

CATALOGUE
2002-2003

PITZER

Authentic Education-An Uncommon Experience

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The regulations, rules, and requirements contained in this catalogue constitute a binding agreement between Pitzer College and its registered students. The *Faculty Handbook* and the *Student Handbook* also contain rules of operation that are binding.

The information contained in this catalogue is subject to change without published notice. Such changes may result from action by the trustees, the President, the committees, or the College Council of Pitzer College.

Pitzer College

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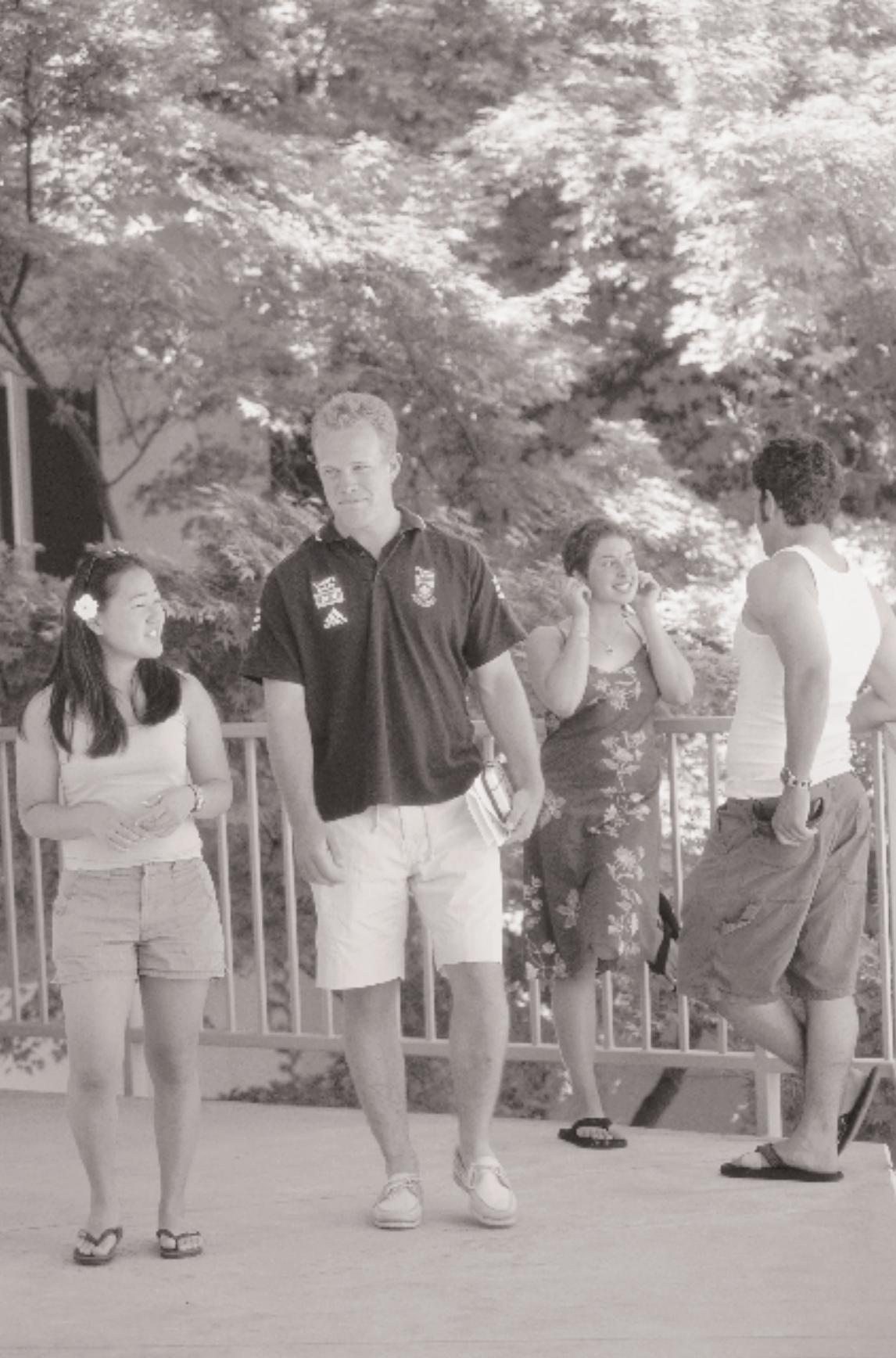
Pitzer College

Founded in 1963, Pitzer College is a coeducational liberal arts and sciences college offering a Bachelor of Arts degree. Social and behavioral science, the arts, humanities, natural sciences, and interdisciplinary studies are very strong at the College. Enrolling approximately 850 men and women, Pitzer College is part of the unique educational environment known as The Claremont Colleges—a consortium of five undergraduate colleges and two graduate institutions. All seven campuses are physically contiguous and share such facilities as a central library, bookstore, and medical center. Numerous joint programs are available in the sciences, in music, in theatre, and in interdisciplinary studies.

Within Claremont, Pitzer's educational philosophy is singular. Pitzer strives to enhance individual growth while at the same time building community. Students create their own academic programs in close collaboration with their faculty advisors. There are no lists of requirements to be checked off; rather, students choose their courses with a unique set of Educational Objectives. One of these encourages students to become involved in some kind of community service-learning activity. In addition, students are encouraged to participate in the governance of the College. Working with the faculty and staff, they have the opportunity to build the community in which they reside by serving on standing committees and becoming voting members of College Council, the College's decision-making body.

Pitzer celebrates cultural diversity and intercultural understanding. Students of ethnically diverse backgrounds come from all parts of the United States as well as from nearly 20 other countries. In addition to learning from one another, students are encouraged to participate in one of Pitzer's External Studies programs in China, Ecuador, Italy, Nepal, Ontario (California), Turkey, Venezuela, Wales and the Europe of Regions, or Botswana. Other study abroad programs are also available. One of Pitzer's Educational Objectives challenges students to develop a set of courses that will examine an issue from the perspectives of at least two cultures and two disciplines. Intercultural and interdisciplinary learning are highly valued at Pitzer. Students are encouraged to take advantage of these programs as well as many other resources available in Claremont, to become proficient in a foreign language, and thus enrich and strengthen their appreciation of global diversity.

Pitzer College is located in the city of Claremont, a Southern California community of some 35,000 residents, noted for its tree-lined streets and numerous parks. Situated at the southern base of the San Gabriel Mountains—with Mt. Baldy, a 10,000 foot mountain peak rising above it—Claremont is approximately an hour's drive to downtown Los Angeles, the Pacific Coast beaches, the desert highlands, and snow-capped mountain ranges.



The Other Claremont Colleges

The other six colleges in Claremont bring a vast range of courses and facilities to Pitzer students. Indeed, Pitzer students have the best of two worlds: the large number of courses with large universities, and the close student-faculty relationships found at small liberal arts colleges.

Claremont McKenna College. Founded in 1946, CMC has an enrollment of 1020 students. It is a coeducational, liberal arts college with curricular emphasis on public affairs.

Harvey Mudd College. Incorporated in 1955, Harvey Mudd College is a coeducational liberal arts college. The college's aim is to graduate mathematicians, engineers and scientists sensitive to the impact of their work on society. HMC ranks among the nation's leading schools in percentage of graduates who earn Ph.D. degrees. It is the pioneer of the internationally known Clinic Program. Its enrollment is 700 students.

Pomona College. Founded in 1887, Pomona has an enrollment of 1,400 students. The founding member of The Claremont Colleges, Pomona is a coeducational, liberal arts college with full offerings in all major fields of the arts, humanities, social sciences, and natural sciences.

Scripps College. Founded in 1926, Scripps College is the women's college of The Claremont Colleges with an enrollment of 750 students. Its liberal arts curriculum emphasizes interdisciplinary studies with a special focus on the humanities and fine arts.

Claremont Graduate University. Founded in 1925, CGU has an enrollment of 2,000 students. It offers master's and doctoral degrees in 21 fields. It is comprised of seven schools and academic centers: Arts and Humanities, Educational Studies, Information Science, Organizational and Behavioral Sciences, Politics and Economics, Religion, and The Peter F. Drucker Graduate School of Management. It also offers degrees in botany, engineering, financial engineering, mathematics, and applied women's studies.

Keck Graduate Institute of Applied Life Sciences (KGI), offers a cross-disciplinary graduate program leading to the professional Master of Bioscience degree. Its primary focus is the development of applications from the emerging discoveries in the life sciences, and to the education of leaders for the biosciences industry.



Academic Information

Educational Objectives of Pitzer College

As a liberal arts college with a strong curriculum in the social and behavioral sciences, Pitzer presents a unique opportunity for self-exploration and for exploration of the world. The College expects students to take an active part in planning their course of study, bring a spirit of inquiry and adventure to planning that course of study, and to work hard to meet the intellectual goals of a Pitzer education. To guide students and their advisors, the College has six educational objectives.

Breadth of Knowledge. The human experience is the center of a Pitzer education. By exploring broadly the programs in humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences, students develop an understanding of the nature of human experience—its complexity, its diversity of expression, its continuities and discontinuities over space and time, and the conditions which limit and liberate it.

Understanding in Depth. By studying a particular subject in depth, students develop the ability to make informed, independent judgments.

Critical Thinking, Formal Analysis, and Effective Expression. By comparing and evaluating the ideas of others and by participating in various styles of research, students develop their capacities for critical judgment. By exploring mathematical and other formal systems, students acquire the ability to think in abstract, symbolic ways. By writing and communicating orally, students acquire the ability to express their ideas effectively and to persuade others.

Interdisciplinary Perspective. By integrating the perspectives of several disciplines, students gain an understanding of the powers and limits of each field and of the kind of contribution each can make; students learn how to understand phenomena as a complex whole.

Intercultural Understanding. By learning about their own culture and placing it in comparative perspective, students appreciate their own and other cultures, and recognize how their own thoughts and actions are influenced by their culture and history.

Concern with Social Responsibility and the Ethical Implications of Knowledge and Action. By undertaking social responsibility and by examining the ethical implications of knowledge, students learn to evaluate the effects of actions and social policies and to take responsibility for making the world we live in a better place.

Pitzer College encourages students to pursue these educational objectives during their undergraduate years and throughout their lives.

Guidelines for Graduation

In order to graduate with a Bachelor of Arts degree, students are expected to fulfill the educational objectives of Pitzer College by designing, in cooperation with their advisors, an individualized program of study which responds to the students' own intellectual needs and interests while at the same time meeting these objectives in the following five ways:

1. Interdisciplinary and Intercultural Exploration

Students, working closely with their advisors, will select a set of three courses which address a topic of special interest to them. Selected courses will represent at least two disciplines and more than one cultural perspective. Students may wish to satisfy this guideline through appropriate courses in an External Studies program (see p.18). Students, in consultation with their faculty advisors, will write a brief statement explaining the rationale for their selection of courses to meet this guideline.

The following examples illustrate how such a program might be constructed:

- I. A student interested in healthcare could have a program that includes courses on (a) biology, (b) the sociology of health and medicine, and (c) the politics of healthcare in the U.S. and Japan.
- II. A student interested in gender and racial stereotypes in literature and art could have a program including courses on (a) women and literature, (b) African American literature, and (c) contemporary Chicano art.
- III. A student interested in education could have a program that includes courses on (a) the psychology of child development, (b) the history, sociology, or anthropology of U.S. education, and (c) an internship-based course involving work in a multicultural school or school district.
- IV. A student interested in shifting concepts of freedom could have a program including courses in (a) sociology which analyze the modern manifestations of dispossession, (b) ancient social history or philosophy, and (c) the literary/dramatic portrayals of the issue.

The three courses chosen provide only a minimum strategy for meeting this guideline. Students are strongly encouraged to deepen their understanding through additional course work and non-classroom experiences and to conclude their programs with a synthesizing essay or research paper.

Courses used to meet other guidelines may count toward satisfaction of the Interdisciplinary and Intercultural Exploration guideline.

2. Social Responsibility and the Ethical Implications of Knowledge and Action

Working closely with their advisors to plan their programs, students will meet this objective in one of the following ways:

Options with Academic Credit

- a. A course that involves either community service, community-based fieldwork, or an internship (for courses that fulfill this requirement, see your advisor or the Registrar's office);

- b. A directed independent study with an experiential component; see the Guidelines for Internship and Community Service Independent Study (available at the Registrar's Office, at for Career Services, and on p.196) for instructions on how to design the independent study.
- c. Participation in apposite External Studies programs (those involving an internship or community service).

Non-Credit Options

- a. Involvement in a single semester (or equivalent) of 45 hours (e.g., 15 weeks x 3 hours per week) of volunteer or community service.
- b. One semester (or equivalent) of service to the Pitzer community (for example, as a participant in College governance, the Ecology Center, *The Other Side*, or as a Resident Assistant).

Students must discuss either of these non-credit options with their faculty advisors to determine if the placement is appropriate for the Social Responsibility Objective.

Students must complete a "Social Responsibility (Non-Credit Option) Verification Form" (available at the Registrar's Office) and write a 3–5 page report summarizing their activities and evaluating their experiences.

3. Breadth of Knowledge

a. Two courses in humanities and fine arts. Normally, courses in the performing arts, fine arts, foreign language, literature, history, and philosophy meet this objective. Such courses are offered by disciplinary and interdisciplinary field groups including Art; Asian Studies; Asian-American Studies; Black Studies; Chicano Studies; Classics; English and World Literature; Environmental Studies; Media Studies; History; History of Ideas; Modern Languages, Literatures, and Cultures; Music; Philosophy; Theatre; Dance; and Gender & Feminist Studies. In cases of uncertainty about the suitability of courses meeting this objective, the advisors will consult with the instructor of the course. A course which meets both the humanities and fine arts objective and the social and behavioral science objective can be counted toward meeting only one of these objectives.

b. Two courses in the social and behavioral sciences. Normally, courses in anthropology, economics, linguistics, political studies, psychology, and sociology will meet this objective, as well as courses taught from a social science perspective in interdisciplinary programs such as Asian Studies; Asian-American Studies; Black Studies; Chicano Studies; Environmental Studies; Organizational Studies; Science, Technology, and Society; and Gender & Feminist Studies. In cases of uncertainty, the advisors will consult with the instructor of the course. A course which meets both the humanities and fine arts objective and the social and behavioral science objective can be counted toward meeting only one of these objectives.

c. One course in the natural sciences. Course options available to students include all courses offered through the Joint Science program, specifically including the "Natural Science" sequence of courses for non-science majors as well as courses in chemistry, biology, physics, astronomy, and geology taught at the other Claremont Colleges. In addition, Psychology 101 (Brain and Behavior), as currently taught with a significant emphasis in biology, is considered appropriate to this objective. While a laboratory component is recognized as a desirable educational experience, it is not a required part of fulfilling this objective.

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisors will get approval from the faculty member directing the independent study or teaching the course and from a faculty member in Joint Science in the apposite discipline.

d. One course in mathematics/formal reasoning. Students will satisfy this objective by taking one course which has as its defining purpose: (a) the study of abstract formal systems or (b) the use of such abstract formal systems to model and/or explore the human and natural world. Courses that would qualify under (a) include any one-semester mathematics course; Philosophy 60 (Symbolic Logic); History of Ideas 100 or 101 (Introduction to Formal Logic I or II); and any Computer Science course numbered 50 or higher. Examples of courses that would qualify under (b) include any one-semester statistics course; Economics 52, 104, 105, 125; Linguistics 105, 106, or 108; Sociology 101; Music Theory 101 or 102 (Scripps College) or 80, 81, or 82 (Pomona College); and any natural science course having a college-level mathematics course as prerequisite.

Should students seek to fulfill this objective by completing a course not identified above or through a program of independent study, they must petition the Curriculum Committee. Students cannot count the same course toward meeting both this and the natural science objective.

4. Written Expression

In order to be eligible for graduation, students are expected to demonstrate ability to write competently. It is assumed that students meet this Pitzer writing objective by successfully completing a First-Year Seminar course. These seminars have been designed as writing intensive courses and are required of all first-year students (see p.15).

Near the end of a First-Year Seminar course, the instructor will provide an assessment of the students' competence in writing. The evaluation, which will be sent to the students' advisors, will state whether they have met the writing objective. If they do not meet the writing objective through a Freshman Seminar, they will be required to complete successfully an appropriate writing intensive course (i.e., an academic writing course or some other course designated as writing intensive) before they graduate. Transfer students who have not already taken a writing course will meet the writing objective by completing a writing intensive course.

Writing Intensive Courses: Instructors may designate a course Writing Intensive if: (1) at least 25 pages of written work are included among class assignments, (2) they comment extensively on at least 10 of those pages, and (3) they allow students the opportunity to re-write those pages in light of instructors' remarks (the remaining 15 pages may be journal entries, essay exams, or non-graded exercises, such as in-class free-writing).

5. Completion of a Major

Students should engage in an in-depth investigation and thereby sharpen their ability for critical analysis. To aid in meeting these objectives, students will, by the time of graduation, complete the requirements of a major.

Prior to midterm of the first semester of the junior year, students, in consultation with their major advisors, will complete the Major/Educational Objectives form and submit copies to the advisors and to the Registrar's Office.

Procedures for Satisfying the Educational Objectives

Prior to midterm of the first semester of the junior year, students will complete, in cooperation with their advisors, the Major/Educational Objectives form identifying the courses or other work through which students have met or intend to meet each of the guidelines stated above. Students should begin discussion of these Educational Objectives in their first year at Pitzer as they plan their course schedules.

Copies of the completed Major/Educational Objectives form will be kept by the Registrar's Office, the students, and the advisors. The list of courses or work may be revised upon discussion and with the agreement of the advisors at any time. It is hoped that the formulation and later revisions of the statement will provide contexts for mutual, creative interaction between students and advisors in shaping a program that meets the Educational Objectives of the College and of the individual student.

Students and advisors will review the Major/Educational Objectives form at the beginning of the first semester of the senior year to assure that students have satisfied and/or are making satisfactory progress toward completion of the guidelines stated above.

At the beginning of the students' final semester, the advisors will verify with the Registrar that the students will have met all the guidelines by the end of the semester (when the academic program is completed as proposed). Students will have to satisfy each of the guidelines in order to graduate. In the case of disputes between students and advisors, appeals can be made to the Academic Standards Committee.

Academic Advising

The College acknowledges the wide diversity of student interests, abilities, needs, and styles. We expect that each student, together with a faculty advisor, will create a coherent program of study in accordance with the College's Educational Objectives.

Academic advising is considered an integral function of the teaching role of faculty members. Each student entering Pitzer College is assigned a faculty advisor. Students are encouraged to consult frequently with their advisors concerning the formulation and development of their academic programs.

Beyond officially designated academic advisors, students are encouraged to consult with other faculty members as well. The faculty represents a wide range of expertise, and members of the faculty will be glad to talk with students about their fields of interest. In conjunction with the Center for Career and Community Services, one faculty member of each field group is designated as the graduate school advisor.

Prior to midterm of the second semester of the sophomore year, students will choose a major advisor and begin discussions regarding the major. Students must complete a Major/Educational Objectives form and submit it to the Registrar's Office no later than midterm of the first semester of the junior year.



Laura Skandera Trombley

President

For forty years Pitzer College has stood for innovative, social leadership and intercultural understanding. We deliberately explore the dynamic tension that exists in the world and work closely with our students to appreciate and critically interpret the beauty and challenges that frame our existence. Pitzer College's mission is to provide students with an excellent liberal arts education and to develop the individuality of each student. Students are expected to lead thoughtful, involved lives and to positively contribute and work toward constructive social change.

Curriculum

Academic Opportunities

Pitzer has developed a variety of special courses, seminars, and programs beyond the regular course offerings. Among these are the New Resources program, designed for the special needs of post-college-age students; PACE, designed to provide intensive English language training for international students; the First-Year Seminar program; Internships; Independent Study; and External Studies Programs in the U.S.A. and abroad.

These opportunities are described below. For further information, please contact the persons listed in the sections below or the Dean of Faculty.

First-Year Seminars

The First-Year Seminar program encourages the development of each student's potential for becoming a more literate person who thinks, reads, writes, and speaks with competence and discrimination. Techniques used in the seminars include close analysis of texts and learning to write personal reflections, critiques, arguments, and research papers. First-Year Seminars are writing intensive courses and are designed to fulfill the Written Expression educational objective of the College.

While each First-Year Seminar has a different instructor, topic, and body of reading, the focus in 2002 is "The Search for Social Justice." The common theme and a series of after-dinner talks attended by all first-year students will encourage reflection and discussion among the students, instructors, and other members of the Pitzer community.

Enrollment is required of all first-year students in the fall semester. Each seminar is limited to 16 Pitzer students.

1. Choices. If we are all created equal, how is it our lives are so different? With readings from economics, political studies and philosophy as a framework for analysis, we will examine the choices we have made in getting here, the choices that confront us here, and their implications for our future—individually and collectively, politically, socially, and economically. We will consider our own aptitudes and aspirations and notions of success and failure. We will explore the economic framework within which we test ourselves and will weigh our place in it. J. Lehman.

