Judaism. Fall Semester. t.th. 1. Rabbi Beerman.
125G Eastern Religious Traditions. Fall Semester. m.w.f. 8. Mr. Hutchison.

Courses at The School of Theology at Claremont are available to qualified Pitzer students with consent of instructor. A selection of these likely to be of special interest is given below. Registration in these courses is not subject to the restrictions on intercollegiate registration. For further information, see Mr. Matthyse.

- D 210 Christian Thought in the Middle Ages. Fall Semester. Mrs. Douglass.
E 211 Theories of Religious Experience. Fall Semester. Mr. Eitzen.
E 213 Theology of Marriage and Family Life. Spring Semester. Mr. Eitzen.
F 100 Western Philosophy in Historical Perspective. Fall Semester. Mr. Rhoades.
G 210 World Religions: Comparative Thought and Practice. Fall Semester. Mr. Ross.
H 215 Modern Cosmology and Christian Faith. Spring Semester. Mr. Cobb.
J 213 Christianity and the Problems of American Democracy. Spring Semester. Mr. Hough.
K 218 History of American Film. Fall Semester. Mr. Coogan.

For other courses in Religion, see the catalogs of Scripps College, Pomona College, and Claremont Men's College.

SOCIAL SCIENCE

- 50, 51 **Introduction to the Social Sciences.** This course is intended to introduce the student to the basic concepts and methods of the social sciences, especially to those with which anthropologists, psychologists, sociologists, economists, political scientists, historians, and philosophers are concerned. The course attempts to acquaint the student with social science as a unified field rather than with each of the social sciences as a separate field. Thus, cultural, social, and historical factors are considered in terms of shared concepts. The course is intended both for the student who will move on to later specialization in one of the social sciences and for the student who desires an understanding of human behavior as an integral part of her education. A two-semester course with the final grade largely determined by a comprehensive examination given at the end of the spring semester. A discussion course primarily for sophomores. Enrollment will be limited to 30. Both Semesters. m.w.f. 9. Messrs. Park, Albert, Ellis, Johnson, Warmbrunn, Evans, and Marquis (coordinator).
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SOCIOLOGY

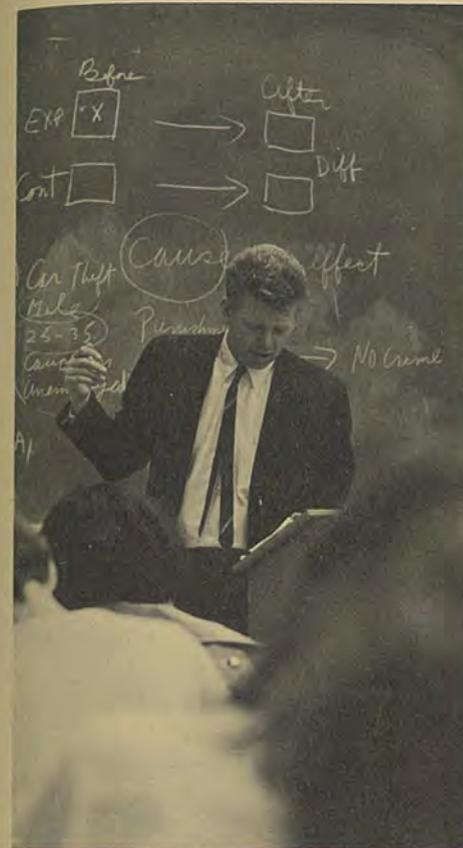
- 2 **Tutorial in Sociology.** A survey of the major areas and concepts. Approximately 1 1/2 hours per week of tutorial sessions. Emphasis is on readings and discussions. Not open to students who have taken upper division sociology courses. Two sections; enrollment in each limited to 6 students. Spring Semester. Hours arranged. Half-course; throughout semester. Mr. Ellis and Mr. Schwartz.
- 15 **Population Studies.** All sociologists make use of "background data" in their work. This course will examine what the "background data" themselves can tell us about a society. It will include an examination of how we collect such data; theories of population growth; the social consequences of changes in population composition; and population movements. Special emphasis on the study of fertility and the population explosion, and the customs, values and moral issues involved. Fall Semester. t.th.s. 10. Mrs. Ellis.
- 30 **Sociological Perspectives on Industrial Society.** Students are introduced to some of the main concepts of sociology through examination of some of the principal structural features and problems of modern industrial society. Spring Semester. t.th. 2:45-4. Mr. Johnson.
- 38 **American Folk Music and Folk Life Studies.** How people live, work, worship, play, express themselves and deal with their problems in the folk communities of America. Particular emphasis on the rural Negro South and Appalachian white areas. Also included will be a consideration of the transition to urban styles of life and more modern forms of folk expression. Guest resource people and field trips. Spring Semester. m.w.f. 11. Mr. Carawan.
- 40 **Perspectives in Sociology.** Examination of humanistic and scientific approaches to the study of human society with emphasis upon perspectives represented in contemporary sociological writings. The major concepts, concerns, and methods of sociology are introduced in the context of a discussion of its aims and achievements. Fall Semester. m.w.f. 11. Mr. Schwartz. Spring Semester, t.th.s. 10. Mrs. Ellis.
- 45 **American Society: Problems and Challenges.** Analysis and interpretation of the institutions, structures, value-orientations of American society and of the problems and challenges posed by them. The course emphasizes the impact of science and technology upon the traditional forms of American social structure. Fall Semester. m.w.f. 10. Mr. Carroll.
- 59 **Seminar: The Sociology of Style.** A careful excursion through the idea of social styles. Starting with the Weberian conception of "life-style," we will try to understand the generation and distribution of "ways of being." The course will range through questions of personal style—using, perhaps, some symbolic interactionist models like that of Erving Goffman—and through questions of group style, the generation and spread of new styles, etc. The focus of the course will be on aspects of stylistic self-presentation, group presentation, the implicit process of group agreement on the presentation of style, deviant styles, institutionalization of deviant styles, etc. Mr. Ellis. (Not offered 1967-68.)
- 65 **Seminar in Social Games.** In recent years a number of social scientists have described and analyzed social behavior as if it were a game. The seminar will consider and evaluate the usefulness of this approach to the study of social life, focusing on the rules of the game, the players, and the social meaning of winning, losing, and refusing to play. Fall Semester. t. 7-10. Mrs. Ellis.
- 75 **The American Negro Revolt in the 1960's.** A study of the changes taking place in the Civil Rights movement. The non-violent, direct action approach in the South in the early 1960's; the later Black Power mood and black nationalist groups; white participation in the movement and its limitations; riots in northern ghettos; the role of music and the problems of cultural identity. Many guest resource people and field trips. Mr. Carawan. (To be offered Fall Semester, 1968-69.)
- 108 **Social Structure and Economic Development in Latin America.** The course examines Latin American social structure and politics in relation to the problem of economic development and social change. Prerequisites: Introductory economics and sociology or consent of instructor. Spring Semester. t.th.s. 10. Mr. Johnson.
- 115 **Political Sociology.** The course examines four general problem areas: the nature of power, power in relation to social change, community and societal power structures, and the interrelationships between social structure and democratic and authoritarian political orders. Prerequisite: introductory sociology or political studies. Fall Semester. t.th. 1:15-2:30. Mr. Johnson.
- 120 **Sociology of Knowledge.** The existential determination of ideas: an examination of the social influences on the social distribution of the principal forms of thought and belief, including ideology, religious doctrine, scientific knowledge, etc. Concentration on the writings of Scheler, Mannheim, Durkheim, Sorokin, Stark, and other major theorists. Prerequisites: At least 3 upper-division courses in sociology, plus any additional upper-division courses in sociology, anthropology, political studies or psychology. Mr. Ellis. (Not offered 1967-68.)
- 123 **Collective Behavior.** Examination of the dynamic social processes characteristic of mass society through an analysis of crowds, mobs, cults, publics, and the genesis of ideological commitment. Prerequisite: 2 courses in sociology. Fall Semester. m.w. 1:15-2:30. Mr. Schwartz.
- 125 **Urban Environment.** A critical examination of the city as a social environment with special attention to the conditions and problems of individual health and well-being in the modern metropolis. Prerequisite: 1 course in anthropology, psychology, sociology, or consent of instructor. Mr. Carroll. (Not offered 1967-68.)
- 128 **Comparative Social Institutions.** The course will examine selected aspects of the kinship, economic, political, religious, and military institutions of society; with comparisons of institutional forms and functions over time, and in different societies. It will include discussion of the ways in which social institutions select, form, and reject individuals; and ways in which institutions complement or conflict with each other. Prerequisite: 1 course in sociology or anthropology. Mrs. Ellis. (Not offered 1967-68.)
- 130 **Selected Topics in Marriage and the Family.** An examination of a specific issue, area or method of research within the field, such as the institutional setting of the

family; marital roles and interaction; socialization; family stability, vulnerability, and dissolution. Specific topic to be announced. Prerequisite: One previous course in anthropology or sociology (or consent of instructor). Fall Semester. Half-course: first half semester. t.th. 2:45-4. Mrs. Ellis.