2. Strategies of Hate—and What to Do About Them. This course explores three kinds of oppression: 1) slavery; 2) violence and denigration; and 3) forced subordination to alien causes. It addresses the issues from the perspectives of both oppressors and the oppressed, touching on religious oppression through the history of the Jews, ethnic oppression through the experiences of blacks and Native Americans, gender and sexual oppression through the experiences of women and gays. A. Wachtel.

3. Human Rights and Terrorism. The seminar explores the contested meanings and understandings of what constitute human rights and terrorism in different cultures and political/economic and social arrangements. For example, a cultural practice in one society may be viewed in others as human rights abuse, and what is terrorism to one may be liberation to another. The seminar begins with the history and then the current issues and debates on human rights and terrorism in the world today, eg. events of September 11, 2001. L. Tongun.

4. Gene Dreams: The Social Consequences of Genetic Determinism. A central assumption emerging from the biotechnology revolution is that genes effectively *determine* the nature of our characteristics, from our hair color to our IQ. In fact, the assumption that genes determine traits—while ill-founded—nevertheless has profoundly important implications for society. In class, we will examine the implications of this assumption for social justice, exploring how genetic determinism influences thinking about healthcare, education, jurisprudence, reproductive technologies, and other matters. D. Moore.

- 5. Eyes on the Prize: Civil Rights Struggles in the U.S.** This seminar explores the African American struggle for Civil Rights in the U.S. with an emphasis on the 1950s and 1960s. It uses the television documentary series *Eyes on the Prize* as the nucleus for the course, with related course readings. Some attention is paid to related struggles of other discriminated against groups. H. Fairchild.
- 6. The Prison Industrial Complex & Pitzer's Prison Literacy Project.** This seminar seeks to provide a basic understanding of the prison industrial complex, especially the juvenile justice system, while exploring individual issues of social responsibility in regards to this growing profit industry. Simultaneously, the course prepares students with hands-on practicum of tutoring and leading enrichment classes for incarcerated youth at Camps Afflerbaugh-Paige in La Verne, California. **Section 1:** D. Basu; **Section 2:** L. Harris.
- 7. Justice and Morality in Cross-Cultural Perspective.** Are ideas of justice and morality universal? Or do they vary between and within societies? This course will examine theoretical discussions and case studies on both sides of this question. Specifically, we will consider prevailing norms in different societies regarding questions such as: Do all humans have certain rights, and if so, how is "human" defined and what are these fundamental rights? How should conflicts between people holding different moral values be decided? What is a good society? We will also consider different theories about whether there are any innate moral values. C. Strauss.
- 8. On the Road to Social Responsibility.** A distinctive feature of Pitzer College is its longstanding commitment to the educational objective of "social responsibility and the ethical implications of knowledge and action." What is *social responsibility*? How do we develop an understanding of social and ethical responsibility as we grow from childhood into adulthood? What role can schools play in this process? We will search for answers in literature on child and adolescent moral development, in biographies, and in conflicting views of education's role in this process. Community service projects selected by students are one way we will explore these questions. L. Petersen.
- 9. Environmental Toxicology.** This course will explore the impact of a variety of socio-environmental teratogens (e.g., lead, pesticides, malnutrition, and drugs) on the development and functioning of physiological and behavioral systems. The impact of these agents will be addressed at the cellular, organismic and sociocultural levels. A. Jones.
- 10. Image and Text.** This interdisciplinary seminar is designed to illustrate how the combination of pictures and text can enhance the power of storytelling. We will begin by designing, carving and printing individual letters of the alphabet, and single words. We will then move to writing and illustrating sentences and stories. Using the basic techniques of wood and linoleum block printing, we will both tell stories with images and use images to illustrate longer pieces of writing. One product of the course will be a chapbook of original writing and images produced by each student. M. Woodcock.
- 11. Internment of Japanese Americans.** This seminar examines the history and aftermath of Japanese Americans during World War II. In 1942, approximately 110,000 Japanese Americans were involuntarily removed from certain areas in Washington, Oregon, and California and were relocated and placed in internment camps in eastern California, Utah, Wyoming, Arizona, and Arkansas. What role did racial bias and anti-Asian sentiment play in the decision to intern Japanese Americans? Did the wartime decision violate the civil rights of Japanese Americans? A close examination of this period in American history will help students understand the complex relationship between the federal government and racial minorities, especially during times of war. E. Kaneshiro.

12. Science, Technology and Society. What is the relationship between science and society? Scientists are human beings with all the political leanings, cultural prejudices, and personal ambitions that fact implies. To what extent does this affect the practice of science and the technology it spawns, in turn, affect society? This seminar will explore these questions through the lenses of philosophy, history, autobiography and the work of scientists themselves. Particular attention will be paid to 20th century molecular biology, genetics and sociobiology. B. Keeley.

13. Social and Ethical Issues Arising from Emerging Technologies. In this seminar, we will explore some of the social and ethical issues arising from several areas of technology. This might include anything from cloning research to policing the internet, and government surveillance of the public. As a secondary body of discussion, we will occasionally veer off into a discussion of some of the social and ethical issues facing college students, perhaps in particular, first year Pitzer students. J. Miller.

14. Privilege and Issues of Race, Class and Gender. We will explore the issues associated with race, class, and gender. Questions that will concern us include: do certain classes and races enjoy privilege based only upon their inclusion in that group, and should there exist different groups? S. Naftilan.

15. A Door Into the Modern Social Mindset: Wolfgang Amadeus Mozart. Perhaps the greatest child prodigy in human history who died at a young age in the full flower of his genius and an artist whose work is considered simple by modern standards and too complex by the standards of his time. The greatest exponent of the artistically constraining formalism of classicism who unleashed the forces of destabilizing and form destroying romanticism. The obedient son whose life turned on an act of rebellion, a man of deepest convention whose art is perhaps the highest expression of unconventional justice, not only at the level of society and political leadership, but at the most intimate of interpersonal relationships. Mozart: the great artistic repository of wholeness achieved in spite of modern contradictions. D. Allison.

New Resources Program and Seminar

In an effort to meet the special needs and problems of post-college-age students, Pitzer College inaugurated the New Resources program in the fall of 1974. Students in the program are older than most college students; they have a wide variety of backgrounds; many have full-time jobs, a family, or both. In bringing their experiences to the Pitzer campus, New Resources students have added an important new dimension to the educational and intellectual life of the College.

New Resources students enroll in regular Pitzer courses as well as courses at the other Claremont Colleges. They may attend on a full- or part-time basis, although they are encouraged to plan their course loads with a realistic appraisal of their family and job commitments in mind. They have priority in enrolling in New Resources courses.

New Resources students may transfer up to 24 courses, with a maximum of 16 from a two-year institution. Transfer credit does not calculate into a student's Pitzer GPA.

Further information about the program may be obtained from the Office of Admission in Broad Center, (909) 621-8129.

Seminar: Strategies for Success. A half-course designed specifically for New Resources students entering Pitzer, fall semester 2001. Major changes in our lives are often both exciting and frightening. The seminar will explore the themes of personal growth and change, and of social change, through readings and discussions, library and writing assignments, field trips, and oral presentations. The class will also serve as a support-study group which addresses such topics as: the student-teacher relationship at Pitzer, time and stress management, writing and speaking, computer resources, planning a major, opportunities for campus and community services, and making the most of a liberal arts education. Enrollment is limited to 20. Summer/Fall, N. Rodriguez.

External Studies: Seeing the World Differently

Pitzer College challenges students to see and think about the world in ways that allow them to expand their appreciation of other cultures while working to translate that knowledge into action that will benefit their communities. External study is an integral part of the Pitzer curriculum and is designed to foster this type of learning. Participants in external studies gain proficiency in a second or third language, hear music and see art in their natural contexts, visit important cultural sites, and participate in the daily lives of families and communities. They experience the authentic and rich sources of knowledge our world offers. Through structured, intellectually rigorous interaction with local communities, students are exposed to the rich religious, ethnic, linguistic, and cultural diversity of the global village and learn to respect and appreciate others as they find their own way in the world.

Pitzer College has the distinction of having one of the highest participation rates in the nation. More than half of Pitzer graduates participate in external studies and most choose programs outside Western Europe and the English-speaking world. Pitzer students have participated in external studies programs in more than sixty countries and regions:

Argentina	Dominican Republic	Israel	Senegal
Australia	Ecuador	Italy	South Africa
Austria	Egypt	Jamaica	Spain
Belgium	England	Japan	Sweden
Belize	Fiji	Kenya	Switzerland
Botswana	Finland	Korea	Tanzania
Brazil	France	Madagascar	Thailand
Cameroon	Germany	Mexico	Tibet
Canada	Ghana	Morocco	Turkey
Chile	Greece	Nepal	Venezuela
China	Guatemala	Netherlands	Vietnam
Costa Rica	Hungary	New Zealand	Wales
Cuba	India	Norway	Western Samoa
Czech Republic	Indonesia	Russia	Zimbabwe
Denmark	Ireland		

Pitzer College directly administers eleven external studies programs on five continents. Most of these programs employ a nationally recognized cultural immersion model integrating intensive language instruction, family stays, a core course on local culture, and independent study. Enrollment is limited to small groups to assure the quality of the educational experience. Pitzer programs require ongoing, critical reflection on the part of all participants and seek to strike a balance between individual and group learning needs. Our programs often ask students to give back to the host culture for the privileges it has accorded them by participating in a community service project.

1. *Pitzer College in Botswana* offers students an in-depth, cross-cultural learning experience organized around a challenging schedule of language training in Setswana, field projects, and a core course on Botswana and regional development. Students live with host families and have the opportunity to pursue independent research and internships. Botswana is one of Africa's most economically successful and politically stable countries. This "African Miracle" is home to 1.5 million people inhabiting 226,900 square miles of vast savannas, the Kalahari Desert, and beautiful national wildlife parks. Botswana's citizens enjoy standards of health, education, and economic well-being rivaled on the continent only by neighboring South Africa.

2. *Pitzer College in China* offers a unique in-depth learning experience in Beijing, China's capital and the heart of cultural and political life. Among the broad modern avenues and picturesque traditional hutongs, you will find the nation's leading universities, medical schools, and centers of art and media. The program is affiliated with Beijing University, the premier institution of higher education in China. Through a structured and demanding schedule of intensive Chinese study, stays with Chinese roommates and families, a core course on Chinese society and culture, specialized tracks in Traditional Chinese Medicine (TCM) or Media Studies, and a directed independent study project, the program seeks to enhance sensitivity, understanding, and empathy across cultures, heightening awareness of the role that culture plays in shaping human behavior and beliefs.
3. *Pitzer College in Ecuador* is based in Quito, one of the most spectacular cities in South America. The program involves students in Ecuadorian life and culture and helps them understand what it means to be an Ecuadorian student, family member or citizen. The curriculum features a Seminar on Poverty and Development, courses at the Universidad San Francisco de Quito, and work with a community organization as well as excursions to the Galapagos Islands, the Amazon rainforest, and the rural community of Cayambe. All program courses and activities are conducted in Spanish. Students live with Ecuadorian families in the suburbs of Quito, providing a unique opportunity to explore the richness and complexity of urban life.
4. *Pitzer College in Italy* places students in the heart of the Emilia-Romagna region in the towns of Parma and Modena. Home to Verdi, Toscanini, the country's oldest university and Europe's finest Romanesque cathedral, the two cities offer a vital, friendly and authentic Italian setting off the tourist track yet within access of Milan and Florence. The program allows students to rapidly develop their language skills and arrive at a more profound understanding of Italian culture through an interdisciplinary core course while pursuing directed independent study in areas of personal interest.
5. *Pitzer College in Nepal* is the college's longest-running program and has gained recognition for its highly effective approach to language and cultural training. An intellectually and physically demanding schedule blends family stays, language classes, lectures, field trips, community projects, and independent study. Extended visits to different regions of the country, including a trek and stay in a Himalayan village, allow participants to learn first-hand about this small nation's surprising wealth of cultures and climates. The integrated curriculum enables students to interact more closely with the people and cultures of Nepal.
6. *Pitzer College in Ontario* taps the economic, social, and ethnic diversity of one of the oldest communities in Southern California. The program exposes students to the problems of America's major cities and provides an ideal base for students of urban transformation. Students participate in internships and community service projects in close cooperation with the local government while attending an innovative interdisciplinary urban studies course that wrestles honestly with the complexities of contemporary urban life. The program exposes students to a variety of community-based research methods and presents opportunities for an extensive internship.
7. *Pitzer College in Turkey*, while appropriate for students in any major, is an ideal choice for natural science students who want to explore a new culture while maintaining a competitive standing in their major. Pitzer operates the program in cooperation with the prestigious Middle East Technical University, where our students can select from hundreds of courses taught in English that they attend together with their Turkish peers. Combined with Pitzer's cultural immersion model, through which students learn Turkish, live with Turkish families, and study Turkish culture, participants get the best of all possible worlds: a rich investigation of a fascinating culture at the crossroads of European and Middle Eastern civilizations as well as a first-rate education in any major, including the sciences.

8. *Pitzer College in Venezuela* is based in Merida, a prosperous urban enclave nestled in the Andean Mountains. Participants explore issues related to health, art, and the environment. The program includes an extended stay in La Vela, one of the oldest colonial settlements in South America, where students participate in a service learning project focused on the history and techniques of clay construction at the Escuela de Barro. The program provides an opportunity to pursue independent study within a structure of intensive language instruction, family stays, and a core course on Venezuelan society and culture.
9. *Pitzer College in Zimbabwe* places students in the center of the social and political change sweeping across contemporary Africa. The program enables students to grapple with issues of development and democracy within the complex cross-cultural context of a century of racial, social, and economic injustice. Students learn Shona language, live with families in rural and urban areas, attend seminars taught by faculty from the national university, and conduct fieldwork or internships in a variety of disciplines. Their experience also includes excursions to national parks, archaeological sites, and wildlife areas. The program is temporarily suspended for the 2002- 2003 academic year.
10. *Pitzer's Summer Health Program in Costa Rica* provides participants with an opportunity for a Spanish-speaking, cultural immersion experience and a first-hand look at health care in Latin America. The six-week program, held in early summer, is ideal for students who can't fit a semester abroad into their schedules. The integrated curriculum combines intensive Spanish language study and family stays with health-related internships and a core course focused on health issues in Costa Rica. Several excursions help students gain a broader perspective on health and environmental issues.
11. *Pitzer's Summer Study Program in Japan* gives students a chance to participate in a unique exchange agreement between Pitzer College and Shukugawa College in Nishinomiya, Japan. The one-month program in Japan consists of language classes, demonstrations and lectures on Japanese culture, field trips to places of economic, political, cultural and historical interest, and stays with Japanese families. Students may choose to combine an independent research project with the experience in Japan to earn two course credits for the program.

Students are not limited to these choices. They are free to select from a wide range of programs administered by other institutions and organizations. Pitzer approves programs that demonstrate a commitment to intercultural and language education. A list of these programs is available through the Office of External Studies. Students who wish to attend non-approved programs may petition for permission from the Intercultural and Language Education Committee.

Preparation is required for students who intend to participate in external studies. Students are encouraged to plan well in advance, and are required to consult with their faculty advisors early in their academic career. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, or issue. In cooperation with the other Claremont Colleges, Pitzer offers a rich selection of appropriate courses in international, intercultural, and language education. The Office of External Studies can provide interested students with advice on their program choices and help students make the most of what is almost always a life-changing educational experience.

Pitzer strives to provide every qualified student the opportunity to participate in external studies. We accomplish this by adhering to the following guidelines:

- The opportunity to participate in an external study program is a privilege and the application process is competitive. Qualified students are assigned priority according to their class standing. Students typically participate on external study programs in their junior year, or the first semester of their senior year. Junior standing is determined

by the number of courses completed so students should have completed at least 16 courses but not more than 25 courses prior to the semester of participation. Students may petition to participate as first semester sophomores if the timing of their academic plan makes this necessary. Ordinarily, second semester seniors, sophomores and all freshmen are ineligible.

- Participation in external study is generally limited to one semester during enrollment at the College. Students petitioning for a second semester of external study have a lower priority for approval than students applying for their first semester experience.
- Students typically begin the process by attending an information session in fall of their sophomore year. There is a preliminary application deadline in December and the final application period in February for *both* fall and spring semester programs. Priority is given to students who follow the advising procedures and meet all application deadlines.

Costs for students participating in external studies are the same comprehensive fee as a semester at Pitzer College. A \$25 application fee is collected with each application. Normally, the costs for tuition, housing, food and an airfare allowance for an external study program are covered in the fees that Pitzer collects from each student. In cases where the total costs paid by Pitzer, including the College's own direct expenses, exceed the comprehensive fee, students may be asked to pay the difference. All fees, charges, and expenses are payable in US dollars at Claremont, California.

Financial aid awards, with the exception of work-study, are transferable to semester programs approved by Pitzer College and the Intercultural and Language Education Committee. A list of approved programs may be obtained from the Office of External Studies. With the exception of the Summer Health Program in Costa Rica and the two-course option for Summer Study in Japan, financial aid is not available for summer programs or for non-Pitzer students.

Credit for most approved external study programs will be treated as transfer credit. Most programs result in the equivalent of four course credits or a full semester load at Pitzer College allowing for normal progress toward graduation. Students are required to study the host language in any non-English speaking destination unless already fluent. In addition, students are encouraged to take at least one area studies course (required in English speaking destinations) and may receive credit for 2-3 courses in any discipline. Please consult the Registrar or Office of External Studies about the amount of credit awarded for each program. Faculty advisers will determine whether courses fulfill major requirements. Grades will be recorded on the Pitzer transcript but will not be calculated into the student's GPA with the exception of grades received on any of the eleven programs listed previously that are directly administered by Pitzer College. Grades for these programs will be counted in the student's cumulative GPA. Pitzer-approved external study programs can be used to fulfill the Pitzer residency requirement.

No Pitzer College credit will be granted to Pitzer students for external study programs during the academic year without payment of the regular Pitzer College comprehensive fee. This applies to any course work taken outside of the United States or outside the campus of another US institution during the regular academic year. This policy does not apply to summer programs or to courses enrolled in or completed by students prior to their admission to Pitzer College.

Applications for participation in external studies programs for either Fall 2003 and Spring 2004 include the preliminary application due by 5:00 PM on Monday, December 9, 2002, and the final application due by 5:00 PM on Monday, February 10, 2003. Some programs may require additional application forms and may have earlier deadlines. Students applying for non-approved external studies programs offered by other institutions and organizations must submit a petition by Monday, January 27, 2003. Priority is given to students meeting all Pitzer application deadlines. Students are responsible for submitting completed

applications for non-approved programs to the Office of External Studies well in advance of any outside deadlines in order to allow time for approval by the Intercultural and Language Education Committee.

Selection for any particular program is competitive and is based on a student's college record, the strength of the application, academic preparation and suitability for the chosen program. The Intercultural and Language Education Committee, consisting of faculty, students, and staff will make final selection. In the event that the number of qualified applicants exceeds the number of spaces available for external study, priority will be based on class standing and the strength of the application. Some qualified students may be asked to delay their participation to another semester. Students on academic or disciplinary probation or with outstanding debts to the College are ineligible for participation in external studies.

Further information on external study is available through the Office of External Studies in Scott 110. You may contact the office by email at external_studies@pitzer.edu, or visit the Pitzer College website at http://www.pitzer.edu/external_studies/

PACE—Program in American College English for International Students

Recognizing the need to provide international students with the opportunity to pursue intensive studies in the English language in the U.S., Pitzer initiated PACE in the fall of 1977. PACE prepares its students to undertake college-level work in English while acquainting them with American culture. To meet these goals, the program provides a 20-hour-per-week curriculum emphasizing the study of literature, writing, topics in American culture, and oral expression.

Students in the PACE program are fully integrated into campus life at Pitzer and have the benefits and privileges accorded to regularly enrolled students, including full use of all College facilities, both educational and extracurricular; the opportunity to audit courses in areas of particular interest; and individual academic counseling.

International students may take credit-bearing courses at Pitzer as special students without the TOEFL if enrolled in the PACE program and if recommended by the PACE faculty. During the first semester as a special student, students will be enrolled part-time in the PACE program in addition to taking at least one Pitzer course. In the second semester, if work completed during the first semester was satisfactory, students may be approved for a full-time load of Pitzer courses. Upon completion of the special student requirements, students may be granted regular status if all other admission criteria are met based on qualification by academic achievement in the home country, satisfactory performance in Pitzer courses, and the recommendation of the PACE faculty. See also International Students, p.219.

Combined Bachelor/Master's Degree Programs

Claremont Graduate University offers superior undergraduate students at The Claremont Colleges the opportunity to work simultaneously toward the completion of their undergraduate degree requirements and a master's degree in selected academic fields. Applicants must be recommended by their respective colleges and usually enter the program at the beginning of their junior year or later. Depending on the students' qualifications, these programs will involve some shortening of the time normally required to complete an undergraduate and a master's degree.

Pitzer College and Claremont Graduate University offer several programs in Mathematics, Economics, Business Administration, and Public Policy, leading to both a bachelor's degree and a master's degree. Further information on the combined program in Mathematics is contained under Mathematics on p.100.

The Joint B.A./M.A. Program in Economics, completed in five years, is most appropriate for students with a major in Economics; students with other majors should consult a faculty advisor. For further information, see Economics, p.62.

The Joint B.A./M.B.A. Program in Business Administration, which normally requires five years to complete, is open to students concentrating in Organizational Studies, although students may major in other fields with the approval of a faculty advisor. For further information see Organizational Studies, p.128.

The Joint B.A./M.I.S. Program in Information Science offers Organizational Studies concentrators to obtain an accelerated M.I.S. degree. For further information see Organizational Studies, p.128.

The Joint B.A./M.P.P. Program in Public Policy is directed toward students concentrating in Political Studies, Organizational Studies, Environmental Studies, and Sociology; however, students with other majors may apply. Interested students should contact a member of one of the following field groups: Political Studies, Organizational Studies, Environmental Studies, or Sociology.

Combined Bachelor/Medical Degree Program

A unique linkage program between Pitzer and Western University of Health Sciences in nearby Pomona, CA, allows students to complete the B.A. degree from Pitzer and the Doctor of Osteopathic Medicine (DO) degree in seven years. Requirements for admission to the linkage program include the normal Pitzer criteria as well as evidence of community involvement and motivation for a career in primary care medicine. A joint admissions committee from the two schools will evaluate applications. A maximum of 6 students will be admitted annually to the program. The students will study at Pitzer for three years, fulfilling the Educational Objectives and premedical requirements, interacting with Western clinics and physicians, and undertaking medically related internships. Upon completion of their third year at Pitzer, and having maintained a minimum GPA of 3.0 and a minimum total of 24 on the scored subtests of the Medical College Admission Test, and demonstrated personal dedication and traits suitable for health professions and career development, students in the linkage program will be admitted to Western University of Health Sciences, where they will pursue the four-year course of study for the DO degree. This is followed by internship and residency. For further information and an application, contact the Office of Admissions at Pitzer.

Internships

Comprehensive internship listings can be accessed through the Career Services office. Internships affirm Pitzer's commitment to connecting knowledge and action. They also provide opportunities to link Pitzer students to social issues in Los Angeles communities and thereby enhance awareness of social responsibility. Internships can provide students with an opportunity to select and gain invaluable work experience and thereby enhance career development. Often, in conjunction with a class requirement or as part of an Independent Study, an internship can be arranged for academic credit. See p.196 for Guidelines for Internship and Community Service Independent Study.

Independent Study

Independent Study is a creative option for students wanting to explore an area in more depth. The provisions for Independent Study are intended by the faculty to foster students' intellectual development. It is hoped that students will develop the capacity to plan and execute projects of their own conception and will acquire a competence in original research and writing beyond that required by the regular courses of instruction. See p.195 for more information about Independent Study.

Teacher Education

As preparation for teaching all subjects in an elementary school classroom, students must pass the MSAT (Multiple Subjects Assessment for Teachers) of the PRAXIS Series and the California Basic Educational Skills Test (CBEST) which they are strongly encouraged to take before their senior year. Interested students should see Peter Nardi, Mita Banerjee, Maya Federman or Susan Seymour to plan an appropriate curriculum and should contact the Career Services for information regarding teaching as a career. Gina Castillo (x18076) at the Office of Teacher Education at Claremont Graduate University also has specific information regarding its Internship Program.

Although there is no undergraduate major in education at The Claremont Colleges, students seeking an Elementary Teaching Credential should take courses in the following areas in preparation for the MSAT and a graduate program in teacher education: (a) 5 courses in English, linguistics, basic writing, and communications; (b) 4 courses in mathematics, science (including health, environmental, physical, and natural), statistics, and computers; (c) 5 courses in the social sciences, including one course that addresses the U.S. Constitution; (d) 3 courses in the humanities, such as dance, art, music, and philosophy; (e) 2 courses in a foreign language; (f) 1 fieldwork experience, such as intercollegiate courses Education 170G and 300G; and (g) 1 course in the study of education, such as sociology of education, culture and education, educational psychology, and early childhood education. Students planning to enroll in Claremont Graduate University's Teacher Education program can use Education 300G toward their credential program.

Students seeking a Single-Subject Teaching Credential should declare a major in the field they wish to teach.

M.A. Programs in Community Education

Claremont Graduate University (CGU) School of Educational Studies invites students of The Claremont Colleges to participate in two innovative B.A./M.A. programs in community education. The programs' innovative designs prepare individuals to utilize asset-based community building strategies in practice as they work in urban communities. Individuals interested in teaching or working in non-governmental organizations in urban communities should consider these programs that link undergraduate and graduate studies. During their junior or senior year(s), undergraduate students accepted into the B.A./M.A. programs will begin with the following requirements: full-time participation in the Pitzer in Ontario Program; fieldwork in an urban community; and initial coursework for the M.A. at CGU.

Master of Arts in Community Education and Teaching (MACET): California requirements for a teaching credential are integrated into the 36 unit two-year MACET Master's Degree Program. MACET graduates will have the necessary skills and resources to become successful practitioners in the fields of teaching and community education.

Master of Arts in Community Education and Research (MACER): This 36 unit M.A. program has an interdisciplinary focus. Students are encouraged to obtain employment within the field as they complete their degrees. MACER graduates will have the necessary theoretical and research tools to become successful agents in non-governmental organizations (NGOs) and other organizations in the non-profit and governmental sectors seeking to regenerate and sustain communities in the U.S. and abroad.

Fellowship opportunities are available for both programs. Application materials and degree requirements can be obtained from the Claremont Graduate University, School of Educational Studies, 909.621.8075.

For information about the Pitzer in Ontario Program, please contact the Pitzer College Office of External Studies, 909.621.8104.

Fields of Major

The College believes it is mastery of a subject that makes informed, independent judgments, and so requires students to complete a major. Prior to midterm of the second semester of sophomore year, students will choose an advisor in the field of their selected major and begin discussions regarding the major. Students must complete a Major/Educational Objectives form that is signed by the major advisor of record and submit it to the Registrar's Office no later than midterm of the first semester of junior year. A substantial part of the junior and senior years will be devoted to the major program. At Pitzer College, field groups (similar to a discipline or department) organize major requirements and courses. Students may choose existing majors at the other Claremont Colleges provided that the fields are not offered as majors at Pitzer.

Anthropology	International and Intercultural Studies
Art	Asian Studies
Asian American Studies	European Studies
Biology-Chemistry	Latin American and Caribbean Studies
Biology	Third World Studies
Black Studies	Linguistics
Chemistry	Mathematical Economics
Chicano Studies	Mathematics
Classics	Media Studies
Dance	Music
Economics	Neuroscience
English and World Literature	Organizational Studies
Environmental Science	Philosophy
Environmental Studies	Physics
French	Political Economy
Gender & Feminist Studies	Political Studies
History	Psychology
Human Biology	Religious Studies
	Science and Management
	Science, Technology, and Society
	Sociology
	Spanish
	Theatre

Additional majors are available by arrangement with the other Claremont Colleges. Students with off-campus majors and advisors must also have a Pitzer faculty member as an advisor to oversee completion of the Pitzer Educational Objectives.

Minors

Minors are currently offered in the following fields:

Anthropology	French
Art	Gender and Feminist Studies
Asian American Studies	Linguistics
Classics	Mathematics
Economics	Media Studies
English/World Literature	Philosophy
Environmental Studies	Sociology
	Spanish

Combined majors meld two or more existing fields, with some modification of the normal requirements in each. Combined majors must be approved by a faculty member representing each field involved, following the principles established by each field group. Such approval normally must be obtained not later than midterm of the first semester of the junior year.

Double majors require completion of all requirements for two different fields. Students must have the approval of faculty advisors in both fields and should submit two separate Major/Educational Objectives forms not later than midterm of the first semester of the junior year.

Special majors may be designed by students in consultation with their faculty academic advisors. A special major must be consistent with curricular capabilities of The Claremont Colleges and must exhibit sufficient coherence, depth, and rigor to meet the goal of mastery of the topic. Two faculty members in appropriate fields must approve such programs, as well as by the Curriculum Committee, which must receive the proposal no later than midterm of the first semester of the junior year. If the Committee has not approved the proposed major by that time, the student must choose and complete an existing major. For this reason, a student who desires a special major is encouraged to submit the proposal as early as possible to insure the completion of an existing major in the event the proposed special major is not approved.

Honors in a field of major may be awarded to an outstanding student in recognition of academic excellence. Each field group for regular or combined majors (or both academic advisors in the case of special majors) may decide whether to award honors and establish specific criteria for honors. Honors in combined majors may be awarded for the combined major itself, but not for any one of the majors that the combined major comprises. Normally, all students who are awarded honors must have attained a cumulative GPA of at least 3.50 while registered at Pitzer College. In addition, students must have completed a thesis, seminar, independent study, or some other special program, which has been designated in advance as a possible basis for honors. During the fall semester of each academic year, field groups (or both academic advisors in the case of special majors) will send to their majors and to the Academic Standards Committee a formal statement of their requisites for honors. Final honors recommendations will be submitted to the Academic Standards Committee at least one week prior to graduation. The approved list of honors candidates will be submitted to the full faculty for final approval.

Academic Minors. Minors will be available only in existing majors and only when the relevant field group *chooses* to offer one. In addition, students may choose existing minors at the other Claremont Colleges provided that the fields are not offered as majors at Pitzer. The availability of this alternative is contingent on the willingness of a professor at the other college in the relevant field to serve as a minor advisor. (For example, a student could minor in geology because it is formally available at Pomona and is not a major at Pitzer. On the other hand, if economics at Pitzer chooses not to offer a minor, a student cannot minor in economics just because Pomona has a minor in economics available.)

The specific requirements for a minor are designed by the relevant field group, approved by Curriculum Committee, and approved by College Council. The requirements for a minor should include at least six letter-graded courses. Students cannot design “special” minors and students cannot select more than one minor. There should be no overlap between courses comprising a student’s major and his/her minor. An exception could be made in the case where a specific course is required for both the major and the minor, if the field group offering the minor approves.

Students will have a minor advisor (a professor in the relevant field group offering the minor). The minor advisor’s signature is needed on two forms: one declaring the minor and listing proposed courses, and one certifying the minor prior to graduation. As with majors, minors should be declared by the middle of the junior year. The minor advisor will not need to sign off on courses each semester; the advisor’s role is to give advice on the minor itself such as choice of courses.

Courses and Major Requirements in Each Field

Courses are numbered according to the level of preparation expected of the student. Courses numbered 1 to 199 are undergraduate courses. Generally speaking, those numbered below 100 are introductory courses designed for freshmen and sophomores or students with little or no preparation in the field. Certain field groups may choose to differentiate further their offerings by designating certain series as general education courses for students who are not necessarily majoring in the field. Courses numbered 100 or above are more advanced courses, generally designed for juniors and seniors or for those with sufficient preparation in the field. Please note that some field groups may make no distinction among courses by level of preparation necessary and, thus, may designate courses by a simple consecutive numbering system. Students should consult the introductions which precede each field group's course offerings.

A semester course, or one semester of a year sequence, is credited as a full course unless it is designated as a half-course.

A semester course is indicated by a single number. Two-semester courses may be indicated either by consecutive hyphenated numbers (for example, 37-38) when credit for the course is granted only upon completion of both semesters or by the letters "a, b" when credit for the course is granted for either semester.

The letter "G" after a course number indicates an undergraduate course that is taught by a member of Claremont Graduate University faculty and is open to all students in The Claremont Colleges. Students should check the course listings each semester for additional "G" courses. Students should also consult the relevant field group to determine the level of preparation necessary for any individual course.

The letters "AA" after a course number indicate an intercollegiate course taught by the Intercollegiate Department of Asian American Studies; "CH" indicates a course taught by the Intercollegiate Department of Chicano Studies; or "BK" by the Intercollegiate Department of Black Studies. These courses are open to all students of The Claremont Colleges. Any restrictions on enrollment other than the level of preparation required are stated in the course description. Some courses may be designated parenthetically with an additional course number, for example, "(formerly 22)." This refers to a former course numbering system and is provided for informational purposes only.

Pitzer students may register in courses offered in the other Claremont Colleges with the approval of their advisors and subject to intercollegiate regulations. (See p.194)

Pitzer College does not give academic credit or accept transfer credit for courses in physical education or in military science.

Please consult "The Claremont Colleges Undergraduate Schedule of Courses" booklet distributed each semester for a complete listing of courses offered during the academic year. The courses described in this catalogue are not always taught every semester.

Standard Class Times

Unless otherwise indicated, classes meet at the times listed below. Some courses including art classes, music classes, some language courses and laboratory sessions deviate from these times.

MWF	MW	TTh	TTh
8:00–8:50	12:00–1:10	8:10–9:25	12:00–1:10
9:00–9:50	1:15–2:30	9:35–10:50	1:15–2:30
10:00–10:50	2:45–4:00		2:45–4:00
11:00–11:50	4:15–5:30		4:15–5:30
12:00–12:50			

Evenings: 7–9:50 pm [one day per week, with break]

American Studies

Sponsored by the five undergraduate Claremont Colleges, American Studies is a multidisciplinary major that encourages students to think critically and creatively about culture in the United States. The American Studies Program is coordinated by an intercollegiate faculty whose aim is to introduce students to the complexity of the American experience. Majors take courses in a variety of disciplines such as literature, history, sociology, anthropology, political science, music, and the visual arts. In addition, majors take multidisciplinary courses that use materials from different disciplines to explore a particular issue in American life. The interdisciplinary approach to this major affords the student many career choices. Some follow graduate study; other paths include the professions of law, library science, journalism, business and museum curatorship.

Pitzer Advisors: S. McConnell, D. Segal, C. Strauss, M. Woodcock.

Requirements for the Major

An essential component of the American Studies curriculum is American Studies 103, a prerequisite course that is team-taught by members of the intercollegiate faculty in the spring semester. This course is an excellent introduction to the themes, concerns, and methodologies of American Studies.

Before the junior year, majors consult with a member of the intercollegiate faculty to plan a program of courses. Beyond the course mentioned above, majors are required to write a senior thesis (discussed below) and to compete nine additional courses approved by an American Studies faculty member. These include:

1. A two-semester survey of U.S. History (History 55 and History 56 at Pitzer, or equivalent courses at the other Claremont Colleges).
2. One other survey-level course focusing on the U.S. in another discipline, such as Art History, Literature, Music, Sociology.
3. One course in Asian American, Black, or Chicano Studies.
4. The American Studies Seminar (180), which is normally taken in the fall of the junior year.

In order to give the program depth as well as breadth, three courses a student takes must be seminar or upper-division level courses in a single discipline (for instance anthropology or English).

Senior Thesis: All students are required to write a senior thesis by enrolling in a year-long senior thesis seminar for one credit total (one-half credit per semester). This faculty-led, intercollegiate seminar will meet once every three weeks. In addition to the thesis seminar, each student will sign up with two individual thesis readers/advisors, at least one of whom must be from the student's home campus.

The following courses are a sample of the range of courses offered in American Studies at Pitzer and the other Claremont Colleges. This is not an exhaustive list; students should consult their advisors or an American Studies advisor at their home campus for current course offerings.

103. Introduction to American Culture. This course, taught by an intercollegiate faculty team, introduces principal themes in American culture. Its interdisciplinary approach brings together such areas as art, music, politics, social history, literature, sociology, and anthropology. Topics frequently covered include the origins of the American self, ethnic diversity, immigration, women, the West, modernism, consensus and dissent. Spring, Staff.

180. Seminar in American Studies. Interdisciplinary examination of problems in the history, politics, and culture of the United States. Fall, R. Fraden (Pomona).

Other courses appear under appropriate fields. At Pitzer these include:

Anthropology

- 10. Historical Archaeology. (Pitzer)
- 12. Native Americans and Their Environments (Pitzer)
- 24. Women of the Historic American West (Pitzer)
- 36. Malls, Movies, and Museums: The Public Sphere in Modern America (Pitzer, Scripps)
- 164. North American Archaeology (Pitzer)

Art

- 67CH. Contemporary Chicano Art and Its Antecedents

Asian American Studies

- 50AA. Asian American Experiences (Pitzer)
- 160AA. Asian American Women's Experiences (Scripps)

Black Studies

- 10BK. Introduction to Black Studies

Chicano Studies

- 126CH. Chicano/a Literature
- 126aCH Chicano Movement Literature (Scripps)

English

- 11a,b. Survey of American Literature (Pitzer)
- 12BK. Introduction to African American Literature (Pitzer)
- 16. Introduction to Asian American Literature (Pitzer)
- 95. Eight Major American Writers (Pitzer)
- 96. Twentieth-Century American Fiction (Pitzer)
- 132BK. Special Studies in African American Literature in the USA (Pitzer)
- 137. American Literary Modernism in the 1920s. (Pomona)
- 162. Race and Ethnicity in Nineteenth-Century American Literature (Scripps)
- 176. Southern Women Writers (Scripps)
- 189a. American Film: Ford, Capra, Hitchcock (Scripps)
- 189b. American Film: Welles, Sturges, Lang (Scripps)
- 194. Emily Dickinson (Scripps)
- 196. Major Figures in 20th-Century American Literature (Pitzer)

Environmental Studies

- 75. Environment of Southern California (Pitzer)

History

17CH. Chicano/a History (Pomona)

55, 56. U.S. History, 1620–Present (Pitzer)

71CH. History of Mexican America (Pomona)

111aBK. African American History: 1619-1865 (Scripps)

111bBK. African American History, 1860 to the present (Scripps)

123. History of the American West (CMC)

125. Asian American History (CMC)

143BK. Slavery and Freedom in the New World (Pomona)

150. Journalism in America, 1787–Present (Pitzer)

151. The Atomic Bomb in American Culture Since 1945 (Pitzer)

152. Down & Out: The Great Depression, 1929-1941 (Pitzer)

154. U.S. Labor History (Pitzer)

157. The Era of the Civil War and Reconstruction, 1845-1877 (Pitzer)

159. Victorian America, 1870–1900 (Pitzer)

171BK. History of African-American Women in the United States (Scripps)

172. Women in the U.S. (Scripps)

175. Power and Society: War and American Nationality (Scripps)

176BK. The Civil Rights Movement from 1954-1965 (Scripps)

178. American Cultures (Scripps)

Music

118. History of Music in the US (Scripps)

Philosophy

122. Perspectives on the American Dream (CMC)

Sociology

69. Sociology of Popular Culture (Pitzer)

156. Sociology of the Family (Pitzer)

Anthropology

Pitzer Advisors: E. Chao, S. Miller, D. Segal, C. Strauss.

Requirements for the Major

The major in Anthropology requires a minimum of eleven courses. Anthropology includes a variety of subfields, which are incorporated in the major. It is the goal of the major to introduce students to all subfields. However, students often develop special areas of interest within anthropology. To accommodate this diversity, the major offers two alternative tracks. In consultation with the advisors, each student in the major should select one of these tracks.

I. The Sociocultural Track requires:

- A. All of the following courses:
 - 1. Introduction to Archaeology and Biological Anthropology
 - 2. Introduction to Sociocultural Anthropology
 - 21. The World Since 1492
 - 105. Field Methods in Anthropology
 - 106. Statistics for Anthropology
 - 108. Kinship and Social Organization
 - 153. History of Anthropological Theory
- B. One course in linguistic anthropology or linguistics (usually Anthropology 3)
- C. Three additional courses in Anthropology.

II. The Human Evolution, Prehistory and Material Culture Track requires:

- A. All of the following courses:
 - 1. Introduction to Archaeology and Biological Anthropology
 - 2. Introduction to Sociocultural Anthropology
 - 21. The World Since 1492
 - 101. Theory and Method in Archaeology (or 105, Methods in Anthropology, or an approved summer Field School)
 - 106. Statistics for Anthropology
- B. At least one of the following three courses:
 - 3. Language, Culture and Society
 - 108. Kinship and Social Organization
 - 153. History of Anthropological Theory
- C. Two upper level courses selected from the following:
 - 101. Theory and Method in Archaeology (this cannot be counted as satisfying two requirements)
 - 160. Human Nutritional Adaptation (Pomona)
 - 161. Greek Art and Archaeology
 - 164. North American Archaeology
 - 168. Humans and Their Environments: the Prehistoric Perspective
 - 170. Human Evolution
- D. A minimum of three electives in anthropology.