- 135 **Social Stratification.** An introduction to theories and types of social stratification, concentrating on social class. The course will include the following topics: the measurement of social class in America and elsewhere; the meaning of social class for individuals in society, and for society itself; social mobility; comparative types and rates of mobility; characteristics of mobile persons; the implications of social mobility for social change. Prerequisite: At least one course in sociology. Spring Semester. t.th. 2:45-4. Mrs. Ellis.



- 139 **Deviant Behavior.** Consideration of the social-psychological sources of deviant behavior, surveying the major pertinent theories of its origin and nature with special reference to characteristic forms of deviant behavior in the United States. Prerequisite: One course in sociology. Spring Semester. m.w. 1:15-2:30. Mr. Schwartz.
- 145 **Causation of Crime and Delinquency.** The relevant literature, both theoretical and empirical, pertaining to the causation of crime and delinquency will be systematically and critically assessed from the standpoint of theoretical and methodological adequacy. Among the "causal" factors surveyed will be (a) the biological factor, (b) personality, (c) the family, (d) economic institutions, (e) the gang. Several weeks in the early part of the course will be spent defining and discussing (a) scientific method and (b) the various philosophical and logical fallacies involved in the ascertaining of "causation." Prerequisite: 2 courses in sociology, anthropology, psychology, or consent of instructor. Mr. Carroll (Not offered 1967-68.)



- 146 **Control of Crime and Delinquency.** The goal of this course will be to familiarize the student with the various ways human societies have tried to cope with, control and prevent criminally defined behavior. The focus will be primarily on the U.S. Among the topics considered will be (a) some special forms that crime in the 20th Century America has taken, e.g., organized crime, white-collar crime, "moralistic" crimes involving sex, drugs, and alcohol, (b) the nature and types of law, (c) a critical analysis of the American police, judicial and penal systems, (d) the prevention of crime and delinquency: a critique. Prerequisite: 1 course in sociology, anthropology, political studies, psychology, or consent of instructor. Fall Semester. m.w. 11-12:15. Mr. Carroll.
- 169 **Sociological Theory: The Classic Tradition.** A critical examination of social theories of Marx, Weber, Simmel, and Durkheim. Prerequisites: 2 courses in sociology, anthropology, or consent of instructor. Fall Semester. m.w.f. 10. Mr. Ellis.
- 170 **The Community Study.** This course is concerned to sharpen the sociological eye. It is primarily a methodological course in "urban anthropology" for advanced students in the social sciences who are seriously considering graduate school or some sort of social work. The course will deal with ways in which a social worker

or social science investigator can go about entering, "seeing," and analyzing the structure and processes in small and medium-sized social units like gangs, social circles, formal and informal organizations, communities, etc. Primary concentration will be on the exploration of informal and non-quantitative methods applicable to work and research in urban areas. The class itself will engage in practical observations. Written work will derive from these observations in conjunction with readings from Simmel on small group process, Webb, et al., on "unobtrusive measures," Cameron on "informal sociology," Vidich, Bensman, and Stein on community studies, etc. Open to advanced undergraduates and graduate students. Prerequisites: At least three upper-division courses in sociology, plus any additional upper-division course in sociology, anthropology, psychology, or political studies. Spring Semester t.th. 1:15-2:30. Mr. Ellis.

- 175 **Seminar in Social Theory and Social Change.** The seminar examines those aspects of social theory relevant to the study of social change. For advanced undergraduates and graduates. Spring Semester. w. 2:45-5:30. Mr. Johnson.
- 180 **Seminar in Industrialization and Social Processes.** The seminar attempts to put the process of industrialization in interdisciplinary and comparative perspective. The interrelations of economic, social, and political factors are examined in three case studies: England in the 17th to 19th Centuries, post-Meiji Restoration Japan, and Soviet Russia. The seminar considers the relevance of major theoretical approaches to economic and social changes and the experience of the advanced industrial countries to the problems of development in today's underdeveloped areas. For advanced undergraduate and graduate students interested in economic development and social change. Fall Semester. w. 2:45-5:30. Mr. Johnson.
- 195 **Advanced Seminar in Sociology.** A consideration of the major theoretical and methodological approaches to sociology, focusing on those issues which are of central concern to the discipline. Specific topics to be announced. Strongly recommended for seniors concentrating in sociology. Prerequisites: 4 upper-division courses in sociology and consent of instructor(s). Spring Semester. f. 1:15-3:15. Mrs. Ellis & Mr. Schwartz.

Courses available at Pomona College:

Sociology

- 105 Sociological Research. Spring Semester. Staff.
 110 Race Relations. Fall Semester. t.th.s. 10. Mr. Lasswell.
 140 Social Organization. Spring Semester. Mr. McPherson.
 153 Social Movements. Spring Semester. Mr. McPherson.
 175 Group Interaction. Fall Semester. t.th. 2:40-4:05. Mr. Lasswell.

Courses available at Scripps College:

- III-121 Social Welfare. Spring Semester. Mrs. Barrett.

Courses available at the Claremont Graduate School:

- Education 201E Education and the Behavioral Sciences. Both Semesters. m.w. 2-4. Mr. Carroll.



FALL FRESHMAN SEMINARS

Fall Semester 1967-68

- 10 **The Individual and the Demands of the Group.** The problem of the individual-group relationship arises in considering almost any area of existence. Students will analyze, through fiction and social science studies, some of the important questions pertaining to this relationship, such as pressures, priorities, benefits and disadvantages of certain courses of action, and the expectations of parents and peers. The variety of topics which will come under scrutiny in the seminar—topics such as love, baboons, adolescence, Every-slob, conformity, Utopia, politics, sex, and hair curlers in the dining hall—is illustrative of the central and pervasive nature of the individual-group problem. w. 7-10. Mr. Munroe.
- 12 **Consciousness and Consciousness-Expansion in Literature.** An attempt to define the great classical Apollonian and romantic-Dionysian impulses in literature as theme and form with particular attention to contemporary literature; the course will include such diverse writers as Alexander Pope, Wallace Stevens, Hermann Hesse, Allen Ginsberg, Norman O. Brown, Marshall McLuhan, and others. t.th. 10. Mr. Mahon.
- 14 **Modern Japanese History and Literature.** In the past century Japan has been going through a continuing reaction to Western influences. In this period Japanese history has been marked by the influx of Western ideas and forms into Japanese culture. At the same time, the traditional values of Japan have continued to maintain their vitality. The result has been both a changing blend and a conflict. This seminar will attempt to gain an understanding of modern Japanese history through literary sources in translation—short sto-

ries, novels, plays, and poetry. Among the authors to be discussed are Tanizaki Junichiro, Natsume Soseki, Kawabata Yasunari, Abé Kobo, and others. w. 7-10. Mr. Greenberger.