Minor in Anthropology

Students who wish to graduate with a minor in anthropology must satisfactorily complete at least six graded courses:

- (1) Anthropology 1 or 2.
- (2) At least two of the following courses required for one or both of the tracks in the anthropology major:
 - One course in linguistic anthropology or linguistics (usually Anthropology 3)
 - Anthropology 21, *The World Since 1492*
 - Anthropology 101, *Theory and Method in Archaeology*
 - Anthropology 105, *Field Methods in Anthropology*
 - Anthropology 108, *Kinship and Social Organization*
 - Anthropology 153, *History of Anthropological Theory*
- (3) Added electives chosen in consultation with the advisor, to bring their total course load in Anthropology to no fewer than six courses. Anthropology 106, *Statistics for Anthropology*, is highly recommended.

Students planning to continue studies on the graduate level should pay particular attention to the need for faculty consultation, especially with respect to preparation in statistics and foreign languages. Normally, courses in the students' major cannot be taken on a credit/non-credit basis.

As part of their Pitzer experience, students are encouraged to undertake internships or external studies. In the senior year, students may undertake a senior exercise with the guidance of the Anthropology faculty.

Honors: Students who compile extraordinary records in Field Group and other Pitzer courses, and whose senior exercise is deemed outstanding, will be recommended for Honors in Anthropology.

1. Introduction to Archaeology and Biological Anthropology. An introduction to the basic concepts, theories, and methods of these fields. The course will include an examination of early hominid evolution, as well as a survey of human prehistory and the development of technology from the Stone Age to the rise of urbanism. Each student is required to participate in one lab session per week in addition to the regular lecture meetings.
Fall, S. Miller.

2. Introduction to Sociocultural Anthropology. An introduction to the basic concepts, theories, and methods of social and cultural anthropology. An investigation of the nature of sociocultural systems using ethnographic materials from a wide range of societies.
Fall, S. Seizer (Scripps); Spring, H. Paxson

3. Language, Culture & Society. How speech and writing reflect and create social and cultural differences (and universals). We will consider factors that can lead to miscommunication between speakers with different cultural expectations—including speakers who seem to share the same language but use it very differently, whether language shapes thought, how social ideologies and relations of status and power are reflected in language use, and the politics of language use (e.g., who decides that a particular language variety is “standard”).
Spring, C. Strauss.

10. Historical Archaeology. This course examines the goals and methods of historical archaeology, as well as the archaeology of specific sites. Its focus is North America and the interactions of European immigrants with Native Americans and peoples of African and

Asian ancestry. Archaeological data are used to challenge accepted interpretations based on written documents, of such sites as Monticello and the Little Bighorn Battlefield. We will look at early Jamestown's relationship with the Powhatan, the lives of Thomas Jefferson's slaves, and other examples as seen through the archaeological evidence. S. Miller. [not offered 2002–03]

12. Native Americans and Their Environments. This course will investigate the traditional interrelationships of Native American ethnic groups with their various environments. Are patterns of collecting wild resources or farming primary foods environmentally determined? How does the physical environment affect a group's social system, politics, art, religion? What impact do these cultural factors have on a group's utilization of its environment? We will examine these and other issues through class discussions and readings, including autobiographies of Native Americans. We will consider several regions of North America in our cross-cultural study of such groups as the Inuit, Kwakiutl, Cahuilla, Hopi, Navajo, Dakota and Iroquois. S. Miller. [not offered 2002–03]

16. Introduction to Nepal. An introduction to the geography, history, peoples, cultures, and contemporary circumstances of Nepal. This course is required of, but not limited to, students planning to participate in Pitzer's semester in Nepal. [For 2002–03, see Anthropology 112.]

21. The World Since 1492. (Also History 21.) This course explores the last 500 years of world history. In examining this large expanse of time, the focus is on four closely related themes: (1) struggles between Europeans and colonized peoples, (2) the global formation of capitalist economies and industrialization, (3) the formation of modern states, and (4) the formation of the tastes, disciplines, and dispositions of bourgeois society. Spring, D. Segal/C. Johnson.

23. China and Japan Through Film and Ethnography. (Also Asian Studies 23, IIS 23, MS 23) This course will use feature films as ethnographic sources for exploring the cultures of China and Japan. It will juxtapose the examination of historical and anthropological material with films and recent film criticism. Includes weekly film screenings. Enrollment is limited. Fall, E. Chao.

24. Women of the Historic American West. This course investigates the roles and experiences of women during European migration into the western United States. Relying in part on primary materials such as diaries and personal accounts, we will consider especially Native American women as well as immigrants. Women from different ethnic and social backgrounds occasionally found common ground in their womanhood; often, however, old patterns of separation were maintained. We will discuss women in such settings as the fur trade, the Oregon Trail, early forts and mining camps, reservations and homesteads. Enrollment is limited. S. Miller. [not offered 2002–03]

31. Food, Culture, and Identity. This course explores cross-culturally how people use food to establish social hierarchies, intimate relationships, and selves. We will examine the local and global politics, ethics and symbolics of food in diet, cuisine and taste; gender, class and ethnicity; hunger, malnutrition and obesity; artisanal, agribusiness and bioengineered food production. Fall, H. Paxson.

33. Caribbean Cultures, Societies, and Histories. Though known to persons from the United States primarily as sites of recreational tourism ("sun, surf, and sex"), the islands of the Caribbean are sites of daily work and life for some 36 million persons. This course examines the cultures, societies, and histories of the Caribbean, focusing primarily on the English and French speaking Caribbean. Thematically, the course focuses on processes of racialization, effects of globalization, experiences of labor, the circulation of popular/mass culture, and the openness of the Caribbean to travel. Prerequisite: History 21 or permission of instructor. D. Segal [not offered 2002–03]

- 34. Topics in Race and Ethnicity.** Focusing primarily on the Caribbean and the United States, this course examines the historical production of racial and ethnic distinctions and groupings. Particular attention is given to relationships between racial and ethnic identities, on the one hand, and both the division of labor and legal notions of citizenship, on the other. D. Segal. [not offered 2002–03]
- 36. Malls, Museums, and Other Amusements: The Public Sphere in the Modern U.S.** (Also History 36.) This course examines, through the lenses of anthropology and social history, public sites that link commerce, entertainment and education in the 20th century U.S. The course encourages students to analyze connections between the organizations of public spaces, the social construction of our public behaviors and personae, and the marketing of sanctioned desires and pleasures as these contribute to our contemporary American “lifestyle.” D. Segal and S. Seizer. [not offered 2002–03]
- 50. Sex, Body, Reproduction.** Is there a line between nature and culture? Drawing on historical, ethnographic, and popular sources, this course will examine the cultural roots of forms of knowledge about sex, the body, and reproduction and the circulation of cultural metaphors in medical, historical, and colonial discourse. [not offered 2002–03]
- 62. Embodying the Voice of History.** (Also History 62) This course will examine various testimonials such as the education of Little Tree, the life of Rigoberta Menchu, Burundian refugee accounts, descriptions of satanic ritual possession, and post-revolutionary Chinese narratives known as “speaking bitterness.” Do these testimonials unproblematically inform us about the historical contexts they describe? Issues of veracity and authenticity will be examined as well as processes of politicization. Fall, E. Chao.
- 70. Psychological Anthropology.** The field of psychological anthropology examines human development and psychological processes comparatively, focusing on the relationships between human behavior and different sociocultural contexts. How, for example, do child care practices or concepts of self and personhood vary by society and why? Why do some societies institutionalize trance states? This course will explore such topics and questions. C. Strauss. [not offered 2002–03]
- 74. The City: An Anthropological Examination.** Through internships in the neighboring city of Ontario and readings about cities historically and cross-culturally, we will examine the connection between life in cities as experienced by different social groups and the larger forces shaping these experiences. How are the experiences of immigrants, or members of different classes, shaped by social forces at work in Southern California and the United States at this time? Particularly recommended before or after participation in the Pitzer in Ontario Program. Fall, C. Strauss.
- 75. Cognitive Anthropology.** In what ways are human thought processes the same everywhere, in what ways do they vary across and within societies? We will examine the latest versions of classic debates about rationality, the effect of language on thought, innate knowledge, the structure of cultural knowledge, and the relation of people’s thoughts to their emotions, motivations, practices, and social worlds. Spring, C. Strauss.
- 80. Comparative Religious Systems.** A systematic survey of the concepts, models, and theories that characterize the anthropological study of religion. The course will emphasize the connections between religious beliefs and other aspects of social organization and practice. Students will be exposed to the diverse local forms of world religious traditions (e.g., Christianity, Buddhism, Judaism, and Islam) and the theological principles of less institutionalized forms of religious worship (e.g., Dinka experiences of divinity). D. Segal. [not offered 2002–03]

- 81. Media Discourse.** What is the relation between discourse in the media and in everyday life? This course will examine language use in print media, television, and movies as ways of portraying fantasies, stereotypes, power, and both contested and taken-for-granted cultural assumptions. C. Strauss. [not offered 2002–03]
- 86. Anthropology of Policy.** Cultural assumptions help determine debates about public policy, as well as what is not even considered a subject for debate. This course will focus on the way past and current cultural assumptions have shaped policies in the United States and other nations about the environment, abortion, welfare, immigration, and other issues. C. Strauss. [not offered 2002–03]
- 88. China: Gender, Cosmology, and the State.** This course examines the anthropological literature on Chinese society. It will draw on ethnographic research conducted in rural Taiwan and during the last fifteen years in the People's Republic of China. Particular attention will be paid to the genesis of kinship relations, gender, ritual, ethnicity, popular practice and state discourse since the revolution. Spring, E. Chao.
- 90. Schooling.** (Also History 90) This course examines the history of mass schooling, the undergraduate curriculum, and professional education from the mid-19th through the end of the 20th century. The course is primarily concerned with the relationship of schooling at all these levels to the state, capitalism, and popular belief. The geographic focus will be on the U.S., but comparisons will be made with schooling elsewhere, notably in Caribbean and European societies. D. Segal. [not offered 2002–03]
- 95. Folk Arts in Cultural Context.** This course will investigate the nature of folk arts, along with the roles of the folk artist in a variety of cultures. We will discuss various media of folk expression such as ceramics, basketry, and textiles; many of these are made by women, and gender issues will be central to discussion. The course will consider traditional cultural controls over techniques and designs, as well as the impact of outside influence such as tourist demands for "ethnic" arts. Enrollment is limited. Fall, S. Miller.
- 101. Theory and Method in Archaeology.** This course considers theoretical approaches in archaeology and compares their assumptions, methods, and results. Problems of interpreting archaeological data will be discussed. Students will have practical experience with field methods of excavation and laboratory analysis of artifacts. Enrollment is limited. Spring, S. Miller.
- 105. Field Methods in Anthropology.** An investigation of various methods used in the study of culture, e.g., participant observation, key informant interviewing, linguistic analysis. Students will learn techniques of both collecting and analyzing sociocultural data and will carry out a range of research projects during the course of the semester. Prerequisites: Anthropology 2. Spring, S. Seizer (Scripps).
- 106. Anthropological Statistics.** (Half-course) An introduction to the analysis of data in anthropology. Descriptive and elementary inferential statistics will be addressed. Intended primarily for Anthropology majors. Open to all students. Fall, L. Munroe.
- 108. Kinship and Social Organization.** How do cultures organize human reproduction and integrate it into social life? Because of the universality of biological reproduction, anthropology has used kinship to compare greatly diverse cultures and societies. Tracing the history of anthropology's concern with kinship, the course examines marriage patterns, descent, and family structure in Western and non-Western societies. It also considers emerging forms of kinship—involving new reproductive technologies and lesbian and gay kinship ties—in a global perspective. Prerequisites: Anthropology 1, Anthropology 2 and Anthropology/History 21, or permission of instructor. Spring, D. Segal.

112. Introduction to China, Tibet and Nepal. An introduction to the ethnographic literature on the Sino-Tibetan Borderlands, Tibet, and Buddhist and Hindu Nepal. Particular attention will be paid to gender, ritual, ethnicity, resistance, and state power. This course is a requirement for students planning to participate in the External Studies Program in Nepal. Spring, E. Chao.

121. Classical Mythology. (See Classics 121.) Spring, S. Glass.

122. Research: An Apprenticeship Program. Students will cooperate with each other and with the instructor as active participants in major portions of a research program in psychological anthropology. Most of the set projects will derive from a primary database collected in various areas of the world by the instructor and his associates. Students will have responsibility for significant aspects of their projects, including background reading, some bibliographic search, careful work with data, and data analysis. Participants will write drafts of manuscripts and may share authorship of resulting publications. May be repeated for credit. Fall, L. Munroe.

131. Anthropology of Ritual and Performance: Asia and the Pacific. The topic of this course is the anthropological study of ritual and performance. Asia and the Pacific Islands have been central to the development of anthropological theories of ritual and performance. This course looks both at this history and at recent scholarly interventions in it. Students will gain familiarity with an emerging ethnographic corpus through the study of both classic and contemporary developments in performance theory, reading key historic and theoretical texts as well as several book-length ethnographies concerning performance practices in Indonesia, India, Japan, Taiwan and New Guinea. S. Seizer (Scripps). [not offered in 2002–03]

132. Stigma: Culture, Deviance, and Identity. Cultural value systems in every society rely on sets of mutually defining terms—e.g., normal/abnormal, ability/disability, black/white, heterosexual/homosexual—that largely determine local attitudes to particular categories of persons. This course looks at how social stigma affects, and even creates, our most intimate senses of self as well as our very notions of personhood. Enrollment is limited to juniors and seniors only. Prerequisite: Anth 2, ID26, or permission of instructor. Fall, S. Seizer (Scripps).

134. Colonial Societies. This seminar explores colonial societies through a small number of case studies. Themes will include the mutual shaping of colonizers and colonized peoples, the historical construction of identities of race, nationality and gender, and the importance of colonialism in the history of the modern world. Students will participate in research on archival materials. Enrollment is limited. Prerequisite: History/Anthropology 21. D. Segal. [not offered 2002–03]

136. Humor: Culture, Gender, Deviance. Beginning from the premise that humor is a good site for the anthropological study of culture, this course looks at a variety of cultural contexts for humor, from staged performances to private jokes, in a wide range of societies. Emphasis is on the many uses to which humor is put, with specific focus on the presence of gender as both preferred text and ubiquitous context in humor usage and humor theory. Enrollment limited to juniors and seniors only. Prerequisite: Anth 2, ID 26, or permission of instructor. Spring, S. Seizer (Scripps).

140. The Desert As a Place. (See Environmental Studies 140.) P. Faulstich. [not offered 2002–03]

141. Progress and Oppression: Ecology, Human Rights, and Development. (See Environmental Studies 141.) P. Faulstich. [not offered 2002–03]

- 143. Exhibiting Nature.** (See Environmental Studies 143.) P. Faulstich. [not offered 2002–03]
- 144. Visual Ecology.** (See Environmental Studies 144.) P. Faulstich. [not offered 2002–03]
- 148. Ethnoecology.** (See Environmental Studies 148.) Fall, P. Faulstich.
- 149. Ecology and Culture Change.** (See Environmental Studies 149.) P. Faulstich. [not offered 2002–03]
- 151. Methods of Discourse Analysis.** This is a hands-on course designed to learn and practice analysis of extended discourse, both oral and written (e.g., life histories, interviews, conversations, magazine and newspaper articles, historical documents, and fiction). The focus will be on subtle ways in which discourse reveals and recreates ideologies, social relations, and shared as well as conflicting cultural assumptions. Prerequisite: Anth 3 or a Linguistics course. Spring, C. Strauss.
- 153. History of Anthropological Theory.** This course will provide a survey of the history of anthropological theory and method through a combination of theoretical writings and ethnographic monographs. It will examine how different historical moments and theories of knowledge have informed anthropological objectives and projects. Close attention will be paid to the changing content, form and sites addressed throughout the history of the discipline. Prerequisite: Anthropology 2 or permission of instructor. Fall, E. Chao.
- 161. Greek Art and Archaeology.** (See Classics 161.) Fall, S. Glass.
- 164. North American Archaeology.** This course will cover the evidence for early human arrival in the Americas and subsequent cultural developments. Areas of emphasis will include prehistoric big-game hunters of the plains, cliff-dwellers of the southwestern U.S., and the complex civilizations of Mesoamerica. Enrollment is limited. S. Miller. [not offered 2002–03]
- 168. Humans and Their Environments: The Prehistoric Perspective.** The prehistoric development of human cultures occurred in a variety of environmental contexts. How did these environments shape the cultures? How did human cultures utilize and even try to control their environments? In this course we will consider examples from around the world, investigating the interaction of culture and environment in the prehistoric period. Spring, S. Miller.
- 170. Seminar in Human Evolution.** The course will investigate recent discoveries and theories concerning our evolution. We will emphasize the interrelationships of environment and behavior, anatomical structure and function, technological advance and social change. We will focus particularly on the earliest African evidence, drawing on comparative materials from Europe and Asia. Prerequisite: Anthropology 1 or consent of instructor. Enrollment is limited. S. Miller. [not offered 2002–03]
- 190. Writing Culture: Seminar in Ethnographic Writing.** This course is designed to help students think and write critically about issues of cultural representation. It is structured as both a reading seminar and a writing practicum, aimed at preparing students to write senior theses on topics that involve cultural representation. “Ethnography” literally means the writing of culture; it also names the genre of writing that defines the discipline of cultural anthropology. Our work will focus on feminist experimentations with new genres of ethnographic writing. Enrollment limited to juniors and seniors. Prerequisite: Anth 2, ID26, or permission of instructor. Spring, S. Seizer (Scripps).

Art

Art Advisors at Pitzer: D. Furman, K. Miller, M. Woodcock.

A major in Studio Art requires 11 courses. Students will be encouraged to enroll in at least one semester of external study, usually during the junior year. Such study may be taken in one of many Pitzer programs. A combined major in Studio Art requires seven Art Studio/Seminar courses, two Art History courses and Art 199 (Senior Projects) for a total of ten courses.

Requirements for the Major in Studio Art

Students wishing to major in Studio Art should work toward competence in three different media with excellence in one. Students majoring in Art are required to take a total of eight courses involving at least three media in the studio arts. Seminar courses related to the arts may be taken in combination with studio classes (for a total of eight) to fulfill this requirement. Since a broad knowledge of art history will be essential, at least two Art History courses will be required. A project (Art 199, Senior Project) in a major medium presented as an exhibition will be required in the last semester of the senior year to complete the major. Honors are not awarded in Studio Art. Students interested in pursuing a graduate-level degree in studio art are encouraged to enroll in no less than four (4) Art History courses.

Students are encouraged to consider combined majors with other disciplines. Recent combined and double majors include Art and Environmental Studies, Art and Psychology, Art and Media Studies, and Art and Art History. Through cooperation with Pomona College and Scripps College, many of the studio art, art history, and art related seminars may be undertaken through cross-registration at those institutions.

In the Studio Art classes, the relation of the artist-teacher to the students precludes the possibility of specific course descriptions other than general indications of media and level of advancement. The teacher presents material from his/her experience, convictions, and technical knowledge in the order and at the rate which, in his/her judgment, will be best related to the needs of the individual student.

Requirements for the Major in Art History

The major in Art History requires the successful completion of the following: Art History 51a,b (Pomona/Scripps) and seven additional courses in Art History, at least one of which shall be in an area of non-Western art. Additionally, each student in the major will be expected to acquire a fully functional reading knowledge of one European language. A non-European language may be substituted if consonant with the student's program and approved by the major advisor. Additional modern language study is strongly urged for those contemplating graduate study in Art History. Some students who are especially well prepared will be invited to complete a senior thesis on a subject to be selected in conference with their major advisor or another Art History professor. Normally this thesis will be completed no later than the beginning of the spring semester of the senior year. All majors are encouraged to undertake work in classics, literature, music, history, philosophy, and studio art as appropriate adjuncts to the Art History major.

Minor in Art

5 studio art courses which can also include art seminar courses
1 art history course

The Salathé Gallery is a small exhibition space in the southeast corner of the Lower Level of McConnell Center. It functions as a Lab Gallery administered by the faculty of the Art Program. Various events dealing with the diverse arts and exhibitions by faculty, invited artists, and senior exhibitions are periodically held in the space. Exhibitions as various as a pioneering one of Australian aboriginal art by the Pintupi tribe and others of recent work by artists of national reputation combine with events such as performance pieces and

presentations by visiting artists. All exhibitions and events are open to the entire community and provide an important element in the cultural life of the College as well as enriching and enhancing the offerings of the Art Program.

11. Two-Dimensional Art Studio/Drawing. A beginning studio course in the concepts and techniques of two-dimensional visual art. Some emphasis will be placed upon drawing. Attention will be given to the development of both technique and individual expressiveness. Open to all students. Enrollment is limited. Program fee: \$25. Fall/Spring, M. Woodcock.

12. Beginning Painting. This course is an introduction to the basic concepts and application of acrylic painting. Working primarily from landscape and still life as source material, classes develop technical and critical expertise while studying color, form, composition, and historical and contemporary directions in picture making. No previous experience necessary. Enrollment limited. Art 5 or Art 11 recommended. Program fee \$40. Fall/Spring, D. Amico.

15. Pottery/The Vessel. An introductory studio course oriented toward exploring the possibilities of the utilitarian and ceremonial vessel. Students will utilize a variety of techniques, including the potter's wheel and hand-building, along with basic glaze formulation and application, and kiln firing to create unique, well thought-out pottery. Enrollment is limited. Program fee: \$40. Fall, D. Furman.

16. Ceramic Sculpture. An introductory studio course utilizing clay (and its related materials) as a sculptural medium. Hand-building techniques including pinching, coiling, and slab work will be utilized. Creation of individual and group projects will focus on problem solving, acquiring technical skills, and the development of ideas which express personal and provocative themes. Enrollment is limited. Program fee: \$40. Spring, D. Furman.

37. Environments, Arts and Action. (Also Environmental Studies 39) A seminar and practicum dealing with diverse aspects of the natural and human environments from the perspectives of the arts, architecture, and environmental activism. "Environment" is defined here in the holistic framework as being an organism. Arts to be considered will include installation/performance art related to environmental issues and art using the environment itself as a medium such as light/space sculpture. Visionary and vernacular built forms will also be studied as these apply to human/environmental relationships. Readings and projects serve to integrate theoretical, spiritual, historical, and practical viewpoints. Enrollment is limited. Program fee: \$40. K. Miller. [not offered 2002–03]

57. Mixed Media. A studio course in the use of mixed media techniques and materials including but not limited to assemblage, sculpture, photography, and 3-D structures. Emphasis on exploring the unique properties of materials and incorporating diverse mediums to express personal and innovative development. Enrollment is limited. Program fee: \$40. Additional student expense approximately \$50. Fall, K. Miller.

95. Folk Arts in Cultural Context. (See Anthropology 95.) Fall, S. Miller.

101. Further Work in Mixed Media. A studio course in mixed media/sculpture for the student with some experience in three-dimensional art studio work. Projects are designed to develop ideas, personal expression, and expertise using a variety of materials and techniques. Prerequisite: Mixed Media Studio (Art 57) or equivalent. Enrollment is limited. Program fee: \$40. [not offered 2002–03]

103. Environments Workshop. (Also Environmental Studies 32) A studio course concerned with art forms that either use aspects of the environment itself as a medium and/or deal with environmental issues in a primary manner. Diverse mediums will be employed to explore a broad spectrum of possibilities existing under the rubric of environmental art. Students should be prepared for a high degree of innovation and the possibility of collaborative projects. Prerequisites: Beginning Drawing or equivalent. Enrollment is limited. Program fee: \$40. Spring, K. Miller.

117. Further Work in Ceramics. A class for students who have had two semesters in ceramics (Art 15 and 16) and are ready for a more in-depth involvement. There will be class and collaborative projects and more time for the student and instructor to discuss ideas and advanced techniques on an individual basis. Prerequisite: Art 15 or 16. May be repeated for credit. Enrollment is limited. Program fee: \$40. Fall/Spring, D. Furman.

120. Photography Studio. Black and white and color photography will be explored through studio and fieldwork with the camera, darkroom exercises, and critiques. Field trips and gallery visits. Equipment needed: 35 mm camera with lightmeter. Enrollment is limited. Program fee: \$40. Additional student expenses around \$100. May be repeated for credit. Fall, S. Cahill; Spring, M. Honer.

122. Reading and Painting the Landscape. An interdisciplinary course combining studio/field work in acrylic painting with literature about the land. Contemporary and traditional aspects of painting and literature will be investigated. For students interested in exploring how literature informs our understanding of landscape and representing same. Program fee: \$40. Spring, M. Woodcock.

125. Digital Photography. An introduction to digital imaging as a fine arts medium. The course will center on the use of the Photoshop (Macintosh) program. It will cover scanning, manipulation and printing of images. Students are required to have basic photographic camera and dark room skills, as imagery will be scanned from photographs. Prerequisite: Art 120 or equivalent. Enrollment is limited. Program fee: \$40. Spring, S. Cahill.

131. Mixing It Up: Advanced Mixed Media and Ceramics. A studio course that utilizes ceramic and mixed media materials. Emphasis will be placed on the design and construction of well-crafted sculptural and functional objects. Projects may incorporate the use of diverse materials including but not limited to clay, metal, wood, discarded and/or recyclable objects. Class will utilize resources in both the East and West Studios. Prerequisite: At least one college-level course in ceramics and in mixed media/sculpture or permission of instructors. Program fee: \$40.00. Spring, D. Furman/K. Miller.

135. Sculptural Objects Functional Art [SOFA]. A hands-on intermediate and advanced sculpture course that deals with the hybridization of art, sculpture and furniture. Students will explore the design ramifications of various styles that emerged during the 20th century including the Arts and Crafts Movement, Art Nouveau, Art Deco, Modernism, Pop and Post-Modernism. Taking a sculptural approach to furniture making, students will fabricate several well-crafted pieces of their own design, testing the technical possibilities and limits of new, eccentric and/or recycled materials. Prerequisites: One college-level course in Mixed Media or Beginning Sculpture. Program fee: \$40. Spring, K. Miller.

Art 147. Community, Ecology, and Design. (See Environmental Studies 147.)
Fall, P. Faulstich.

161. Greek Art and Archaeology. (See Classics 161.) Fall, S. Glass.

176. Portraits of the Artist. An investigation of the artist as character in film and literature, using ways that artists are portrayed in movies and writing as a way to examine/discuss how we see artists, our heroes, and finally ourselves. Relationships between these images and the roles we play/fulfill in society will also be explored. Seminar discussion, films, and directed readings. Enrollment is limited. Program fee: \$40. Fall, M. Woodcock.

189. Art Innovation and Exhibition. An upper level art studio course that explores the visual language of contemporary artists, including performance-based work, installations, exhibitions and conceptual approaches to art making. An experimental in-depth individual or collaborative student project and exhibition will be required during the semester. Recommended for students with some previous courses in studio art who are motivated and self-directed. Program fee: \$40. Fall, K. Miller.

199. Senior Projects in Art. A course in the design, development and installation of the senior exhibition required for Studio Art majors. Entails consultation and advisory work with a relevant professor on the selection of the senior project, development of work for the project, and presentation in the senior exhibition. Restricted to senior Studio Art majors. Program fee: \$40. Spring, M. Woodcock.

Asian American Studies

The Intercollegiate Department of Asian American Studies (IDAAS) offers an interdisciplinary approach to exploring the hitherto neglected experiences of Americans of Asian heritage. The major goal of the department is to communicate the experiences of Asians and Pacific Islanders as an American ethnic group. Courses examine the important issues and concerns of Asian Americans, including their history, social organization, and culture. The program seeks to promote teaching, research, community service, and cultural activities related to Americans of Asian heritage, while also preparing students for various careers in the community, private or public sector, along with graduate work. Both a full major and a joint major are available, and interested students should consult with advisors on the most important course of study.

Pitzer Advisors: M. Banerjee, E. Chao, J. Parker, R. Tsujimoto, and L. Yamane.

Requirements for the Major

A major in Asian American Studies covers the interdisciplinary nature of the field and provides exposure to a variety of theoretical and methodological approaches to this area of study. The student wishing to major in Asian American Studies should develop an appropriate individual program in consultation with Asian American Studies advisors. Students will normally be asked to complete the following program of twelve courses from the list below.

1. Five introductory courses:

- a. Asian American Studies 101. Asian American Experiences
- b. A broad introductory course in each of the following four areas:
 - i. Asian studies
 - ii. American studies
 - iii. Race and ethnic studies
 - iv. World history of immigration and imperialism

2. Six core upper-level Asian American courses:

The six courses must include at least one course in four of the six core areas of (i) history, (ii) psychology, (iii) anthropology and sociology, (iv) literature, (v) political studies and economics, and (vi) media studies, fine and performing arts.

3. One capstone course:

Community Internship, Senior Seminar, Senior Thesis, or Senior Project.

One year of an appropriate language is strongly recommended for students interested in community work, research, or graduate school.

Combined Major: Students interested in Asian American Studies are also encouraged to consider a combined major combining this field with another area of interest. The combined major requires a minimum of eight courses in Asian American Studies in addition to fulfilling the requirements for another major. Ideally some courses would overlap between the two disciplines. The students would have the option of doing a senior project which bridges both majors. The course requirements are:

1. Three introductory courses:

- a. Asian American Studies 101. Asian American Experiences
- b. A broad introductory course in two of the following areas:
 - i. Asian studies
 - ii. American studies
 - iii. Race and ethnic studies
 - iv. World history of immigration and imperialism

2. Four core upper-level Asian American courses:

The four courses must include at least one course in three of the six core areas of (i) history, (ii) psychology, (iii) anthropology and sociology, (iv) literature, (v) political studies and economics (vi) media studies, fine and performing arts.

3. Requirements in another discipline for a combined major.

4. One capstone course:

Community Internship, Senior Seminar, Senior Thesis, or Senior Project.

One year of an appropriate language is recommended.

Minor: The minor in Asian American Studies requires six graded courses. Two of these courses will be Asian American Experiences (101) and one selected from Asian Studies, American Studies, Black Studies, Chicano Studies, or Gender and Feminist Studies/Women's Studies. In addition, four Asian American Studies courses must be selected from at least three of the following six categories: history; psychology; anthropology and sociology; politics and economics; literature; media studies, fine and performing arts. One of the Asian American Studies courses may be an independent study revolving around an internship in the area of community service.

Courses

1. Introductory Courses:

- a. Asian American Studies 101. Asian American Experiences. Staff.
- b. Broad introductory courses:
 - (i) Asian Studies
 - Religious Studies 10. Survey of Asian Religions. J. Parker
 - History 60. Asian Traditions. S. Yamashita, (Pomona).
 - (ii) American Studies
 - American Studies 103. Introduction to American Culture. Staff.
 - History 56. U.S. History Since 1877. S. McConnell.

(iii) Race and Ethnic Studies

Black Studies 10BK. Introduction to Black Studies. Staff.

Sociology 14. Social Stratification. J. Calderón.

Sociology 30CH. Chicanos in Contemporary Society. Staff.

Sociology 35. Race and Ethnic Relations. J. Calderón.

(iv) Immigration and Imperialism

History 21. The World Since 1492. D. Segal.

History 128. Immigration and Ethnicity in America. H. Barron (HMC).

Sociology 135. Comparative Immigration. D. Basu.

Political Studies 174CH. U.S. Immigration Policy. Staff.

2. Core Asian American Studies Courses:

(i) History

History 125. Introduction to Asian American History. D. Yoo (CMC).

(ii) Psychology

Psychology 85. Asian American Psychology. S. Goto (Pomona).

Psychology 178. Applied Asian American Psychology.

R. Tsujimoto/S. Goto (Pomona).

Psychology 179. Seminar in Asian American Psychology. S. Goto (Pomona).

ID 141. Asian American Women. Staff.

(iii) Anthropology/Sociology

Sociology 83. Community & Identity in Asian America. Staff.

Sociology 85. The Asian American Social Movement. Staff.

(iv) Literature

English and World Literature 16. Introduction to Asian American Literature. Staff.

English and World Literature 170. Asian American Woman and Literature. Staff.

Modern Languages, Literatures, and Cultures 184. Japanese and Japanese-American Autobiography. L. Miyake (Pomona).

(v) Politics and Economics

(vi) Fine and Performing Arts

3. Capstone Courses:

Asian American Community Internship. Staff. (See Psychology 178. Applied Asian American Psychology.)

Senior Thesis. Staff.

Asian American Studies 190. Senior Seminar.

Interdisciplinary

16AA. Introduction to Asian American Literature. This course will examine a diverse range of prose fiction, non-fiction, and poetry. Literary analysis of representations of a wide range of Asian American ethnic groups and topics will be addressed: race/ethnicity, class, identity, sexuality, immigration, history, assimilation, location, authenticity, politics and style. [not offered 2002–03]

85AA. Asian American Sociology. This course offers a sociological framework with which to explore “Asian America” as an activist concept whose meanings and goals have been influenced by a range of historical and contemporary movements for social change. The course examines various depictions of the movement as well as different facets of organizing within Asian America. By drawing on contemporary theories of social movements, we will ask: *What constitutes activism in Asian America? How have the goals of social change shifted over time?* Making comparisons to social movements outside of Asian America will help to suggest new ways of thinking about activism and resistance in contemporary U.S. society. [not offered 2002–03]

ASAM 90. Asian American and Multi-Racial Community Studies. This course will introduce students to studying and working in Asian American and Interracial communities. Issues to be addressed include: field research and community organizing methods; major issues in the Asian American communities; Asian American cultural nationalism; and interracial coalition building. A major project for the course will be a community-based internship or other community research project. Prerequisites: ASAM 50, or an introductory course in one of the other ethnic studies programs, or permission of the instructor. Fall, J. Parker.

101AA. Asian American Experiences. This course serves as an introduction to Asian American Studies, and as such it presents the major themes and issues in a new and growing interdisciplinary field of scholarly research and cultural production. The primary objective of the course is to engage students with selected aspects of the emerging canon of scholarly literature in Asian American Studies. The course will also provide many opportunities for students to link personal experiences and identity issues to the larger collective facts of “Asian America.” Spring, E. Kaneshiro.

150AA. Contemporary Issues. This course is an interdisciplinary survey that examines a wide range of issues in contemporary Asian America. The emphasis will be upon the interplay between Asian American individuals/communities and larger societal and cultural issues. Readings and other course materials will primarily focus on the period since 1965. Spring, E. Kaneshiro.

160AA. Asian American Women’s Experience. This course is an interdisciplinary examination of Asian and Pacific Islander American women. It will examine the history and experiences of Asian American women in the United States. The class will include both lecture and discussion and will cover various issues, such as gender roles, mass media stereotypes, Asian women’s feminism versus mainstream feminism, and the impact of sexism and racism on the lives of Asian American women through education, work, and home life. Spring, Staff.

English and World Literature

189DAA. Traversing the Spaces of Asian American Art and Literature. This course explores the psychic and social spaces of Asian America—the ghetto, the city, suburbia, the nation, the diaspora and the in-between space of life in the U.S. and a home that never has existed. The recent interest in theories of space (those who have appropriated spatial vocabularies and frameworks) is driven by the promise of new ways to negotiate the formation of self and the group. That is, we will break down and complicate the ways we see, read, and produce space through a performative ‘walking’ practice. The selected writers and artists we will read in class share a current practice of nomadism that destabilizes sites and displaces

the strictures of fixed-bound identities. Writers and artists will include: Rina Banerjee; Allan deSouza, Gish Jen, Chang-Rae Lee, Fae Myenne Ng, and Kim Yasuda. Spring, S. Min (Pomona).

189EAA. Literature, Race & Ethnicity: Reconstructing the American Canon. This course introduces different ways of reading American literature with the context of race and ethnicity. The course will introduce issues of colonialism, slavery, imperialism, racism and canonization. Specifically, we will focus on the racialization of American Indians, African Americans, Pacific Islanders, Chicanos and Latinos, and Asian Americans with regard to contested and often contradictory motions of identity and citizenship. Moreover, the course will explore questions of agency and resistance in and through narrative strategies and styles of different genres. Fall, S. Min (Pomona).

History

125AA. Introduction to Asian American History, 1850–Present. This survey course examines the journeys of Asian immigrant groups (and subsequent American-born generations) as they have settled and adjusted to life in the United States since 1850. The course addresses issues such as the formation of ethnic communities, labor, role of the state, race relations, and American culture and identity. Fall, E. Kaneshiro.

128. Immigration and Ethnicity in America. A study of the experiences of different ethnic groups in the U.S. from the colonial period to the present, which addresses the meanings of cultural diversity in American history. Fall, H. Barron (HMC).

149AA. Asians in the Americas. This course will introduce students to the history of Asian communities in Canada, the Caribbean, and South America. We will compare the experiences of Chinese, Japanese, and Indian immigrants in Canada with their counterparts in the United States. We will also examine the experiences of Chinese and Indian laborers in the Caribbean and compare them to the experiences of Asian plantation workers in the Pacific region. And, we will study the history of Japanese communities in Brazil, Bolivia, and Peru. One of the main purposes of this course is to help students understand the significance of international migration in modern world history. Spring, E. Kaneshiro.

Media Studies

80. Video and Diversity. An introductory level course exploring video as a medium, particularly as it is utilized by women, people of color, lesbians and gays, grassroots activists, as well as other peoples who are under and/or mis-represented by mainstream media. Students will learn about the history of video technology, and how certain developments within it made video an accessible and powerful tool for self-expression and political intervention. Class activities include screening of independent videos, writing assignments, and group discussion. Fall, M. Ma.

100. Asian Americans in Media: A Historical Survey. This is an historical survey of Asian American involvement in media production, beginning with the Silent Film Era and ending with our current foray into Cyberspace. In this course, we will focus on the shifting yet continuous participation of Asians in the production of media in North America. Throughout the course, we will look at how changing political, social, and cultural discourses have affected Asian participation in media production, as well as how these forces have shaped media representations of Asians. Ultimately, we will consider the question of whether there exists an “Asian American aesthetic”? Fall, M. Ma.

Modern Languages, Literatures, and Cultures

178. The Japanese and Japanese American Autobiography. The tradition of the native Japanese literary diary (*nikki bungaku*), modern Japanese autobiography and autobiographical writings, and Japanese American diary/autobiography, emphasizing works by women. Readings in literary criticism on autobiography in general and women’s autobiography in particular. Spring, L. Miyake (Pomona).

Politics

127AA. Asian American Politics. This course examines the intersection between Asian Americans and the politics of race in the United States. Central to the course is the claim that American politics cannot be understood without a sophisticated analysis of race, and that Asian American politics cannot be understood without a sophisticated analysis of race, and that race in American politics cannot be understood without integrating Asian Americans. The course is explicitly and self-consciously interdisciplinary, drawing on multiple disciplines and employing various epistemologies, and is designed to motivate critical thinking. Finally, the course is designed to provide you with the analytical tools necessary to engage debates outside the academic setting. Spring, T. Kim (Scripps).

Psychology

153. Introduction to Asian American Psychology. Introduces students to the salient psychological issues of Asian Americans. Taking into account the social, cultural, and historical context of the Asian American experience, this course addresses values and cultural conflict development, acculturation, marriage and gender roles, vocational development, psychopathology, and delivery of mental health services. Fall, S. Goto (Pomona).

173. Asian American Mental Health. The course integrates information from psychology and the other social sciences on a variety of issues related to Asian American mental health, psychotherapy and drug therapy. The readings, lectures and class discussions are intended to increase the student's understanding of these issues and her/his ability to analyze and synthesize both quantitative and qualitative information. Enrollment is limited to 25. Prerequisite: Psych 153, Asian American Psychology (Pomona). Fall, R. Tsujimoto.

178. Applied Asian American Psychology. An integration of theoretical, empirical and practical aspects of Asian American psychology. Students do supervised internships in community settings which serve Asian Americans. The internship, the class discussions, and the lectures foster an appreciation of psychological principles and of the diversity of Asian Americans. Enrollment is limited to 25. Prerequisite: Psychology 153, Asian American Psychology (Pomona). S. Goto (Pomona) and R. Tsujimoto. [not offered 2002–03]

180L. Seminar in Asian American Psychology. Selected topics in Asian American psychology. Emphasis on the critical evaluation of recent literature in Asian American psychology and its implications. Spring, S. Goto (Pomona).

186/187. Internships in Psychology. [see under Psychology 186/187].

Sociology

41. Transatlantic Black and Asian Experience. [see Sociology 142] Fall, D. Basu.

135. Comparative Immigration. [see Sociology 135] D. Basu. [not offered 2002–03]

Asian Studies

See International and Intercultural Studies, p.89

Astronomy

See Science, p.164

Biology

See Science, p.165

Black Studies

The Intercollegiate Department of Black Studies (IDBS) offers a multidisciplinary curriculum that examines the experiences of African, African American, and Caribbean people from the liberal arts perspective. The Black Studies curriculum helps to unify an important area of intellectual investigation, and enhances appreciation of particular disciplines in the humanities and the social sciences. Courses accommodate the needs of majors and non-majors, providing significant preparation for careers in education, social work, public policy, law, medicine, business, international relations, and advanced research.

Pitzer Advisors: D. Basu, H. Fairchild, L. Harris.

Requirements for the Major

Major requirements ensure that students are thoroughly exposed to the broad range of research and scholarship in the subject area. Black Studies majors must complete at least 10 courses chosen from the following list, plus a senior exercise (project, thesis, or comprehensive examination). While six of these courses are expected to be at the upper-division level, credit will be given where appropriate to courses numbered lower than 100. Some flexibility is allowed in the selection and distribution of courses; however, ID 10BK and the Senior Exercise are required for all students.