- 16 **Social Inventions of Primitive Man.** An exploration of a broad range of phenomena characteristic of the primitive world but "exotic" from the point of view of our own literate and urbanized culture. The field of inquiry will include magic and religion, the handling and exploitation of sex and aggression, and expressive styles of behavior in dance, ceremony, art, and philosophy. An object of the course will be to examine some of the major premises of what we may call the contemporary Western philosophy of man and the human condition. It is assumed that the study of what used to be called "exotic customs" can provide a unique basis, unavailable to the philosopher, psychologist, or observer of our own society, for inquiry into the resources of human experience. w. 7-10. Mr. Park.
- 18 **Our Lives in Process: The Sociology of Ourselves.** The ordinary stance of the social scientist is one of observer, standing partially or wholly outside the social structures and processes he attempts to explain. Even the participant-observer, who attempts to get closer to structures and processes by living them, has as his goal the explanation of "things out there." In this seminar we will take ourselves as problematic. We will attempt to account for ourselves in the context of the social worlds we encounter. w. 7-10. Mr. Ellis.
- 20 **Approaches to the Novel.** An attempt will be made to discover different ways of approaching the novel from the point of view of the student of the novel, or the critic. At each seminar meeting the subject will be a particular novel drawn from a list submitted to the students at the first seminar meeting. Questions such as the following will be considered: Is the historical approach to a novel valid? How important is the "structure" of a novel? Are there different possibilities of "meaning" in a given novel, and how can these be studied? The emphasis will be upon methods of analysis of the novel, with each student responsible for a critical paper and a discussion of an assigned novel. w. 7-10. Mrs. Levy.
- 22 **Exploring Uncommon Social Worlds.** Sociological exploration of some non-criminal, non-deviant, but uncommon forms of group life in American society, e.g., cults, the jazz world, senior citizen communities, uni-sexual life, the very rich, the very poor, the beach set, etc. w. 7-10. Mr. Schwartz.
- 24 **Did Hitler Want War?** In the minds of most of Hitler's contemporaries and of historians of the Nazi period, the Nazis were determined to acquire complete domination of the European continent by force. However, a recent school of historians has claimed that the German attack on Poland in 1939 was the inevitable outcome of the weakness of the policy of Great Britain and France and that Hitler bore no more responsibility for the outbreak of the Second World War than the governments of the Western Powers. This scholarly debate, which touches on the problem of German responsibility for the war, has significance in view of the current role of Germany as the key continental power in the NATO alliance. In order to define the basic questions to be studied, students will read A. J. P. Taylor's *The Origins of*

the Second World War and John L. Snell's *The Outbreak of the Second World War*. Subsequently each student will select a topic to be studied and summarized in a seminar paper. These studies will be based on government documents, biographies and autobiographies, secondary works, articles, and other sources relevant to the topic. Students also will be expected to prepare a shorter paper which may consist of a book report or studies of documents. Students who have a reading knowledge of French or German will have an opportunity to study materials in these languages. t. 7-10. Mr. Warmbrunn.

- 26 **Niggers, Colored Folks, Negroes, and Black Men.** A sociological history of Negro life and culture in America as it relates to the evolution of protest activity. The argument of the seminar is that there has been a shift from the deferential-dominated 'nigger' concerned with survival to the emancipated-militant 'blackman' concerned with power. Parallel attempts will be made to trace this shift through artistic, demographic, and political changes in Negro life. The class will compare blues lyrics, political tracts, poetry, etc., characteristic of these phases. t. 7-10. Mr. Ellis.
- 28 **The Theater of the Absurd.** Beckett, Ionesco, Genet, Pinter, Albee, and others; a study of the primary themes, devices, and conclusions of the most dramatic movement in recent years. w. 7:30. Mr. McGrail.
- 30 **Education in Developing Countries.** Manpower shortages, particularly in technical-scientific fields, are overwhelming in developing countries. One of the problems is the difficulty of finding those individuals who would profit most from training. The usual school curriculum rewards verbal and verbal memory skills; these do not necessarily occur coincidentally with mechanical-spatial skills. As a result, many potential technicians are lost. Students will be involved in research into a variety of aspects of this problem, and will consider the applicability of Western-world findings to developing countries like Kenya. th. 1:15-4. Mrs. Munroe.
- 32 **The Study of Political Behavior.** The seminar will investigate social and psychological factors in politics by surveying current research on such topics as personality and politics, extremists of both right and left, voting behavior, community power, and leadership. In addition, an aspect of political behavior will be selected and tested empirically, using Claremont or one of the surrounding communities as a laboratory. A student may elect to work on this group project or individually on a topic of her own choice. w. 7-10. Mr. Jamieson.
- 34 **Current Movements in American Poetry.** A survey of post-1945 American poetry. The emphasis will be on the Black Mountain Group, the Beats, and the neo-Surrealists, and their relationship to the contemporary American scene in general. w. 7-10. Mr. Meyers.
- 36 **Philosophical Issues in Literary Works.** A seminar in which outstanding books, plays, and poems are discussed in terms of their philosophical implications. Material will not be restricted to any one culture or epoch; the instructor and students will decide together the final list of works to be discussed. t. 7-10. Mr. Evans.



PHYSICAL EDUCATION

Physical Education is the term used to designate Pitzer College's voluntary organized program of theory and practice of the art and science of human movement. Instruction is focused upon the understanding and application of the fundamentals of movement behavior through a wide variety of activities such as exercises, sports, recreational skills, leadership activities and dance.

A basic goal of the physical education program is to help each student develop an intelligent, flexible, and individualized program of activity based on her own needs and interests—a program which she may later adapt to a changing pattern of living. An additional objective is to aid the student to see the study of human movement in its relation to other disciplines and to understand the unique contribution of such study to a student's liberal education.

Because of the biophysical values of exercise, all students are urged to participate in some activity. See below for a list of instructional activities and programs.

Options in Physical Education

A program is available within the framework of The Claremont Colleges for students with pre-professional interests in physical education. Information may be obtained from any member of the Physical Education Faculty.

Opportunities for recreation and competition on an intramural level are made available throughout the year in such activities as bowling, softball, sailing, skiing, volleyball, etc. In addition Pitzer participates in the Southern California Women's Intercollegiate Sports Program which offers intercollegiate competition in badminton, basketball, bowling, softball, tennis and volleyball.

Activities and Programs

The following activities will be available as often as facilities and personnel permit. Some classes will be taught on a quarter basis to allow for more flexible scheduling.

Instruction for the beginning to advanced student is available in many of the sports listed.

| | | |
|---------------------|-------------------------|-------------------------|
| Archery | Hockey | Softball |
| Badminton | Fencing* | Swimming and Diving |
| Basketball | Ice Skating* | (Synchronized Swimming, |
| Bowling | Judo* | Life Saving and Water |
| Camping | Leadership Program | Safety, Water Safety |
| Cycling | (see description below) | Instructors) |
| Dance | Movement Exploration | Tennis |
| (Folk or Modern) | (see description below) | Track and Field |
| Golf | Riding* | Trampoline |
| Gymnastics | Roller Skating* | Volleyball |
| Hiking, Backpacking | Sailing | |