1. ID10BK. Introduction to Black Studies; one course.
2. Literature (African, African American, or Caribbean); two courses.
3. History (African, African American, or Caribbean); two courses.
4. Social Science (e.g., Politics, Psychology, or Sociology); two courses.
5. Interdisciplinary (e.g., ID 50BK, Caribbean Society and Culture; or ID 60BK, Politics of Race); one course.
6. Art, Music, or Religion; one course.
7. Art History; one course.
8. Senior Exercise in Black Studies.

Upon approval by the department, substitutions in the major requirements can be adjusted to respond to an individual student's interests and needs.

Students majoring in Black Studies are strongly encouraged to spend a semester or a year abroad, preferably in countries in Africa or the Caribbean.

Art and Art History

53BK. Introduction to Art Histories of Africa and the African Diaspora. Critical introduction to the methods and approaches used to study the arts and cinema emanating from societies across the continent of Africa and from the African Diaspora in the United States, the Caribbean, Europe and Canada. Examines the underlying assumption of aesthetic, philosophic, theoretic, and historic interpretation and evaluations of Africana arts. (Pomona). [not offered 2002–03]

140BK. The Arts of Africa. Survey of African art and architecture exploring ethnic and cultural diversity. Emphasis on the social, political and religious dynamics that foster art production at specific historical moments in West, Central and North Africa. Critical study of Western art historical approaches and methods used to study African arts. Spring, P. Jackson (Pomona).

141bBK. Seminar: Africana Cinema: Through the Documentary Lens. This course examines documentary films and videos created by filmmakers from Africa and African Diaspora in the United States, Britain, and the Caribbean. Topics include: history and aesthetics of documentary filmmaking, documentary as an art, the narrative documentary, docu-drama, cinema verite, biography, autobiography, and historical documentary. Fall, P. Jackson (Pomona).

178BK. Black Aesthetics and the Politics of (Re)presentation. Survey of the visual arts produced by people of African descent in the USA, from the colonial era to the present. Emphasis of Black artists and changing relationship to African arts and cultures. Examines the emergence of an oppositional aesthetic tradition that interrogates visual constructions of “blackness” and “whiteness,” gender and sexuality as a means of re-visioning representational practices. Fall, P. Jackson (Pomona).

186WBK. Whiteness: Race, Sex and Representation. An interdisciplinary interrogation of linguistic, conceptual and practical solipsisms that contributed to the construction and normalization of whiteness in aesthetics, art, visual culture, film and mass media. Course questions the dialectics of “Blackness” and “Whiteness” that dominate in Western intellectual thought and popular culture, thereby informing historical and contemporary notions and representations of race, gender, sexuality and class. Spring, P. Jackson (Pomona).

English and World Literature

12BK. Introduction to African American Literature.
(See English and World Literature 12BK) Spring, L. Harris.

42eBK. Girl-Worlds: Female “Coming of Age” Literature.
(See English and World Literature 42eBK). Fall, L. Harris.



Peter Nardi

*Associate Dean of Faculty/Director of
Institutional Research; Professor of Sociology*

Many people wonder what they can do with a liberal arts degree in today’s complex world. I often tell students and parents that no matter what they choose to do, they will definitely do it better, thanks to their liberal arts education. At Pitzer, students learn to explore the world critically, engage others from different cultures and perspectives, and discover their own hidden strengths and values. This is what makes it exciting to teach and learn at a liberal arts college.

117BK. Novel and Cinema in Africa and the West Indies. Examination of works by writers and filmmakers from French-speaking countries of Africa (Senegal, Cameroon and Burkina Faso) and the Caribbean (Martinique, Guadeloupe, and Haiti). Special emphasis will be placed on questions of identity, the impact of colonialism, social and cultural values, as well as the nature of aesthetic creation. Prerequisite: French 44 or equivalent. Fall, M-D. Shelton. (CMC)

125BK. Introduction to African American Literature. Survey of 18th and 19th Century Black writers including slave narratives, early novels and poetry with attention to cultural and political contexts. Fall, J. Rhyne. (Pomona).

125dBK. Literature and Film of the African Diaspora. An overview of contemporary literature and film with particular attention to representations of African cosmologies as fields of resistance. Fall, V. Thomas (Pomona). [not offered 2002–03]

130BK. Topics in 20th-Century African American Literature: Toni Morrison. Spring, J. Rhyne (Pomona).

132BK. Black Queer Narrative, Autobiography & Documentary. (See English and World Literature 132BK.) L. Harris. [not offered 2002–03]

134BK. Harlem Renaissance. (Also English and World Literature 134BK). L. Harris. [not offered 2002–03]

160BK. African and Caribbean Literature. Reading and analysis of works of fiction, poetry, and drama representing the most important trends in African and Caribbean literatures. M-D. Shelton. (CMC) [not offered 2002–03]

165BK. Writing between Borders: Caribbean Writers in the U.S.A. and Canada. M-D. Shelton (CMC). [not offered 2002–03]

196BK. Major Figures in 20th Century American Literature: James Baldwin. (see English and World Literature 196BK.) Fall, L. Harris.

History

40BK. History of Africa to 1800. History of Africa from the earliest times to the beginning of the 19th century. Attention given to the methodology and theoretical framework used by the Africanist, the development of early African civilizations, and current debates and trends in the historiography of Africa. Fall, S. Lemelle (Pomona).

41BK. History of Africa, 1800 to the Present. History of Africa from the 19th century to recent times. Attention given to political and economic aspects of Africa's development process. Methodological and theoretical frameworks utilized by Africanists, as well as current debates and trends in African historiography. Spring, S. Lemelle (Pomona).

100uBK. Pan-Africanism and Black Radical Traditions. Examination of the historical evolution of the Pan-African concept and its political, social, and economic implications for the world generally and for Black people in particular. Discussion of 20th-century writers of Pan-Africanism, and especially of Padmore, DuBois, Garvey, Nkrumah, Malcolm X, Toure (Carmichael) in terms of contemporary problems of African Americans. Prerequisites: lower-division IDBS courses and permission of instructor. Spring, S. Lemelle (Pomona).

111aBK. African Diaspora in the United State to 1877. Grounded in a transnational comparative approach, this course connects the diverse and complex experiences, belief systems, and institutions of Blacks in the United States with those of others in the Diaspora. Beginning with pre-European contact in West and central Africa, we will examine the multifaceted nature of distinct cultures, forms of nationalism, significance of protest, and gender and class relations across time and space. R. Roberts (Scripps). [next offered 2003-04]

111bBK. African Diaspora in the United States since 1877. This is the second half of the African Diaspora in the United States survey. This course connects Black emancipation and post-emancipation political struggles throughout the Diaspora. Other topics include nationalism, civil rights, and contemporary feminist theory. History 11a is not a prerequisite for History 111b. Spring, R. Roberts (Scripps).

143BK. Slavery and Freedom in the New World. Survey course covering the history of Africans and their descendants in the Americas from the epoch of the Trans-Atlantic slave trade until the end of the 19th century. Divided into two general sections: the slave epoch, and emancipation (and aftermath). Fall, S. Lemelle (Pomona).

149BK. Industrialization and Social Change in Southern Africa. Survey course on southern African history covering the period from the 17th century to the present. Emphasis on the last two centuries—the period of rapid industrialization and social change. Examination of political, economic, and sociocultural ramifications of changes on southern African societies. S. Lemelle (Pomona). [not offered 2002–03]

171BK. African American Women in the United States. Exploration of the distinctive and diverse experiences of women of West African ancestry in the United States from the 17th century to the present. Topics, including labor, activism, feminism, family and community, are examined within a theoretical framework. Narratives, autobiographies, letters, journals, speeches, essays, and other primary documents constitute most of the required reading. R. Roberts (Scripps). [not offered 2002–03]

176BK. The Modern Civil Rights Movement. Mainly through primary readings, film and guest lectures, this course explores the origins, development, and impact of the modern African American struggle for civil rights in the United States. Particular emphasis is placed on grass-roots organizing in the Deep South. History 111b recommended. Spring, R. Roberts (Scripps).

Interdisciplinary

10BK. Introduction to Black Studies. Interdisciplinary exploration of key aspects of Black history, culture, and life in Africa and the Americas. Provides a fundamental, intellectual understanding of the global Black experience as it has been described and interpreted in the arts, humanities, and social sciences. [not offered 2002–03]

50BK. Caribbean Society and Culture. Examines the complexity and diversity of the Caribbean in terms of its socioeconomic reality, the lives of its people, and its artistic and intellectual products. Spring, M-D. Shelton (CMC).

60BK. The Politics of Race. Examination of race as a condition of existence and as a category of analysis, centering on but not restricted to the African Diaspora in the Western hemisphere. Works studied are in social sciences, arts, and humanities. Topics include ideology, capitalism, eugenics, power, gender, sexuality, nationalism, religion, representation, and media. Community service component. Prerequisite: lower-division IDBS or other Ethnic Studies course, or permission of instructor. Spring, Staff.

152BK. Black Women Feminism(s) and Social Change. Introduction to the theoretical and practical contributions of African American feminists who maintain that issues of race, gender, sexuality, and social class are central, rather than peripheral, to any history, analysis, assessment, or strategy for bringing about change in the United States. Fall, P. Jackson (Pomona).

Psychology

12BK. Introduction to African American Psychology. (Also Psychology 12BK.) Includes perspectives, education, community, life-span development, gender, and related issues. Emphasizes the critical examination of current research and theory. Students are expected to contribute orally and in writing. Prerequisite: Psych 10 or permission of instructor. H. Fairchild. [not offered 2002–03]

75BK. African American Mental Health. Introduces students to selected topics involving the mental health of African Americans. Examines issues in the definition and the assessment of mental health and addresses special topics such as spirituality, stress and hypertension, delivery of mental health services, and controversies in the psychoanalytic literature. Examines empirical, theoretical, and therapeutic approaches to African American mental health. Fall, M. Christian (Pomona).

180pBK. Seminar: Psychological Aspects of Black Women's Sexuality. This course will explore the theoretical, qualitative, and quantitative psychological literature pertaining to Black women's sexual experiences in the United States. Topics include sexual stereotypes of Black women, body image and sexuality, risk factors leading to early sexual initiation, HIV risk and protective factors in Black communities, the abortion issue as it affects Black communities, and the social context of adolescent childbearing. Spring, M. Christian.

182BK. Special Topics in African American Psychology. This course explores a variety of contemporary issues in African American psychology. Specific subject area varies from year to year. In 2001, the course focuses on health issues, with an emphasis on HIV/AIDS in Botswana and Black America. H. Fairchild. [not offered 2002–03]

188BK. Seminar in African American Psychology. (See Psychology 188BK.) Fall, H. Fairchild.

Sociology

71. Sociology of Popular Music. (See Sociology 71). Fall, D. Basu.

134. Urban Life in L.A. (See Sociology 134) D. Basu. [not offered 2002–03]

142. Transatlantic Black and Asian Experience. (See Sociology 142) Fall, D. Basu.

Courses for Majors

191BK. Senior Thesis. An independent research and writing project culminating in a substantial, original work. Directed by one faculty member chosen by the student. Each thesis is also read by one additional reader. Offered each semester, Staff.

192BK. Senior Project. An independent reading, research, and participatory exercise on a topic agreed to by the student and the adviser. Normally, the project involves a set of short papers and/or culminates in a research paper of substantial length based upon participation in a project or program. Offered each semester, Staff.

193BK. Senior Comprehensive Examination. Taken during the senior year, the comprehensive examination consists of two field examinations that test the depth of the student's understanding of Black Studies. The student chooses two areas in Black Studies (e.g., history and literature) in which to be examined. Offered each semester, Staff.

199BK. Independent Study: Reading and Research. Permission of instructor is required. Course or half-course credit. May be repeated. Offered each semester, Staff.

Related Courses**HMC**

- Lit 103. *Third Cinema*. I. Balseiro.
 Lit 145S. *Third World Women Writers*. I. Balseiro.
 Lit 146. *Twentieth-Century South African Literature*. I. Balseiro.
 Lit 147S. *Writers from Africa and the Caribbean*. I. Balseiro.
 Lit 179. *Third World Cinema*. I. Balseiro.
 Lit 179S. *Post-Apartheid Narratives*. I. Balseiro.

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- Eng/World Lit 104. *Modern South African Literature/Film*. N. Masilela.
 Eng/World Lit 125. *Survey of American Literature*. L. Harris.
 Ling 116. *Language of American Ethnic Minorities*. C. Fought.
 Ling 119. *Pidgins and Creoles*. C. Fought.
 Soc 135. *Comparative Immigration*. D. Basu.

Pomona

- Econ 116. *Race and the U.S. Economy*. C. Conrad.
 Eng 56. *Invisible Histories, Remembered Identities: Contemporary Native American Literature*. V. Thomas.
 Eng 64. *Beginning Creative Writing/Screenwriting: Framing the Margins*. V. Thomas.
 Eng 183C. *Advanced Creative Writing/Screenwriting: Framing the Margins*. V. Thomas.
 Music 62. *Survey of American Music*. G. Lytle.
 Music 78. *Music of the African Diaspora*. K. Hagedorn.
 History 100CCH. *Latina Feminist Traditions*. A. Mayes

Scripps

- Hist 116. *The Old South and Modern Memory*. R. Roberts.
 Psyc 152. *Cultural Psychology*. S. Walker.
 Rlst 123. *Christianity in Africa*.

Chemistry

See Science, p.169

Chicano Studies

The Intercollegiate Department of Chicano Studies, the academic program of the Chicano Studies Center, offers a curriculum with a multidisciplinary approach to the study, research, interpretation, and investigation of the Chicano/Latino experience. The courses are open to all students of The Claremont Colleges. In recognizing the vital presence of Chicanos and other Latinos in the West, Southwest, and increasingly in the entire nation, Chicano Studies provides significant preparation for students pursuing careers in education, social work, public policy, law, medicine, business and scholarly research.

Pitzer Advisors: J. Calderon, M. Soldatenko.

Requirements for the Major

A major in Chicano Studies is designed to acquaint students with a breadth of knowledge covering the interdisciplinary nature of the field and to expose them to theoretical and methodological approaches specific to this area of study. All students will be asked to present a thesis composed of a major exercise in research, analysis, and writing. The student wishing to major in Chicano Studies is asked to complete the following program:

Lower-Division Courses:

- (i) 65CH or 85CH (May take Spanish 33 or above, including literature course in Spanish)
- (ii) Chicano/a History 17CH
- (iii) Fine Arts 67CH or 70CHca or 73CH
- (iv) Sociology 30CH
- (v) Psychology 84CH

Upper-Division Courses:

- (i) Chicano/a Literature 126aCH or 126bCH
- (ii) Political Science 107CH or 174CH
- (iii) Methods/Theory course in area of focus
- (iv) Senior Thesis

Area Studies:

2 upper-division courses in area of focus, i.e., humanities or social sciences, or, more specifically, gender-feminist studies, history, literature, psychology, politics, or sociology

Art

67CH. Contemporary Chicano Art and Its Antecedents. Chicano art as an autonomous offspring of Mexican art. The influence of Mexican muralists and other Mexican artists depicting the dramatic changes brought by the revolution. Spring, P. Botello (Pomona).

73CH. Pre-Columbian Dance. Introduction to Mexican dances since pre-Columbian times: La Danza de al Pluma, Danza de los Quetzoles, Danza de Los Negritos and Pasacolas from Tarahumdra Indians. Aztec/Conchero dance with Alavanzas (songs by Concheros) along with Matachines from different parts of Mexico and their historical roots to pre-Aztec times covered. Students will learn how to make their own Aztec and Matachin costumes and headdresses. Fall, J. Galvez (Pomona).

Chicano Studies

60CH. Introduction to Chicano Studies. Introduction to central concepts and historical experiences which define Chicano/a culture, from exploring indigenous roots to examining current trends. Emphasis on the diversity of the Chicana/o experience through multidisciplinary perspectives. M. Soldatenko. [next offered 2003-04]

61CH. Contemporary Issues of Chicanas and Latinas. (See description under Gender and Feminist Studies). Fall, M. Soldatenko.

154CH. Latinas in the Garment Industry. (See description under Gender and Feminist Studies). Spring, M. Soldatenko.

History

17CH. Chicano/a History. Social structure, politics, culture, and economy beginning with the Aztec/Iberian heritage, through the Conquest, the U.S.-Mexican War, and into the present century. Racial and cultural mixing, regional diversity, and the developing dependency between the U.S. and Mexico; resulting conflict as reflected in popular culture. Lecture, films, and discussion. Core course. Fall, Staff (Pomona).

31CH. Colonial Latin America. Examines the history of Latin America up to 1820, focusing on indigenous civilizations of the region, (Olmecs, Teotihuacanos, Maya, Aztecs and Inca); the process of European expansion; and the evolution of societies, (gender, race and ethnicity) and the rise of colonial institutions in the Americas. Explores the contradictions that developed in the late colonial period, as well as the wars of independence in the nineteenth century. Fall, M. Tinker-Salas (Pomona).

32CH. Latin America Since Independence. The history of Latin America from 1800 to the present, including the complex process of national consolidation, the character of new societies, the integration of Latin American nations into the world market, the dilemma of mono-export economics, political alternatives to the traditional order, relations with the United States, and conflict in Central America. Spring, M. Tinker-Salas (Pomona).

89BCH. The Latino Diaspora. Historical perspective on the Latino population in the U.S. Examines migration in the context of U.S. policy towards Latin America and explores its economic and political causes. Analyzes cultural transformation, forms of organizing and the structural position of Latinos in the U.S. economy. Combines micro and macro approaches. Fall, Staff (Pomona).

100CCH. Latina Feminist Traditions. Focuses on the emergence of women's movements for social, political, and economic reform in Latin America and the Caribbean and, to a lesser extent, among Chicanas and Latinas in the United States. "First Wave" and "Revolutionary Feminisms" as well as independence struggles, revolutionary movements, popular feminist traditions, and Indigenous and African women's struggles. (Latin America; Africa and African diaspora). Spring, A. Mayes (Pomona).

100ICH. Identity and Culture in Latin America. Latin America incorporates indigenous European, African, and Asian traditions. This seminar examines the interplay between race, identity, culture, and national consciousness; the multifaceted process of ethnicity and race relations in colonial societies; the nineteenth century, when elites were first enamored with European and later with U.S. models; challenges to those elite preferences; alternative cultural identities such as Indigenismo and Negritude; the impact of immigration and the current state of nationalism. M. Tinker-Salas. (Pomona) [next offered 2003-04]

100NCH. The Mexico-United States Border. This seminar examines the transformation of the U.S.-Mexican Border region from a frontier to an international boundary. Employs the concept of an expansive “border region” that penetrates deep into Mexico and the United States, and influences the politics, economy, and culture of both countries. Focuses on the changes that Mexicans, Americans, Native peoples and Chicanos experience as a result of border interaction. Spring, M. Tinker-Salas (Pomona).

100QCH. Interpreting the Mexican Revolution. This seminar provides a critical assessment of the first major social upheaval of the 20th century; the Mexican Revolution of 1910. Review of pertinent theories regarding social mobilization, social movements, revolutions, and their application to the Mexican experience. Focus on contending interpretations of the Mexican Revolution and the role of political and economic elites, the middle classes, peasants, women labor, the indigenous populations, foreigners, and foreign powers. Spring, Staff (Pomona).

Political Studies

107CH. Latino Politics. [see Political Studies 107CH] Fall, A. Vasquez-Ramos.

134CH. U.S. Foreign Policy and Mexico. [see Political Studies 134CH] Spring, A. Vasquez-Ramos.

Psychology

84CH. Psychology of the Chicano. Selected topics in psychology dealing with the affective and intellectual aspects of Chicano behavior. The psychological development of Chicanos will be evaluated against traditional psychological theories and variations in the Chicano’s sociocultural environment. Fall, R. Buriel (Pomona).

151CH. Issues in the Psychology of Multicultural Education. Examines educational theory, research and practice as it relates to the experience of Chicanos and other ethnic and linguistic minorities. Consideration of selected psychological processes that potentially explain the scholastic performance of these groups. Discussion of case studies describing the relevance of multicultural education. Spring, R. Buriel (Pomona).

180MCH. Seminar in Comparative Ethnic Psychology. Theories and methods of psychology and ethnic studies are used to examine behavior of U.S. ethnic minorities. Unique psychocultural experiences of individual ethnic groups and similarities in these experiences. Topics include identity formation, socialization, prejudice, acculturation, and mental health. Common developmental challenges and adaptation strategies of U.S. ethnic groups stressed. Intended for students with previous courses in both psychology and ethnic studies. Spring, R. Buriel (Pomona).

Sociology

30CH. Chicanos in Contemporary Society. Sociological analysis of the theoretical and methodological approaches used to study the Chicano/a and Latina/o communities. Socioeconomic conditions, education, cultural change, the family, gender relations, and political experiences are examined. Spring, G. Ochoa (Pomona).

141CH. Chicanas and Latinas in the U.S. This seminar focuses on the ways that race, ethnicity, class, gender, and sexuality intersect and impact on the lives of Chicanas and Latinas in the United States. As a way of linking theory to experiences, the course examines in detail several key areas: health, migration, work, and family. Examples of resistance and strategies for building alliances are discussed. G. Ochoa (Pomona). [next offered 2003-04]

145CH. Restructuring Communities. (Also Sociology 145CH.) This course examines how communities have become mosaics of competing land interests and demographic transformations. Attention is given to current literature on growth coalitions, race/ethnic alliances and urban restructuring. The class will involve students in city hall and community development settings in the region. Fall, J. Calderon.

150CH. Chicanos/Latinas and Education. This course examines the historical and institutional processes related to the educational experiences of Chicanas/os and Latinas/os, as well as exploring the relationship between school factors (tracking, teacher expectations, and educational resources) and educational performance. Attention is given to the politics of language, cultural democracy and schooling, higher education, and forms of resistance. A field internship option is offered as part of the course. Fall, G. Ochoa (Pomona).

155CH. Rural and Urban Social Movements. (Also Sociology 155CH.) This course will examine the emergence of social movements, the process of their formation, and the varied strategies for their mobilization. Particular attention will be paid to the Chicano Civil Rights, Farm Labor, and Union movements. Students will draw practical experience from organizing a memorial and alternative spring break with the United Farmworker's Union. Spring, J. Calderón.

Spanish

65CH. Spanish for Bilinguals: Level I. An intensive review of the fundamentals of grammar and orthography for students with oral proficiency in Spanish. Written assignments and oral presentations are structured around cinematographic, musical, and literary texts from Spain and Latin America. R. Alcalá (Scripps).[next offered 2003-04]

126aCH. Chicano Movement Literature. Readings in Chicano literature from the 1940s to the 1970s. Special emphasis on the historical context within which texts are written, i.e., post-World War II and the civil rights era. Recently discovered novels by Americo Paredes and Jovita Gonzalez and the poetry, narrative, and theatre produced during the Chicano Movement will be subjects of inquiry. Taught in English. Spring, R. Alcalá.

126bCH. Contemporary Chicana/o Literature. Beginning with the ground-breaking anthology *This Bridge Called My Back* (1981), this survey examines how contemporary Chicana/o literature focuses on questions of identity, specifically gender and sexuality. Theoretical readings in feminism and gay studies will inform our interpretation of texts by Anzaldua, Castillo, Cisneros, Caudros, Gaspar de Alba, Islas, Morage, and Viramontes, among others. Taught in English. [next offered 2003-04]

127CH. Literatura Chicana en Español. Analyzes twentieth-century texts written in the U.S. in Spanish. Focusing primarily on the Mexican American experience, we will survey a wide array of genres dating to distinct historical periods, from crónicas published in Spanish-language newspapers to political treatises, poetry, drama, and narrative. Spring, R. Alcalá (Scripps).

186CH. Seminar on Contemporary Chicano Narrative. An analysis of selected major narrative genres and modes (corrido, short story, autobiography, chronicle, novel, romance, and satire). Texts will be examined closely within their own geographic, cultural, and historical contexts as well as within the history of narrative forms. Readings will be guided by both aesthetic and political concerns through the ideology of literary form. Discussion, essay writing, and research. Taught in English. 126CH highly recommended. Fall, R. Alcalá.

Classics

A coordinated program in Classics is offered by Pitzer College, Pomona College, and Scripps College. The curriculum in Classics is designed to give students opportunities to read works of Classical literature in the original languages and in English translation and to obtain a knowledge and appreciation of the Classical civilizations as they lie at the roots of Western civilization.

Pitzer Advisor: S. Glass.

Requirements for the Major

Two options are available for the major: (I) Classical Languages and Literature and (II) Classical Studies.

- (I) The option in Classical Languages and Literature is designed for students who wish to study Classical languages in depth, and is appropriate for students who may proceed to graduate study in Classics or related fields.
- (II) The option in Classical Studies is designed for students who seek a background in Classical civilization while they anticipate a career in law, medicine, business, or other pursuits for which a liberal arts education is appropriate. Under the Classical Studies option students may emphasize one of the following:
 - (a) Classical Literature (including mythology)
 - (b) Greek
 - (c) Latin
 - (d) Ancient Art and Archaeology
 - (e) Ancient History
 - (f) Ancient Philosophy
 - (g) Ancient Political Theory

Classical Languages and Literature

To satisfy the option in Classical Languages and Literature, a student is required to complete satisfactorily a total of ten courses in Greek, Latin, and Biblical Hebrew, plus a senior comprehensive examination.

- (i) Students must complete at least three courses in each of the two languages chosen.
- (ii) Up to three courses in Classical civilization, art history, history, philosophy, or religion may be substituted for language courses if warranted by the student's program and if approved by the student's major advisor. The senior thesis (Classics 191) is invitational and may count as one of these three courses.

Students who intend to pursue graduate study in Classics or related fields are further recommended to take at least two courses in French and/or German.

Classical Studies

To satisfy the option in Classical Studies, a student is required to complete satisfactorily at least ten courses plus a senior comprehensive examination.

- (i) At least three courses must be in Greek, Latin or Biblical Hebrew, and at least one must be numbered 100 or above.
- (ii) At least one course must be taken from among the following: Classics 60, 61; History 20; or equivalents approved by the major advisor.

(iii) In addition, the following courses are required:

For emphasis (a): at least three courses in mythology and/or Classical literature in translation.

For emphasis (b): at least three additional courses in Greek.

For emphasis (c): at least three additional courses in Latin.

For emphasis (d): Classics 161 and Art History 163 (Pomona).

For emphasis (e): History 101, 102 (both Pomona).

For emphasis (f): Philosophy 110 or History of Ideas 5, Philosophy 173.

For emphasis (g): Either History 101 or 102 and either CMC Government 80 or CGU 429c.

(iv) The remaining courses may be chosen from the offerings of the coordinated program in Classics (including independent study projects) or, with the approval of the major advisor, from appropriate courses in other subject fields. The senior thesis (Classics 191) is invitational and may count as one of the remaining courses.

For a **minor** in Classics, students must satisfactorily complete a minimum of six Classics courses, including a sequence of three courses in Greek, Latin, or Classical Hebrew, and three other courses that count toward a major in Classics. Normally, courses taken to satisfy the requirements of any other major or minor may not be used to satisfy the requirements for a minor in Classics.

Honors: For either the emphasis in Classical Languages and Literature or Classical Studies, some students who are especially well prepared will be invited to undertake a senior thesis (see Classics 191) on a subject to be selected in conference with their major advisor or another Classics professor. A distinguished performance on the senior thesis is a prerequisite for honors consideration.

AP Credit: One course credit toward graduation is awarded for scores of 4 or 5 on the Advanced Placement Examination in Latin (Vergil and Latin Literature).

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.

Latin

8a,b. Introductory Latin. An intensive study of Latin grammar and syntax, forms, and English derivations. Readings from Caesar, Nepos, and Ovid. Elementary Latin composition. Completion of Classics 8b qualifies a student for Classics 100. Fall/Spring, E. Finkelpearl (Scripps).

32. Introductory/Intermediate Latin. Semi-intensive course for students with some previous Latin who are too advanced for Latin 8a and not ready for Latin 100. Designed to place students in second semester Latin courses (Classics 110 or 112) to meet foreign language requirements. Includes review, mastery of basic grammar, reading from Catullus, Plautus and others. Occasional readings in English to expand the student's vision of the ancient world. Fall, Staff (Scripps).

100. Intermediate Latin. For students with two or three years of secondary school Latin or one year of college Latin. Selections from poetry and prose of the late Republic and early Empire. Reading and translation from texts, grammar review, and composition. Prerequisite: Classics 8a,b or equivalent. Fall, S. Glass.

103a,b. Intermediate Latin: Medieval. Selections from medieval Latin prose—historical, literary, and liturgical. Emphasis on translation and historical contextualization. Prerequisite: Classics 8b (or equivalent), and permission of instructor. Half-course. May be repeated for credit. Fall/Spring, K. Wolf (Pomona).

110. Cicero. An introduction to Latin prose with readings from Cicero's orations and philosophical works. Prerequisite: Classics 100 or two to three years of secondary school Latin with permission of instructor. [not offered 2002–03]

112. Vergil. Introduction to Latin poetry with readings from Vergil's *Eclogues* and *Aeneid*. Prerequisite: Classics 8b or two or three years of secondary school Latin with permission of the instructor. Spring, Staff. (Scripps)

181a,b. Advanced Latin Readings. Great works of Latin prose and poetry from the writings of the Roman Republic and Empire selected according to the needs of the students. Authors and topics covered may include the Roman letter, satire, lyric poetry, elegiac poetry, historians, drama, philosophy, or Lucretius. Each semester may be repeated for credit. Prerequisite: at least two years of college level Latin or permission of the instructor. Prerequisite: Classics 100 or equivalent. Fall, *Ovid, Heroides and Tristia*, E. Finkelppearl (Scripps); Spring, *The Roman Letter*, S. Glass.

195. Readings in Latin Prose and Poetry. Selected works in Latin literature designed to meet the qualified student's particular needs. Prerequisite: permission of the instructor. May be repeated for credit. Fall, S. Glass.

Greek

51a,b. Introductory Classical Greek. Greek grammar and syntax with limited oral drills for beginning students. Selected readings from works such as Plato's *Dialogues*. Fall/Spring, H. Jackson (Pomona).

101a,b. Intermediate Greek. First semester places emphasis on reviewing Greek grammar and learning to read Attic Greek prose. The second semester will focus on Greek poetry, including Homer and Greek Tragedy. Prerequisites: Classics 51a,b, or permission of the instructor. Fall, R. McKirahan (Pomona); Spring, R. Cluett (Pomona).

182a,b. Advanced Greek Readings. Great works of Greek prose and poetry selected from major authors, genres, and periods. Authors and topics may include Aeschylus, Sophocles, Homer, the Archaic Age, Greek Tragedy, Greek Historians, Greek Rhetoric, Aristophanes, Plato and Aristotle. Prerequisite: at least two years of college level Greek or permission of the instructor. Each semester may be repeated for credit. Fall, *The Archaic Age*, R. McKirahan; Spring, *Herodotus*, R. Cluett (Pomona).

Hebrew

52a,b. Elementary Classical Hebrew. Basic elements of Hebrew grammar and translation of selected biblical passages. [not offered 2002–03]

102. Readings in Classical Hebrew. Review of grammar and readings of selected prose and poetic texts from the Hebrew Bible and the Qumran Library. Fall, W. Whedbee (Pomona).

Classical Civilization and Literature in Translation

10. The Epic Tradition. A survey of oral and written epic in Greek and Roman literature. The role of the hero; oral vs. written traditions; the roles of myth, traditional narrative and ritual; and the Classical epic as a basis for later literature. Comparative materials (e.g., *Beowulf* and *Song of Roland*). Readings from Homer, Vergil, Apollonius of Rhodes, Ovid, and others. Lecture and discussion. [not offered 2002–03]

12. Greek Tragedy. A reading of selected Greek tragedies with attention to their role in Greek civic culture, their utilization of Greek mythology and religious beliefs, and their contribution to the idea of the tragic in Western drama and culture. Fall, J. Astorga (Pomona).

14. Ancient Laughter. Survey of humor in Greek and Roman culture as found in ancient comedy and satire, and other literary genres from epic and tragedy to graffiti, as well as in ritual, politics, and everyday life. Cross-cultural comparisons will illustrate the specific nature of ancient laughter. [not offered 2002–03]

16. The Ancient Historians. Close reading of selected Greek and Roman historians, with special attention to their conceptions of history. Authors may range from Herodotus in the 5th century B.C. to Ammianus Marcellinus in the 4th century A.D. Comparative materials from the Chinese historiographical tradition (Ssu-Ma Chien) and the later Arab tradition (Ibn Khaldun). Analysis of primary sources supplemented by readings in recent secondary literature. [not offered 2002–03]

17. Ancient Lives. The course focuses on the studies of illustrious personalities by Plutarch and Suetonius. It examines issues such as the origins of this literary genre and its relations to literature, history, and biography; the sources available to the authors and their ways of handling them; structural, stylistic, and thematic elements; use of materials from science and philosophy; and the cultural, moral and religious viewpoints from which the authors contemplated the lives of human beings. [Not offered 2002–03]

18. The Ancient Novel and Romance. The novel has its origins in ancient popular romances of wanderings and happy endings. Students will read the novels and romances of Longus, Heliodorus, Chariton, Lucian, Apuleius, and others, with attention to historical context, the nature of the genre, readership, and narratology. Special emphasis on the origins and nature of the novel with a look at Homer's *Odyssey*, Euripides' romances, and theorists such as Bakhtin. [Not offered 2002–03]

20. The Trojan War. The Trojan War in history, literature and legend. Did the Trojan War take place? What do archaeology and literature tell us about it? How is it represented in Greek art and literature? What was its significance for the Greeks? How have other civilizations viewed it? Readings from Homer, Greek tragedy and other Greek literature, Vergil and Shakespeare, as well as historical and archaeological materials. Spring, R. McKirahan (Pomona).

60. Greek Civilization Through its Literature. An introductory course covering the great works of Greek literature from the beginnings through the fourth century B.C., with emphasis on the irrational as well as on the rational aspects of Greek culture. Readings from all genres of Greek literature, including works by Homer, Sophocles, Euripides, and Plato. Spring, J. Astorga (Pomona).

61. Roman Life and Literature. Literary texts organized around topics of importance to the study of Roman culture from ca. 300 B.C. to 200 A.D.: poetry and politics, rhetoric, Roman self-definition, the family and gender roles, and the influence of Greek philosophy, religion, and contact with the East. Lecture and discussion. [Not offered 2002–03]

64. Gods, Humans, and Justice in Ancient Greece. Introductory course focusing on fundamental questions in ancient Greek moral thinking: What is the best kind of life for a human? Should I be good? Is morality objective, subjective, or relative to one's society? What is the relation between gods and humans? Are we at the mercy of fate? Readings from Greek literature and philosophy. Identical to Philosophy 5 (Pomona). Spring, R. McKirahan (Pomona).

114. Female and Male in Ancient Greece. Explores the legal and social position of women in ancient Greece, male attitudes toward women and the idea of the Female, sexuality, and the contrast between the myths of powerful women and the apparent reality. [not offered 2002–03]

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. Spring, S. Glass.

123. Ancient Mysteries. Ancient mystery cults offered Greeks and Romans something different: secret initiation rites, bull sacrifice, Dionysiac release, self-castration, mysteries of life and death, powerful mother-goddesses. Cults of Mithras, Isis, Demeter, Magna Mater, and others in their historical contexts. [Not offered 2002–03]

125. Greek Religion. A survey of the subject using original documents, ranging from the late Bronze Age to late antiquity, and broadly defined to include the religions of all those peoples of the ancient Mediterranean and Near East who either fell under the sway of the Greeks or came into contact with them. [Not offered 2002–03]

161. Greek Art and Archaeology. An introductory survey of Greek sculpture, architecture, and vase painting from their beginning to ca. 350 B.C. Considerable attention is given to the major archaeological problems and sites, and their historical position. Fall, S. Glass.

163. Hellenistic and Roman Art. Treats art in the ancient Mediterranean from ca. 430 B.C. to A.D. 200, that is, from the demise of the Greek city state and rise of a new cosmopolitan Greek civilization to the subsequent takeover by Republican, then Imperial Rome. Asks how the public art of the ancient Greeks and Romans incorporated the world views of its creators. Charts the shifting meaning of standard forms or symbols from period to period. [Not offered 2002–03]

191. Senior Thesis. Students will work closely and on an individual basis with the faculty to identify an area of interest, become familiar with basic bibliography and research tools, and define a topic to investigate. The student will submit the results of this research in writing, and make an oral presentation to the Claremont Colleges faculty and students in Classics. Restricted to senior majors in Classics. By invitation of the major advisor. Fall/Spring, Staff.

Related Courses

History 20. Greece and Rome. (See History 20.) Fall, S. Glass.

History 101. Greece. Spring, R. Cluett (Pomona).

Philosophy 40. Ancient Philosophy. (See Philosophy 40). Fall, R. McKirahan (Pomona).

Religious Studies 122. New Testament and Early Christianity. Spring, W. Whedbee (Pomona).

Religious Studies 126. Gnosticism. Spring, P. Jackson (Pomona).

External Studies

Classical Studies in Rome (Contact the External Studies Office.)

Economics

Economics is the study of how best to satisfy the wants and desires of all people given the limited resources available to us on this Earth. It concerns the wealth of nations, its origins in production and exchange, its allocation among competing uses, its distribution among individuals, its accumulation or decline. The approach is descriptive and analytical; many issues of national and international policy are considered; the focus is on social institutions and social outcomes rather than on personal financial success per se.

Pitzer Advisors: H. Botwin, M. Federman, J. Lehman, L. Yamane.

Requirements for the Major in Economics

A major in Economics requires the successful completion of:

- (i) One year of Principles of Economics
- (ii) One year of Economic Theory (completion of Mathematics 30 is recommended before taking these courses)
- (iii) One semester of History of Economic Thought
- (iv) One semester of Economic Statistics
- (v) Four additional upper-level courses in economics (i.e., courses having principles of economics as a prerequisite).
- (vi) Senior seminar in economics in the student's final year.
- (vii) Senior thesis for honors candidates.

Students intending to pursue graduate work in economics, business, or public administration are strongly urged to:

1. Complete at least one year of calculus;
2. Complete one semester of linear algebra and differential equations;
3. Complete one semester of econometrics; and
4. Select upper-level courses that are strongest in their theoretical orientation.

Pitzer College and Claremont Graduate University offer a highly selective accelerated program for completion of the B.A. and M.A. in Economics in five years. Interested students apply in the fall of their junior year, and must have completed Calculus II, Intermediate Microeconomics, Intermediate Macroeconomics, and Statistics before beginning the fifth year of study. Interested students should contact the Pitzer Economics faculty.

Requirements for the Major in Mathematical Economics

A major in Mathematical Economics requires the successful completion of:

- (i) One year of Principles of Economics.
- (ii) One year of Economic Theory.
- (iii) One semester of Economic Statistics.
- (iv) One semester of Econometrics.
- (v) Two upper level courses in Economics.
- (vi) Three semesters of Calculus: Math 30 (or 30c), 31 (or 31a or 31c), and 32.

(vii) One semester of Linear Algebra followed by one semester of either differential equations or probability. This can be satisfied by taking different sequences of courses from different Claremont Colleges. Currently, these sequences are:

HMC: Math 73 (Linear Algebra) and then either Math 82 (Differential Equations) or Math 151 (Probability).

CMC: Either Math 105 (Applied Linear Algebra) or Math 174 (Linear Algebra), and then either Math 111 (Differential Equations) or Math 151 (Probability).

Pomona: Math 60 (Linear Algebra) and one of the following:

Math 102 (Introduction to Mathematics for Modeling), Math 151 (Probability), or Math 187 (Deterministic Operations Research).

(viii) Senior Seminar in Economics in the student's final year.

Requirements for the Combined Major in Economics and Political Studies

Students with an interest in both Economics and Political Studies should consider either (a) a major in Political Economy (see Political Economy) or (b) a combined major in Economics and Political Studies. Students interested in the combined major in Economics and Political Studies must meet all the requirements for the economics major with the following modifications. Students must take either the political studies senior seminar or the economics senior seminar. Students taking the economics senior seminar only need to complete two upper-level economics courses. Students not taking the economics senior seminar need to complete three upper-level economics courses. They must also meet the appropriate requirements in political studies. See Political Studies.

A **minor** in Economics requires the following:

- (i) Principles of Macroeconomics (Econ 51)
- (ii) Principles of Microeconomics (Econ 52)
- (iii) Statistics (Econ 91)
- (iv) 1 economic theory course [either Macroeconomics Theory (Econ 104) or Microeconomic Theory (Econ 105)]
- (v) 2 upper-level courses in economics (courses having Principles of Economics as a prerequisite).

Honors candidates will be expected to achieve excellence in the above and to submit a worthy senior honors thesis.

Special Economics Majors:

With the approval of the Curriculum Committee, students may design special majors in economics. Examples include business economics, international economics, and Asian economics. These special majors must include the six core courses in the regular economics major (two principles courses, two theory courses, statistics, and history of economic thought) and the senior seminar. Special interests are accommodated in the nature of the four upper level courses. Selected courses in other fields may be used to satisfy this requirement.

10/110. Cars and Culture. (Also Sociology 10.) More than any other object, the automobile reflects 20th century values and aspirations. In this course we will explore the place of the automobile in contemporary culture. We will consider how it has been shaped by economic, political, and social forces, and how it has itself been an economic, political, and cultural force. Students enrolling in this course as Economics 110 or Organizational Studies 110 must have one year of Principles of Economics or consent of instructor.

Enrollment is limited. Spring, H. Botwin/R. Volti.