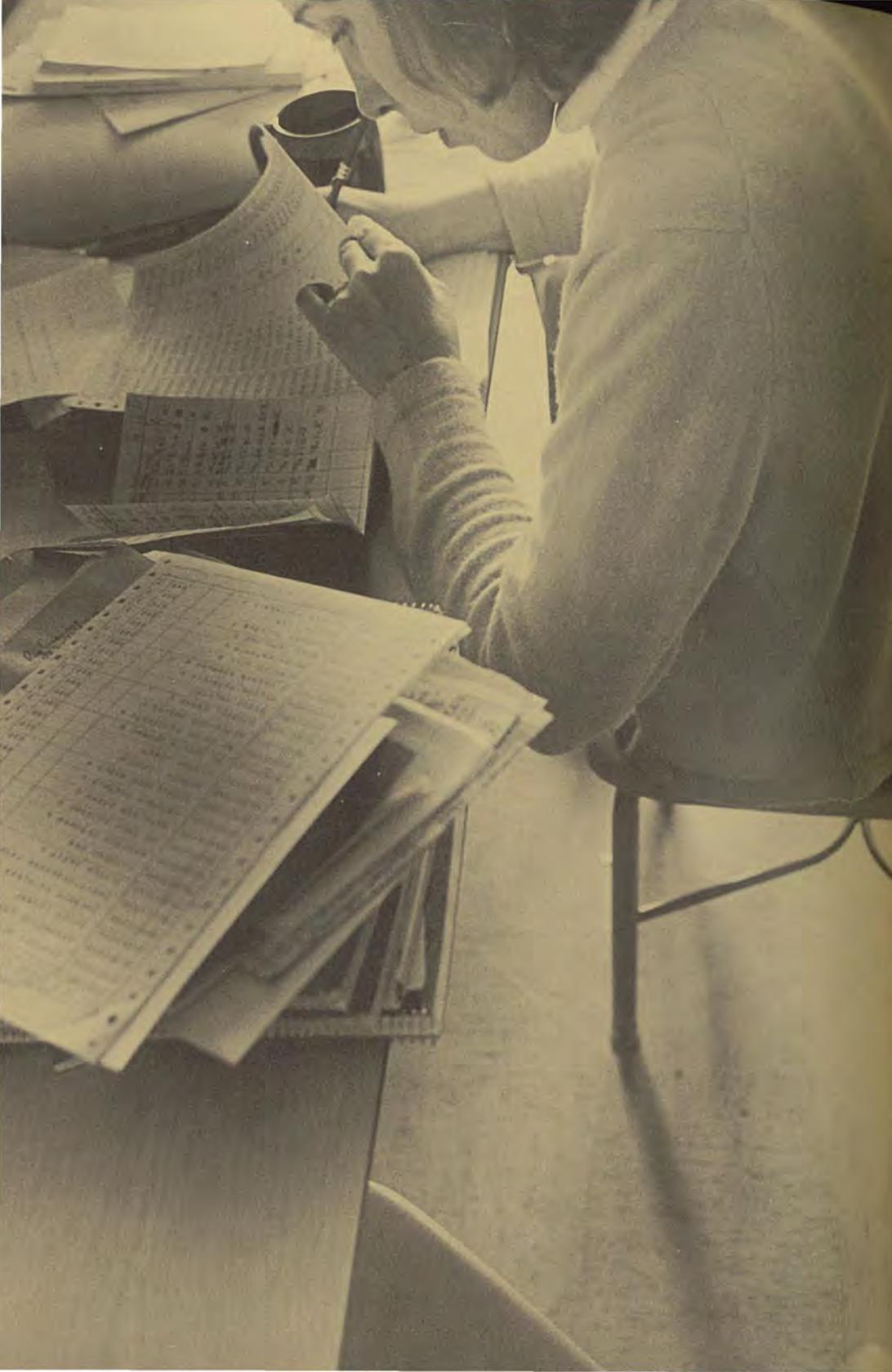
*Classes not taught by personnel of The Claremont Colleges for which an instruction fee is charged.

Descriptions

Movement Exploration. An exploratory or problem-solving approach to movement skills will be the basis for looking at human movement as it operates in everyday activities, perception, sports, communication, and creativity.

Physical Education and Recreation Leadership Training. This course is designed to train leaders in physical education and recreational activities by introducing them to school and community programs. Opportunities for the observation of children and adults in school and community programs will be available. Members of the City Recreation Department and the Claremont Schools will participate in introducing students to the program of each institution. Participation with children, under direct supervision of a teacher, will complete the course. Fall Semester.

Community Leadership. Leadership with the Claremont Schools or the Claremont Recreation Department, involving planning and conducting physical education or recreation classes of children or adults. The work will be under the supervision of trained personnel but with emphasis on the student's planning of the activities. Opportunities are available for work with preschool children, elementary grade children, teen programs, senior citizens and Operation Head Start. Prerequisite: Leadership Training Class. Fall or Spring semester.



ACADEMIC REGULATIONS

Courses. The satisfactory completion of thirty-two courses is required for graduation. The equivalent of four courses each semester is the normal student load, three to five courses is the permissible range. Courses, seminars, and independent study projects are designated as courses or half-courses. To be eligible for graduation in eight semesters, a student must complete an average of four courses each semester. For other graduation requirements, see pages 33-37.

Evaluation. The final grade of a student in each course is determined by the instructor and is based on class performances, written work, and final examinations. The grade of "incomplete" is given only when illness or other extenuating circumstances legitimately prevent the completion of required work by the due date and may be removed if all work is completed within seven weeks of the first day of classes of the following semester. An incomplete not made up automatically becomes a failure.

Quality of Academic Work. Course work is normally graded A, AB, B, BC, C, CD, D, DF, or F. Fall semester freshman seminars are graded on a Pass/Fail basis as CR (credit) or NC (no credit). By agreement between a student and her instructor at the beginning of the semester, other seminars, tutorials, and independent study projects may be graded CR/NC or by letter grade. Juniors and seniors may take one course each semester, not within their fields of concentration or to meet distribution requirements, for credit (CR). The grade CR is awarded to students who do the equivalent work of C work or better. In addition to a grade of CR or NC, the instructor may submit a written evaluation which is placed in the student's permanent file. A student's Grade Point Average (GPA) is computed by adding the grade points given for each grade received (the grade of A is given 4 points, AB-3.5, B-3, BC-2.5, C-2, CD-1.5, D-1, DF-0.5, F-0.) and dividing the result by the total number of graded courses taken. In order to graduate, a student must have at least a C average (a 2.0 GPA) based on grades received in courses taken at The Claremont Colleges. Grades in courses taken elsewhere are excluded from the computation of grade averages although they may be accepted for transfer credit toward the work required for graduation.

Students who do not maintain a grade average of sufficient quality to insure eventual graduation are subject to dismissal. The faculty normally recommends the dismissal of any student whose record indicates that she will be unable to regain within a reasonable length of time a grade average which will qualify her for graduation. Students whose academic records are otherwise less than satisfactory may receive notification from the Academic Standards Committee on behalf of the faculty.

Class Attendance. Students are expected to attend classes regularly. Each instructor has the privilege of establishing attendance requirements.

Enrollment in Courses Offered by other Claremont Colleges. Students may register on their own campus for courses open to them in the other Claremont Colleges subject to the following conditions:

A. Freshmen and sophomores normally register for their entire program in their college of residence. Exceptions may be made in fields of study not available in the student's own college.

B. A student may not register for more than one-half of her total program in any one semester outside her college of residence, except as special arrangements have been made in joint programs, such as classics or mathematics.

Exemptions from this regulation must be approved by the Dean of the Faculty.

Residence. Normally a student must be registered at least four semesters of her college years at Pitzer. Permission to take a course outside The Claremont Colleges for credit must be obtained in advance from the Registration Committee.

Examinations and Papers. A student's academic performance is evaluated in part on the basis of periodic tests and papers during the year. Examinations may be given at the discretion of the instructor with or without previous announcement. It is the student's responsibility to be present at all examinations and to submit reports as scheduled, unless excused by the instructor in advance. Unexcused absences from examinations are made up only with the permission of the instructor. No changes may be made in the final examination schedule, except in cases of serious illness or other extenuating circumstances. A fee may be charged for any special examination.

Pre-registration and Registration. Pre-registration for the following semester occurs toward the end of each semester, subject to review during registration for the following semester. A student should consult her faculty advisor during pre-registration and registration periods. Registration is complete when the student has filled out the necessary registration material, including her study list, and has paid her tuition and other fees.

Changing Courses. All requests to change or withdraw from courses must be made in writing to the Registrar and must be approved in writing by the student's faculty advisor. A student may withdraw without penalty from a course within the first six weeks of the semester with the written approval of the instructor and her faculty advisor. Students may not enroll in substitute courses after the first two weeks, except by petition to the Registration Committee and consent of the instructor.

Leave of Absence and Withdrawal. A regularly enrolled student who finds it necessary to withdraw or who wishes to delay her education for one or more semesters must notify the Dean of Students immediately.

Requests for re-admission should be submitted to the Registrar, who will direct them to the proper committee for action.

All requests for leaves of absence (with the exception of study abroad) should be

submitted to the Academic Standards Committee for action. The normal deadline for filing for leaves is May 1, for the following fall semester; and December 1, for the following spring semester. The following types of leaves may be requested:

A. Leave for personal reasons: When a financial, medical, or other problem makes it impossible or unwise for a student to continue in College, she may apply for leave. The application should be accompanied by a supporting statement from the Dean of Students and, when appropriate, from a physician or the chairman of the counseling staff. Leaves for personal reasons are ordinarily given for an indefinite period with the provision that the student's return to College is subject to the approval of the Dean of Students and, when appropriate, by the College physician or chairman of the counseling staff.

B. Leave to attend approved exchange programs: The Academic Standards Committee will approve a leave to attend certain exchange programs (for example, the Washington Semester).

C. Leave to "explore the world": A student applying for this type of leave should present a petition, endorsed by her advisor, describing her tentative plans for the period of the leave, including effective dates. Academic credit is not normally extended for this type of leave.

D. Leave to study abroad: The Academic Standards Committee oversees the general quality of Study Abroad Programs and makes a final recommendation to the Study Abroad Committee as to the student's preparedness to undertake such a program. (See description following in this Section.)

E. Leave for study in other educational institutions in the United States: To apply for a leave to study in another educational institution in the United States, a student should obtain permission from her academic advisor before submitting a request to the Academic Standards Committee.

F. If a student on any type of leave wishes to undertake academic work and receive credit for it, she should inform the Registrar immediately.

Classification. Classification is determined at the beginning of each semester on the following basis: a student who has successfully completed eight courses is classified as a sophomore; sixteen courses, as a junior; twenty-four courses, as a senior.

Summer Independent Study. A student, with the agreement of a faculty member, may arrange to undertake a summer independent study project, limited to the equivalent of one course. A form, obtainable in the Registrar's office, describing the project for the approval of a faculty member and the Dean of the Faculty, must be completed before the end of the spring semester examination period.

Study Abroad. Studies which may best be undertaken within the setting of a foreign culture are encouraged in the junior year for students of demonstrated ability who wish to work independently upon a program planned and approved in conference with the appropriate Pitzer faculty members. If study abroad is undertaken within the framework of an official Study Abroad Program of The Claremont Colleges, the student will normally remain a registered student at Pit-

zer. She may anticipate that her expenses will not exceed substantially those for resident work during the equivalent period; and her program of studies for the Bachelor of Arts degree will not be set back materially. Alternative plans for foreign study may be handled through the transfer of credits, where equivalence of procedures and course offerings permit. Students should consult their faculty advisors and the Registrar well in advance concerning plans for study abroad.

OTHER REGULATIONS

As members of the Pitzer Community, students will find every opportunity to further their understanding of the values essential to community life and to develop a sense of responsibility for others, a concern for the general welfare of the group. They will have experiences in self-direction through which to develop better self-understanding and self-discipline. When an individual fails to exercise discretion in her personal affairs or fails to respect the rights of others and to live up to her Community obligations, she will be counseled, privately and sympathetically. If she fails persistently to adjust herself, it is presumed that she is unable or unwilling to benefit from the College, and appropriate action will be taken. The College reserves the right to dismiss a student for cause at any time.

Residence Halls. Semester rental charges are only for the period when classes and examinations are scheduled. Students may occupy their rooms during the Christmas and spring vacation periods only with special permission.

Motor Vehicles. Freshmen are not encouraged to bring their cars, motorcycles, motor scooters, or motor bikes to college. However, if a freshman has a legitimate need for a motor vehicle, she may apply to the Dean of Students for permission to bring it to the campus. Students maintaining motor vehicles in Claremont are subject to the following regulations:

Every undergraduate student living on or off campus who plans to own or operate a motor vehicle shall register such vehicle with the Campus Security Department during college registration at the opening of each semester or within three days after the vehicle is driven in Claremont. The registration fee is \$10 per semester for on-campus students and \$5 per semester for off-campus students.

Registration and liability: The student is responsible for displaying the College decal which is affixed at the appropriate place on the vehicle by the Security Department at the time of registration. At that time, the student must also furnish evidence of having liability insurance.

For temporary use of two weeks or less, the student is obligated to obtain a temporary permit from the Campus Security Office within three days after the vehicle is driven in Claremont. In this instance no fee is charged.

All out-of-state and foreign students who are under 21 years of age and wish to drive in Claremont within 10 days after entering the State must contact the California Motor Vehicle Department at 211 Erie Street, Pomona, California, to verify the validity of their driver's license and the adequacy of their insurance.

A student's vehicle is assigned to a specific parking lot at the time of registration. Parking on the streets in the campus area is prohibited between the hours of 8 a.m. and 4 p.m. In addition, the City of Claremont prohibits overnight parking on any streets which are not specifically designated as student parking lots. There is no parking at any time on Mills Avenue. A student residing off campus may use the parking lot to which her vehicle is assigned. Campus curb parking is reserved for visitors and maintenance vehicles during the day.

The student receives upon registering the vehicle a booklet of information and regulations for which she is responsible. A driver must at all times, both on and off the campus, exercise particular care and consideration for the safety of herself and others, and must acquaint herself with the State and local traffic laws and comply with their observance.

The penalty for violation of motor vehicle regulations of The Claremont Colleges may be a fine, temporary sequestration and storage of the vehicle at the student's risk and expense, loss of campus driving privileges, or suspension. A fine is assessed for failure to register a motor vehicle within the time limit stated above or failure to display the authorized registration decal.

Health Service. The Claremont Colleges maintain a Health Service for students while they are on campus. Three full-time physicians and a staff of nurses provide office care at Baxter Medical Building and in-patient and emergency care at the Memorial Infirmary. Consultation and treatment in the Health Service is available to students without charge. A charge is made for medicine, laboratory tests, and special supplies. Ten days in the Infirmary are provided each year without charge for room or meals; a charge of \$7.50 per day is made thereafter. Consultation and treatment by specialists in all fields can be arranged when needed.

Excellent hospital facilities are available. Outside consultation, hospitalization and surgery are arranged by the Health Service, but are not financed by the College and payment for them is a responsibility of the individual student. Health Service care is available throughout the school year with the exception of scheduled Christmas and Spring vacations.

Each academic year that a student is in residence she is required to complete a tuberculin skin test or chest x-ray by November 1. During the registration period, skin tests will be given by the Health Service staff to previously negative reactors. All positive reactors must be x-rayed yearly.

The College does not assume responsibility for the complete medical care of its students, but only insofar as its present facilities will afford. Preventive medicine and campus health functions are stressed in the college medical program.

An accident and sickness medical expense insurance policy is available to all full-time students to protect against major costs. It is designed to supplement the care provided by the Health Service. It includes benefits for accidental injuries, hospitalization, surgery, doctor's visits in the hospital, emergency care, and ambulance service. Detailed information is mailed to each student, usually during August. Information is also available from the Health Service.



FACULTY

Robert S. Albert, Professor of Psychology, 1965. □ B.A., Vanderbilt University; M.A., University of Texas; Ph.D., Boston University; Assistant Professor, Boston University; Assistant Professor, Emory University; Assistant Professor, Skidmore College; Associate Professor, University of Connecticut; Consultant, Boston State Hospital; Research Associate in Psychology, Harvard Medical School and Massachusetts Mental Health Center.

John W. Atherton, President and Professor of English, 1963. □ B.A., Amherst College; M.A., Ph.D., University of Chicago; LL.D. (honorary), MacMurray College; Instructor, Iowa State College; Fulbright Lecturer in American Literature, Tokyo University of Foreign Studies; Professor, Claremont Men's College, Claremont Graduate School; Dean of the Faculty, Claremont Men's College; Robert Frost Fellow, Bread Loaf School of English; also taught at Amherst College.

Barbara J. Beechler, Associate Professor of Mathematics, 1967. □ B.A., M.S., Ph.D., University of Iowa; Instructor, Smith College; Assistant Professor, Associate Professor, Chairman, Department of Mathematics, Wilson College; Associate Professor, Wheaton College, Massachusetts; National Science Foundation Science Faculty Fellow and Research Associate, University of California, Berkeley.

John S. Belmont, Assistant Professor of Archaeology, 1966. □ B.A., doctoral candidate, Harvard University; Teaching Assistant, Harvard University. (on leave, Fall Semester.)

James B. Bogen, Assistant Professor of Philosophy, 1967. □ B.A., Pomona College; M.A., doctoral candidate, University of California, Berkeley; Teaching Assistant, University of California, Berkeley; Instructor, Oberlin College.

Harvey J. Botwin, Assistant Professor of Economics, 1967. □ B.A., M.A., University of Miami; M.A., Princeton University; doctoral candidate, Princeton University; Assistant Instructor, University of Miami; Instructor, Princeton University.

***Freeman C. Bovard**, Professor of Chemistry, 1964. □ A.B., Pomona College; Ph.D., Iowa State College; Chemist, Shell Development; Research Biochemist, Stine Laboratory, E. E. duPont de Nemours and Company; Visiting Associate Professor, School of Medicine, University of Washington; National Institutes of Health Fellowship.

Guy Carawan, Folklorist-in-Residence, 1968. □ B.A., Occidental College; M.A., University of California, Los Angeles; Fieldwork in Negro South and Appalachia; Negro heritage festivals and documentary work for SNCC and SCLC, and in Sea Islands of South Carolina; Music Director, Highlander School, Monteagle, Tennessee; Travel to England, U.S.S.R., and China.

Thomas E. Carroll, Assistant Professor of Sociology, 1965. □ B.A., Indiana University; M.A., Ph.D., University of Minnesota; Instructor, University of Miami; Weatherly Prize in Sociology, Indiana University.

Gene Chu, Lecturer in Art, 1967. □ B.A., Ontario College of Art; Arts Students League of New York; Claremont Graduate School; Lang Art Gallery Assistant, Scripps; awarded medal from French Government in painting.

***Richard Coles**, Assistant Professor of Biology, 1966. □ B.A., Swarthmore College; M.A., Ph.D., Harvard University; Teaching Fellow, Harvard University.

***S. Leonard Dart**, Professor of Physics, 1964. □ B.A., Oberlin College; M.A., Ph.D., University of Notre Dame; Instructor and Research Associate, University of Notre Dame; Research, Armstrong Cork Co., General Tire and Rubber Co., Rubber Reserve Co.; Senior Research Physicist, American Viscose Corporation; Research Physicist, Dow Chemical Co. and Los Angeles County Cardiovascular Research Laboratory, University of California, Los Angeles Medical Center. (on leave, 1967-68)

Claude de Cherisey, Instructor in French, 1965. □ Brevet d'aptitude a l'Enseignement hors de France; Certificado de Aptitude, Instituto de Idiomas, University of Madrid; Institute Le Clos des Abeilles, Chateau d'Oex, Switzerland.

Robert F. Duvall, Instructor in English, 1965. □ B.A., Whitworth College; M.A., doctoral candidate, Claremont Graduate School; Fellow of the Intercollegiate Program of Graduate Studies in Claremont, 1962-65.

Lewis J. Ellenhorn, Associate Professor of Psychology, 1966. □ B.A., M.A., Ph.D., University of California, Los Angeles; Haynes Foundation Fellow; Assistant Professor of Psychology in Residence, University of California, Los Angeles; Management Development Coordinator, TRW Systems; Human Relations Consultant, Institute of Industrial Relations, University of California, Los Angeles.

Judith Ellis, Instructor in Sociology, 1966. □ B.A., University of London; M.A., doctoral candidate, University of California, Los Angeles; Lecturer, University of California, Riverside.

W. Russell Ellis, Instructor in Sociology, 1966. □ B.A., M.A., doctoral candidate, University of California, Los Angeles; Lecturer, University of California, Riverside.

***Clyde H. Eriksen**, Associate Professor of Zoology, 1967. □ B.A., University of California, Santa Barbara; M.A., University of Illinois; Ph.D., University of Michigan; Teaching Fellow, Universities of California, Illinois, and Michigan; Research Fellow, University of Michigan; Field Specialist, National Sanitation Foundation; Instructor, University of California Extension; Assistant Professor, Los Angeles State College; Assistant Professor, Associate Professor, University of Toronto, Canada.

John P. Evans, Assistant Professor of Humanities, 1965. □ B.A., St. Anselm's College; doctoral candidate, University of Pittsburgh Graduate School; Honorary Associate Member, Boston Museum of Science; Honorary Member, New Hampshire Academy of Sciences; Vice-President, International Samovar Club, Pittsburgh.

Miles C. Everett, Assistant to the President and Assistant Professor of History, 1965. □ B.A., University of California, Davis; M.A., Ph.D., University of California, Berkeley; Instructor, Fresno State College, California State College at Hayward, University of California, Davis.

Arthur Feraru, Dean of the Faculty and Associate Professor of Political Studies, 1965. □ B.A., Long Island University; M.A., Columbia University; Docteur en Droit de l'Universite, Universite de Lyon, France; Consultant on Education in Korea; UNESCO; Member, UNESCO/UNKRA Educational Planning Mission to Korea; Special Assistant to the Executive Vice-President, Institute of International Education; Dean of the College, Adelphi Suffolk College; Director, Exchange of Persons Programs, Institute of Advanced Projects, Center for Cultural and Technical Interchange Between East and West, University of Hawaii.

Joseph Milton Gallanar, Assistant Dean, Claremont Graduate School, 1966. □ A.B., M.A., University of Washington; Ph.D., The Johns Hopkins University; Instructor, University of Oregon, University of Michigan; Assistant Professor, Kansas State University.

Stephen L. Glass, Assistant Professor of Classics, 1964. □ B.A., Pomona College; M.A., Ph.D., University of Pennsylvania; Curator, Wilcox Museum of Classical Antiquities; Instructor, University of Kansas; Student Fellowship, United States Educational Foundation in Greece (Fulbright); Woodrow Wilson and Harison Fellowships.

Allen Jay Greenberger, Assistant Professor of History, 1966. □ B.A., M.A., Ph.D., University of Michigan; Teaching Assistant, University of California, Berkeley; Teaching Fellow, University of Michigan; Horace Rackham Fellow; Instructor, Smith College.

Esperanza Gurza, Instructor in Romance Languages, 1965. □ B.A., University of Puget Sound; M.A., University of Oregon; doctoral candidate, University of California, Riverside; Instructor, University of Oregon; FLES Foreign Language Specialist; Demonstration Teacher, Tacoma Public Schools; Instructor, NDEA Spanish Summer Institute, University of Puget Sound; Instructor, Peace Corps; Instructor, Claremont Graduate School and University Center.

***Daniel A. Guthrie**, Assistant Professor of Biology, 1964. □ B.A., Amherst College; M.A., Harvard University; Ph.D., University of Massachusetts; Teaching Fellow, Harvard University; Laboratory Assistant, Amherst College.

Carl H. Hertel, Associate Professor of Art, 1966. □ B.A., Pomona College; M.A., Harvard University; M.F.A., Claremont Graduate School; Lecturer, Cerritos College; Lecturer and Director of Art Gallery, Mt. San Antonio College; Director, Scripps College Art Galleries, 1966-67.

****Herbert Wilson Hoskins, Jr.**, Associate Professor of English, 1966. □ A.B., Wesleyan University; M.A., Ph.D., Columbia University; Winchester Fellow; Instructor, Rutgers University, Wesleyan University, Claremont Graduate School, 1963.

***Richard L. Jacob**, Associate Professor of Physics, 1965. □ B.S., Stanford University; M.S., Ph.D., University of Wisconsin; Research Assistant, University of Wisconsin; Assistant Professor, Tufts University.

James B. Jamieson, Assistant to the President and Assistant Professor of Political Studies, 1965. □ B.A., Claremont Men's College; M.A., Claremont Graduate School; Ph.D., Brown University; President, Creative Capers, Inc.; Teaching Assistant, Brown University; Resources for the Future Doctoral Dissertation Fellow; Research Assistant, United States Department of Commerce; Assistant Research Political Scientist, University of California, Los Angeles.

Dale L. Johnson, Assistant Professor of Social Theory and Economic Development, 1966. □ B.A., San Francisco State College; M.A., Ph.D., Stanford University; Lecturer, University of California, Riverside.

Paul Kardos, Jr., Instructor in French, 1967. □ Baccalaureat, Bordeaux; A.M., University of Miami; doctoral candidate, Harvard University; Instructor, Casablanca, Morocco; Instructor, Ecole Arcadie, Maine; Teaching Fellow, Harvard University; Instructor, Harvard University Extension Program; Visiting Lecturer, Boston University.

***Stanley Klein**, Assistant Professor of Physics, 1967. □ B.S., California Institute of Technology; M.A., Ph.D., Brandeis University; National Science Foundation Fellow; Teaching Assistant, Brandeis University.

Dorothea Kleist, Assistant Professor of German, 1967. □ A.B., City College of New York; A.M., Ph.D., Stanford University; Instructor, San Diego State College; Instructor, Pennsylvania State University; Visiting Assistant Professor, Mills College.

Constance W. Kovar, Assistant Professor of Psychology, 1967. □ A.B., Mount Holyoke College; M.A., doctoral candidate, University of California, Los Angeles; Teaching Fellow, Mount Hermon School, Massachusetts.



Valerie Brussel Levy, Instructor in English, 1964. □ A.B., Barnard College; M.A., University of Pennsylvania; doctoral candidate, Claremont Graduate School; Teaching Fellow, University of Pennsylvania.

****John M. Lilley**, Instructor in Music and Director of Choral Work, 1966. □ B.M.E., B.M., M.M., Baylor University; doctoral candidate, University of Southern California; Instructor, Church Music and Assistant to the Dean, School of Music, Baylor University.

***George G. Lowry**, Associate Professor of Chemistry, 1964. □ B.A., Chico State College; M.A., Stanford University; Ph.D., Michigan State University; Teaching Assistant, Stanford University; Research, Dow Chemical Co., Stanford Research Institute.

Ronald K. S. Macaulay, Associate Professor of Linguistics, 1965. □ M.A., University of St. Andrews; Graduate Studies, University College of North Wales, Bangor; Lecturer, British Institute, Lisbon, Portugal; British Council Lecturer, Association Argentina de Cultura Inglesa, Buenos Aires.

C. Michael Mahon, Assistant Professor of English, 1967. □ B.A., University of California, Santa Barbara; M.A., Columbia University; Ph.D., University of California, Santa Barbara; Secondary School Teacher, New York; Teaching Fellow, University of California, Santa Barbara; Acting Assistant Professor, University of California, Los Angeles.

Lucian C. Marquis, Professor of Political Studies, 1966. □ Certificate of Graduation, Black Mountain College; Institute of Political Science, "Cesare Alfieri," University of Florence; M.A., Ph.D., University of California, Los Angeles; Associate Professor and Director of the Honors College, University of Oregon; Fulbright Lecturer, University of Exeter, England; Fulbright Lecturer, Institute of Political Science, University of Turin, Italy.

Jacqueline Martin, Assistant Professor of Romance Languages, 1965. □ Brevet, Ecole Superior, Luneville, France; B.A., University of Washington; M.A., Boston University; Graduate Studies, University of Washington and Boston University; doctoral candidate, University of Oregon; Danforth Foundation Fellow; Teaching Fellow, University of Washington; Instructor, Central Washington College; Associate Professor, University of Puget Sound.

***Margaret J. Mathies**, Assistant Professor of Biology, 1965. □ B.A., Colorado College; Ph.D., Western Reserve University; Assistant Professor, Haverford College; Visiting Assistant Professor, Pomona College.

Steven Matthyse, Assistant Professor of Psychology, 1966. □ B.S., B.A., Yale University; M.A., Ph.D., Harvard University; Teaching Fellow, Harvard University.

Nancy Mattice, Counselor and Lecturer, 1966. □ B.A., State University College at Fredonia; M.A., Syracuse University; Head Resident, Syracuse University.

David McGrail, Instructor in English, 1965. □ B.A., Gettysburg College; M.A., Pennsylvania State University; doctoral candidate, University of Pennsylvania; Teaching Fellow, University of Pennsylvania; Instructor, Ohio University.

***Jack Merritt**, Professor of Physics, 1966. □ A.B., Pomona College; Ph.D., University of California, Berkeley; Administrative Analyst, Bureau of the Budget; Administrative Officer, Atomic Energy Commission; Physicist, Radiation Laboratory, University of California; Physicist, Shell Development Company.

Bert Meyers, Instructor in English, 1967. □ M.A., doctoral candidate, Claremont Graduate School; Lecturer, Claremont Men's College; Ingram Merrill Award for Poetry, 1964; author of: *Early Rain* (1960), *The Dark Birds* (1968).

Nancy Jane Moore, Instructor in English, 1967 □ B.A., Smith College; M.A., doctoral candidate, Yale University; Teaching Fellow, Yale University.

Robert L. Munroe, Assistant Professor of Cultural Anthropology, 1964. □ B.A., University of California, Berkeley; Ph.D., Harvard University; Field Work in British Honduras and Kenya.

Ruth H. Munroe, Assistant Professor of Developmental Psychology, 1964. □ A.B., Antioch College; Ed.M., Ed.D., Harvard University; Research Fellow and Teaching Fellow, Laboratory of Human Development, Harvard University; Research, British Honduras and Kenya.

Joyce L. Norman, Instructor in Physical Education, 1965. □ B.S., M.S., University of California, Los Angeles; Graduate Studies, California Western University, San Diego State College, Claremont Graduate School; Instructor, California Western University.

George K. Park, Professor of Social Anthropology, 1964. □ Undergraduate Studies, Yale University; M.A., Ph.D., University of Chicago; Post-doctoral studies, Cambridge University; Assistant Professor, Ohio University; Research Fellow, Makerere University College, Uganda; National Science Foundation and Mellon post-doctoral Fellowships.

***Robert P. Pinnell**, Assistant Professor of Chemistry, 1966. □ B.S., Fresno State College; Ph.D., University of Kansas; Teaching and Research Assistant, University of Kansas; Robert A. Welch Foundation and National Institutes of Health Post-doctoral Fellow, University of Texas.

Helia Maria Reese, Lecturer in Spanish, 1967. □ B.A., M.A., California State College; Research, National Archives, Mexico City; Cataloguer, Central Library, National University of Mexico; Orange County high school teacher; Instructor, University of California, Irvine; Instructor, Cypress Junior College.

Ellin J. Ringler, Assistant Professor of English, 1967. □ B.A., Wellesley College; M.A., University of Connecticut; doctoral candidate, University of Illinois; Assistant, University of Connecticut; Assistant, University of Illinois; Instructor, Lake Forest College.

W. R. Rodgers, Writer in Residence, 1966. □ Queen's University, Belfast; Elected to the Irish Academy of Letters to fill the vacancy caused by the death of G. Bernard Shaw, 1951; author of *Awake and Other Poems* (1941), *Europa and the Bull* (1952), *Ireland in Colour*, *Essex Roundabout*; Deviser and editor of BBC

programmes on Yeats, Joyce, Synge, Moore, The Abbey Theatre, AE, Gogarty, Higgins, The Easter Rebellion; currently editing "The Character of Ireland" for the Clarendon Press.

John R. Rodman, Associate Professor of Political Studies, 1965. □ B.A., M.A., Ph.D., Harvard University; Assistant Professor, Harvard University; Research Fellowships, Social Science Research Council and Rockefeller Foundation.

Albert Schwartz, Instructor in Sociology, 1965. □ B.A., Hunter College; M.A., doctoral candidate, Ohio State University; Teaching and Research Assistant, Ohio State University; Alvin Johnson Scholarship, Hunter College.

Barbara Shapiro, Assistant Professor of History, 1966. □ B.A., University of California, Los Angeles; M.A., Ph.D., Harvard University; Assistant Professor, Occidental College.

Robert J. Sharer, Assistant Professor of Anthropology, 1967. □ B.A., Michigan State University; M.A., doctoral candidate, University of Pennsylvania; Research Associate, Museo Nacional, El Salvador; Teaching Fellow, University of Pennsylvania; Dissertation Fellow, Woodrow Wilson Fellowship Foundation.

****Jesse R. Swan, Jr.**, Associate Professor of Drama and Speech, 1966. □ A.B., University of California; M.A., University of Southern California; Graduate work, Pasadena Playhouse College of Theatre Arts; Director, Valley Community Theatre; Director, Claremont Shakespeare Festival, Scripps College, 1956.

Lois A. Tidgwell, Assistant Professor of Physical Education, 1965. □ B.A., Pomona College; M.S., Indiana University; Camp Assistant, Relief and Service Program of the Mennonite Central Committee, Germany; Director, Women's Physical Education, Taylor University; Instructor, Pomona College; Girls' Physical Education Director, American School in Tokyo, Japan.

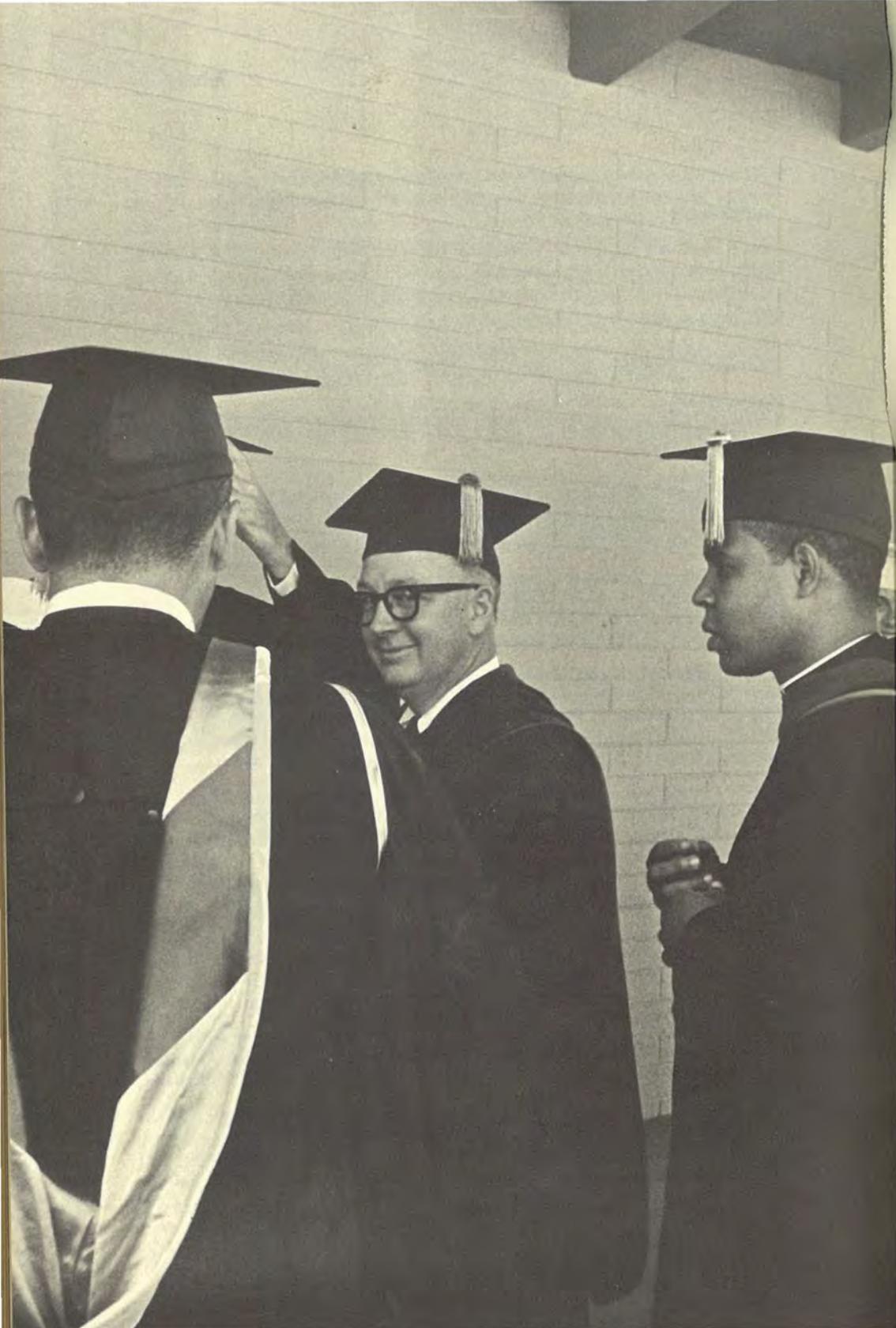
Werner Warmbrunn, Professor of History, 1964. □ B.A., Cornell University; M.A., Ph.D., Stanford University; Instructor, Putney School; Director, Peninsula School; Foreign Student Advisor, Director of International Center, Stanford University; Academic Assistant to the President, Pitzer College; Abraham Rosenberg Fellowship, Stanford University; Study Grants, Federal Republic of Germany and Asia Foundation; Past President, National Association for Foreign Student Affairs.

David G. Wolter, Instructor in Psychology, 1967. □ B.S., Harvey Mudd College; M.A., doctoral candidate, Claremont Graduate School; Research Assistant, Research Center for Mental Retardation, Pacific State Hospital, Pomona; Instructor, Claremont Graduate School.

Carl Uddo Zachrisson, Instructor in Political Studies, 1967. □ B.A., Stanford University; Licence es Sciences Politiques, University of Geneva, Switzerland; doctoral candidate, Oxford University.

*Joint Appointment with Claremont Men's College and Scripps College.

**Joint Appointment with Claremont Men's College, Harvey Mudd College and Scripps College.



ADMINISTRATION

Eva D. Abbott, Director of Residence Halls, 1965. □ R.N., St. Helena Hospital and Sanitarium; Assistant Night Supervisor, O'Connors Hospital.

Julie M. Albert, Counselor, 1966. □ B.A., Smith College; M.A., Boston University School of Social Work; James Jackson Putnam Children's Center, Boston; Psychiatric Social Worker and Counselor, Skidmore College.

John W. Atherton, President and Professor of English, 1963. (See Faculty)

***Winston C. Black, Jr.**, C.P.A., Assistant Controller, 1966. □ B.A., Stanford University; M.B.A., Dartmouth University.

Virginia Brock, Coordinator of News and Special Events, 1966.

Mary Ann Callan, Assistant to the President, 1965. □ B.A., M.A., University of Southern California; Instructor, School of Journalism, University of Southern California; Women's Editor and Staff Writer, LOS ANGELES TIMES.

***Myron G. Chapman**, Physician, 1964. □ Ph.B., B.S., M.D., University of Chicago.

***Elizabeth Cless**, Director of Special Educational Programs for The Claremont Colleges, 1966 □ B.A., Radcliffe College.

Miles C. Everett, Assistant to the President and Assistant Professor of History, 1965. (See Faculty)

Arthur Feraru, Dean of the Faculty and Associate Professor of Political Studies, 1965. (See Faculty)

William E. Frenaye, Director of Student Aid, 1963. □ B.A., Kenyon College; Graduate Studies, Teachers' College, Columbia University; Cost Analyst, Bankers Trust Co.; Instructor, Newark Academy; Alumni Secretary and Placement Director, Kenyon College; Assistant Director of Development and Public Relations, Smith College.

George A. Granger, Administrative Assistant to the President, 1966. □ B.A., Pomona College; Instructor and Assistant Principal, Brown Military Academy.

***John W. Hartley**, Treasurer and Business Manager, 1963. □ B.A., M.B.A., Stanford University.

***Richard C. Hill**, Controller, 1966 □ B.A., Pomona College; M.B.A., Stanford University.

James B. Jamieson, Assistant to the President and Assistant Professor of Political Studies, 1965. (See Faculty)

Ann Maberry, Registrar, 1964. □ Assistant to the Registrar, Claremont Men's College.

Diana L. Malan, Dean of Students, 1967. □ B.A., Smith College; M.A., Columbia University; Director of Economic and Community Development, CARE, Ellis Phillips Foundation Intern in college administration; Director of Admissions, Claremont Graduate School and University Center.

Pamela A. Malone, Coordinator of Educational Resources, 1966. □ Secretary to Chairman, Humanities Division, University of Louisville, Coordinator, Talking Books, American Printing House for the Blind; Secretary to the President, Scripps College.

Nancy Mattice, Counselor and Lecturer, 1966. (See Faculty)

Karem J. Monsour, Director of the Psychological Clinic and Counseling Center, 1967. □ B.S., M.D., University of Nebraska; M.S., University of Minnesota; Mayo Foundation Fellow, Department of Psychiatry, Mayo Clinic; Associate Professor of Psychiatry, University of Southern California School of Medicine; Consultant, Metropolitan State Hospital.

Sarah J. Needham, Director of Admissions, 1966. □ B.Mus., Oberlin College; M.Mus., Drake University; Instructor and Music Librarian, Ohio State University; Instructor, Otterbein College; Office of Admissions, Kalamazoo College and University of Chicago; Assistant Director of Educational Services, National Merit Scholarship Corporation.

***Walter Niilus**, Acting Librarian, 1967. □ Magister Philosophiae, University of Tartu, Estonia.

***Edgar C. Reckard, Jr.**, Chaplain, 1964. □ B.A., Yale University; B.D., Yale Divinity School; Graduate study, University of Edinburgh and University of Cambridge; Chaplain and Advisor, Overseas students at Edinburgh; Instructor, Chaplain, Westminster College and Brown University.

Susan Schwartz, Chairman of Counselors, 1966. □ B.A., Mills College; Resident Counselor, Ohio State University; Director of Guidance, Columbus Urban League, Columbus, Ohio; Assistant Dean of Women, Ohio Wesleyan University.

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The following is a list of these organizations according to the date of their founding and a brief description of their purposes and goals:

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