13. Economy and Society. (See Sociology 13.) Fall, R. Volti.

15. Seminar in Contemporary Economic Issues. An examination of the issues involved in recent and continuing economic controversies. This course includes a five-week integrative project period. Enrollment is limited. Not open to students who have taken, or who are taking, Principles of Economics. Fall, H. Botwin.

51. Principles of Macroeconomics. Introduction to the determination of national income and output including an examination of fiscal policy and monetary policy. Within this framework, such problems as budget deficits, inflation, and unemployment will be studied, as well as international economic issues such as trade deficits and exchange rates. Basic economic principles will be applied to current policy questions. Fall, H. Botwin; Spring, D. Allison.

52. Principles of Microeconomics. A study of the operation of the market system (wherein relative prices and quantities are determined by supply and demand); application of analytical tools (including algebraic and geometric) to current economic policy problems; and an examination of the conditions under which the market system will, or will not, optimally allocate resources. The determination of wages, profit, and allocation of resources will be discussed as well as the problems arising from various forms of monopoly. The course includes a demonstration of the interdependence of all forms of economic activity. Fall, M. Federman; Spring, H. Botwin.

91. Statistics. An introduction to the statistical tools used in the quantitative analysis of economic and political relationships. Topics include probability theory, statistical estimation, hypothesis testing, and regression analysis. Fall, D. Allison.

104. Macroeconomic Theory. Advanced analysis of the determination of national income, employment, and prices in an open economy. Theories of consumption, investment, business cycles, and the effectiveness of government stabilization policy are examined. Various schools of thought are considered. Prerequisites: one year of Principles of Economics and Mathematics 30. Fall, L. Yamane.

105. Microeconomic Theory. Theories of consumer behavior, demand, production costs, the firm, market organization, resource use, and income distribution in a modern market economy. Course will include internship opportunities. Prerequisites: Econ. 51 & 52. Spring, J. Lehman.

115. Labor Economics. This course will use economic analysis to study the behavior of, and relationship between, employers and employees. Provides an introduction to the characteristics of the labor market and analysis of wage and employment problems, with a strong emphasis on policy issues. Among topics studied are job-seeking and employment practices, the determination of wages and benefits, worker mobility and immigration, discrimination, unionization, inequality, and unemployment. We will try to answer such questions as: Why do “socially responsible” jobs pay less? Why do large firms pay more? Is education a good social investment? Are unions good or bad? Prerequisite: Econ 52. Fall, M. Federman.

125. Econometrics. Introduction to techniques and pitfalls in the statistical analysis of economic data. The classical linear regression model, method of least squares, and simultaneous-equation models are developed. The computer is used, but prior programming experience is not required. Prerequisites: Economics 91. L. Yamane [not offered 2002–03]

127. China and Japan: Economy and Society. (Also Sociology 127.) This course will explore the evolution and consequences of economic policies in China and Japan. The political, social, and cultural settings of both countries will be considered, especially in regard to the ways in which they have affected economic performance. Students enrolling in this course as Econ 127 must have one year of Principles of Economics or consent of instructor. Enrollment is limited. J. Lehman/R. Volti. [not offered 2002–03]

- 132. Macroeconomic Policy: Case Studies.** An exploration of case studies and issues in macroeconomics from the perspective of the policy maker. Topics will include the U.K. gold standard, 1930 depression, Kennedy tax cuts, Nixon flexible exchange rates, Volcker interest rates, Mexican debt crisis, Thatcher monetary policies, Reaganomics, Japanese financial liberalization, Europe 1992. Prerequisite: one year of Principles of Economics. [not offered 2002–03]
- 135. Money and Financial Markets.** Monetary and banking system of the United States; monetary aggregates and their measurement; money demand and money supply; financial institutions and financial markets; the Federal Reserve System and central bank policy; the relationship of money and bank credit to income and prices. Prerequisite: one year of Principles of Economics or consent of instructor. [not offered 2002–03]
- 138. Financial Economics.** (formerly Business Finance) An introductory analysis of financial policies and practices of business management. Institutional materials as well as capital budgeting, valuation, and the cost of the capital are examined. A case approach is used to emphasize major concepts. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, D. Allison.
- 140. Economic Development.** An examination of the theory and process of economic growth in less developed countries. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Econ. 51 & 52 or consent of instructor. Fall, H. Botwin.
- 141. Agricultural Economic Development in the Third World.** (Also IIS 141) This course focuses on the role and problems of the agricultural sector in Third World development. It explores 1) economic theories and models of agricultural development and institutional policy and issues; 2) problems of food vs. export production, price system and distribution, rural development, and food crisis which often results in famines, scarcity and malnutrition. Prerequisite: Econ 51 or 52. L. Tongun. [not offered 2002–03]
- 142. The Japanese Economy.** Broad introduction to the Japanese economy. Process of economic development since the Meiji Restoration. Macroeconomic growth, monetary and fiscal policy, industrial policy, labor markets, savings and investment in the post-war Japanese economy. Discussion of Japan's current economic conditions and policy issues. Prerequisite: Econ. 51 and 52. Spring, L. Yamane.
- 145. International Trade and Finance.** A study of the fundamental principles of international economic relations. Subjects covered include the economic basis for international specialization and trade, economic gains from trade, commercial policy and its effects, foreign exchange markets, the balance of international payments, and international monetary problems. Prerequisite: Econ. 51 & 52. Fall, J. Lehman.
- 148. Issues in International Trade and Development Policy.** This course focuses on key aspects of international trade and investment policies in the industrial and less developed countries and their implications for national economic development and the operation of the international economic system. Prerequisite: Econ. 51 & 52 and Econ 104 or 105. J. Lehman. [not offered 2002–03]
- 155. History of Economic Thought.** The development of economic doctrines and analysis from ancient times to the present, concentrating on the events subsequent to 1775. Particular emphasis will be placed on the historical perspectives of both individuals and ideas, as well as on the mechanisms through which analytical development occurs. A constant theme will be a comparison of the various economic analyses used in the past with our present engines of analysis. Prerequisite: one year of Principles of Economics or consent of instructor. H. Botwin. [not offered 2002–03]

163. The Economics of Poverty & Discrimination. With a strong policy focus, we discuss the definitions and measurement of poverty and explore views of the causes. We consider racial, class, and sex discrimination in education and labor markets, and examine policy options and debates in welfare, affirmative action, social insurance, and the like. Prerequisite: Econ. 52. Spring, M. Federman.

172. Environmental Economics. The theory and practice of environmental economic policy. This course applies tools of economic theory including externalities, public goods, and cost-benefit analysis to the study of environmental issues, with a strong emphasis on policy issues. Topics include pollution control, water policy, global warming, and biological diversity. We consider alternative public policy instruments for environmental improvement, including the use of direct controls versus market controls. Prerequisite: Econ. 52. M. Federman. [not offered 2002–03]

174. Health Economics. The economics of health-care and health insurance reform. Topics include economic determinants of health, the medical care and medical insurance markets, and the role of government in the provision of health care and insurance. Current issues in health reform including managed care, Medicare spending, and universal coverage are discussed in detail along with consideration of alternative models of health care delivery and financing in the U.S. and other countries. Prerequisite: Econ. 52. Spring, M. Federman.

176. Public Finance. The role of government in the market economy, including consideration of the rational for government activity, the effects of government intervention, and interactions across levels of government. Current policies issues examined include taxation, income redistribution, social insurance, and local public goods such as education. The city of Ontario will be examined as a case study to examine several of these issues from a local government perspective. Prerequisite: Econ. 52. Spring, M. Federman.

198. Senior Seminar. Analysis of selected topics in economics. Emphasizes recent developments in economic literature. Prerequisites: Economics 51, 52, 104 and 105. Fall, L. Yamane.

199. Senior Thesis. Staff.

English and World Literature

Through literature we experience other lives and learn to read our own as we grapple with the social and ethical implications of the knowledge we acquire. We learn those lessons best when the literature we study includes the aspirations, failures and accomplishments of diverse peoples of all colors and cultures. The Pitzer English and World Literature major is intended to increase learning and writing skills through the systematic study, recovery, and appreciation of the best imaginative verse and prose, in worldwide English mainly but also in literatures in translation—works that have helped to spawn and continue to influence theoretical approaches to other disciplines. Some English and World Literature concentrators pursue double majors, using literature as a testing ground for their second discipline, which, in turn, is a key to one of the many doors of literature itself.

Pitzer Advisors: J. Benton, L. Harris, N. Masilela, A. Wachtel.

Requirements for the Major

Students majoring in English and World Literature must complete ten courses, which may include seminars and independent studies. At least six courses should be completed prior to the senior year, including three introductory surveys of English and American literature (10a and 10b, and either 11a or 11b). Survey of British Literature 10a and 10b are usually taken in sequence during the sophomore year. In addition to the three surveys, concentrators must take at least seven courses including Literary Theory as a Critique and Expression of Society 125 and at least one course in a literature that is neither British nor American.

Minor: Students who wish to graduate with a minor in English and World Literature must satisfactorily complete at least six graded courses: one Survey of British Literature (10a or 10b), one Survey of American Literature (11a or 11b), Literary Theory as an Expression and Critique of Society (125), and three literature courses, one of which will be a literature of the world that is neither British nor American.

Combined Major: A combined major in English and World Literature requires the completion of at least seven courses: one Survey of British Literature (10a or 10b), one Survey of American Literature (11a or 11b), Literary Theory (125), three literature courses (including one in a literature of the world that is neither British nor American), and a project, thesis, senior seminar, or independent study in which the constituent fields of the major are interrelated.

Honors: Honors candidates are invited to write a senior thesis during their final semester. Senior theses submitted for honors will be reviewed by all English and World Literature faculty members. Majors are encouraged to attain a reading ability in at least one other language—gained in the equivalent of two years of college-level work.

AP credit will be accepted toward graduation (half credit for a score of 4 and full credit for a score of 5) but will not be counted toward the ten courses required for an English and World Literature major.

Students who are interested in a special major in Creative Writing should speak to an English and World Literature professor. The English and World Literature Field Group invites a writer to campus each year to teach several courses in creative writing. The Field Group recommends that students who major in creative writing enroll in these courses, and we encourage other students to do so, as well.

For Asian, French, German, Italian, Russian, and Spanish Literature, see **Modern Languages, Literatures, and Cultures**.

10a,b. Survey of British Literature. A two-semester course required of English and World Literature majors, covering representative works from the early Middle Ages through the middle of the 17th century (10a) and from the Restoration and 18th century through the 19th century (10b). Works will be studied according to traditional methods of literary analysis. Students are urged to take 10a before 10b and to seek an additional course in 20th century British or American literature. Fall, M. O'Connor; Spring, J. Benton.

11a. Survey of American Literature to 1880. The first half of a two-semester course that includes representative American writers, from the Puritans to our contemporaries, for consideration of their significance in historical, literary, and philosophical contexts. Each half may be taken as an independent course; only one (either) is required of English majors. Fall, J. Benton.

11b. Survey of American Literature. The second half of a two-semester course that includes representative American writers, from the Puritans to our contemporaries, for consideration of their significance in historical, literary, and philosophical contexts. Each half may be taken as an independent course; only one (either) is required of English majors. J. Benton. [not offered 2002–03]

12BK. Introduction to African American Literature. (Also Black Studies 12BK.) This course is a survey of major periods, authors, and genres in the African American literary tradition. This is the second half of a two-semester course offered through IDBS faculty. This course will cover the major literatures produced from the turn of the twentieth century to a contemporary period. Offered every spring semester. Spring, L. Harris.

13. Introduction to Asian Literature: India, Japan, and China. This course will concentrate on the antiquity of these great cultures. The literary forms of these great civilizations, ranging from Haiku poetry in Japan to Sanskrit literature in India, will be read. The course will be very much inquisitive, investigative, and exploratory: in the remembrance of things past and in search for historical literary constructs. N. Masilela. [not offered 2002–03]

14. Introduction to African Literature and Film. One of the seriously debated issues concerning African literature today is whether that portion of it written in the European languages forms a constitutive or central part of it. This issue is interwoven with the relationship between oral literature and written literature within Africa's cultural space. Diverse genres from the different corners of Africa will be read into each other as defining a particular discourse: for example, Ngugi wa Thiongo from Kenya, Wole Soyinka from Nigeria, Nadine Gordimer from South Africa. Fall, N. Masilela.

15. Cultural Studies and Literature. This course examines the development of Cultural Studies as a mode of intellectual inquiry with an emphasis on transnational theories. In historical context, we explore the impact of cultural studies on the intellectual activity of the academy, how it has reconfigured the boundaries of humanities disciplines, theoretical paradigms and our very understanding of literature and art. L. Harris/N. Masilela. [not offered 2002–03]

20. Anatomy of Drama. Staff. [not offered 2002–03]

21. Anatomy of Fiction. Staff. [not offered 2002–03]

22. Anatomy of Poetry. Staff. [not offered 2002–03]

25. World in a Nutshell: The Short Story. A close study of the short story genre, focusing on such authors as Hawthorne, James, Hemingway, Joyce, Porter, Faulkner, O'Connor, Elkin, Roth, Olsen, Malamud, and Updike. In addition to reading and writing about the stories of others, students will be writing and revising stories of their own. Recommended for first-year students and sophomores. A. Wachtel. [not offered 2002–03]

30a. Beginning Creative Writing: Poetry. Staff.

30b. Introduction to Creative Writing. Staff.

30c. Beginning Creative Writing: Screenwriting. Staff.

31. World Literature: Progress and Its Discontents. We will explore non-Western texts which demonstrate the enabling and disabling possibilities of Western economic influence on historical, political, sociological, and psychological formations. We will discuss and write about provocative short stories by significant writers from Africa, Latin America, and Asia—as well as novels by Chinua Achebe, Carlos Fuentes, and Gabriel Garcia Marquez. J. Benton. [not offered 2002–03]

32. Science Fiction and Gender. A study of utopian and disutopian visions by women writers of science fiction as they grapple with representations of war and environmental destruction, with social disruptions that intersect developmental quests mainly of women, but, on occasions, also of men and androgynes. We will ask how women writers have co-opted and transformed the genre of science fiction. J. Benton. [not offered 2002–03]

35. Women and Fiction of Moral Choice. A study of women questing for selfhood in volatile, perhaps hostile, social and political environments—as these quests are represented in fiction by women authors in the contemporary world. Readings will include novels and short stories by Isabel Allende, Jamaica Kincaid, Toni Cade Bambara, Nadine Gordimer, Maxine Hong Kingston, and Doris Lessing, among others. J. Benton. [not offered 2002–03]

41b. From Beau Brummell to Austin Powers: The Dandy in American and English Culture. This class will examine a figure of central importance to modern and postmodern politics of identity and its performance: the dandy. We will trace the dandy's stylish and subversive engagement with class, gender, and race in literature, movies, music, and visual arts. Considering individuals ranging from Lord Byron and Edgar Allen Poe, to Oscar Wilde and Mae West, to Andy Warhol and Shaft. Spring, M. O'Connor.

42aBK. Special Topics in African American Cultural Studies: The Jook Joint. (Also Black Studies ID42aBK.) As an introduction to cultural studies, we will examine the development of African American dance in the USA through a focus on the cultural and

social spaces that allowed African dance rituals to be preserved while being transformed in meaning and form into core American culture. L. Harris. [not offered 2002–03]

42eBK. Girl-Worlds: Female “Coming of Age” Literature. Through fiction, autobiography, film, popular culture and feminist theory, this course examines representations of young women of diverse color/class/sexual identities in “coming of age” narratives of a post-WWII USA context. In exploring the intersections of ethnicity/race, class, sexuality, gender, and intellectual/creative agency in the narratives, we examine how the authors/female protagonists revise and resist prescriptive notions of female “coming of age.” Fall, L. Harris.

44. Introduction to Latin American Literature and Film. The course will attempt to define Latin America as a literary and historical construct. The survey will cover essential and classical works of Latin American literature. The literary lineages of these works will be uncovered in an attempt to trace their historicity. A series of Latin American films which grapple with the historical problems facing this continent will also be shown. N. Masilela. [not offered 2002–03]

90a. More Like than the Original: The Comic Tradition in Irish Fiction. In this class we will read comic fiction by 20th-century Irish writers whose unique productions draw from a literary tradition informed and vexed by the island’s history of colonialism, a history that provokes complex and absurd confrontations of religion, culture, and language. Writers studies will include James Joyce, Samuel Beckett, Edna O’Brien, Flann O’Brien, Molly Keane, Anne Enright, Roddy Doyle, and Patrick McCabe. Spring, M. O’Connor.

92. Twentieth-Century Brazilian Literature and Film. Brazil is one of the Third World countries which possesses a great literary and cinematic tradition, including one of the most fascinating examples of modernism in the world. By comparing literature and film, this course will attempt to enter the Brazilian film and fictional imagination of the 20th century. N. Masilela. [not offered 2002–03]

93. Modern Polish Literature and Film. Poland is one of the exhilarating enigmas of Central Europe, a country tragically overflowing with romantic spirit in a geopolitical region where perhaps sober realism should be the order of the day. Despite this complicating factor, Poland has produced both great literature and outstanding film. The course will attempt to unravel the gushing romanticism of the 20th-century Polish literary and cinematic imagination. N. Masilela [not offered 2002–03].

99. Twentieth-Century English Literatures. An examination of the impact of the British colonializing impulse, its rise and fall, on English modernist and postmodernist fiction, drama, and poetry. Texts will include “The Twentieth Century” section of *The Norton Anthology of English Literature*, Volume II, plus additional novels by authors such as Salman Rushdie and Doris Lessing. Fall, J. Benton.

101. Modern Cuban Literature and Film. The course will attempt to trace the development of the Cuban literary imagination from Jose Marti, in the context of the national liberation struggle for independence, to Roberto Fernandez Ratamar, in the context of the construction of socialism. The literary works (fiction and poetry) of Alejo Carpentier, Jose Lezama Lima, Severo Sarduy and Infant will form the centerpiece of the course. The films of Humberto Solas, Sara Gomez, Sergio Giral, and Gutierrez Alea will be part of this exploratory process. Fall, N. Masilela.

102. Modern Nigerian National Literature. Nigeria and South Africa were in the forefront in the forging of modern African national literatures in the European languages in the decades of the 1950s, 1960s, and 1970s. This great historical event was simultaneous with the emergence of independent African national states. This literature of decolonization has produced great writers in Nigeria: Wole Soyinka, Chinua Achebe, Christopher Okigbo, Amos Tutuola, and Gabriel Okara. N. Masilela. [not offered 2002–03]

104. Modern South African Literature and Film. South African literature in the English-language is one of the strongest literatures in Africa written in the European languages. It has been profoundly affected by the politics of apartheid. Large portions of South African literature have contested this political order. A crucial issue which will emerge in the course is how this literature will stand in the future positionings to transform South Africa.

Spring, N. Masilela.

105. Indo-British Literature & Indian Film. This course will survey the literary structure of Indian literature in the English language from Sri Hurobindo and Radindrath Tagore to Salman Rushdie. Its positioning in relation to other Indian Literatures from Vedic and Sanskrit Literatures to Urdu Literature will be examined. The films of the late great Satyajit Ray will be shown. N. Masilela. [not offered 2002–03]

107. Harlem & Sophiatown Renaissance: A Comparative Study in Influences.

The course will explore how the American Harlem Renaissance influenced and inspired the South African Sophiatown Renaissance in the construction of African modernities. Although some films will be shown, the course will primarily preoccupy itself with literary texts. N. Masilela. [not offered 2002–03]

109. Literature and Film of the African Diaspora. As a result of slavery, different ‘black national cultures’ came into being in the New World. These national cultures were made possible by several historical events which forged ‘black modernity’ in the New World: the Haitian Revolution (1793-1865), the Jamaican Slave Revolt (1863–1865), the American Civil War (1860–1865), the Haitian Renaissance of the 1920s and the Harlem Renaissance (1919–1935). In articulation of their modernity, black people in the African diaspora invented and appropriated literary forms of expression: slave narratives, autobiographies, essays, modern novels, etc. The course will concern itself with these creations. Spring, N. Masilela.

120. Studies in Drama: Tragedy. Concentrating on the Greeks, we shall attempt to understand the characteristics of the “tragic,” that unique vision of the human condition which seems to cross cultural and temporal boundaries to unite a vast range of “serious” dramatic literature. May be repeated with different content for credit. A. Wachtel. [not offered 2002–03]

122. Studies in Fiction: The Historical Novel. A cross-cultural survey of 20th-century historical fiction, including *An Artist of the Floating World* by Kazuo Ishiguro, *Cassandra* by Christa Wolfe and *Coup de Grace* by Marguerite Yourcenar. We will query the historical novel’s Western origins in 19th-century ideologies of progress and nationalism in novels written by the British Scott, the American Cooper, the Italian Manzoni, and the Russian Tolstoy. J. Benton. [not offered 2002–03]

123. Satire in Literature and Film. A study of the genre of satire in pre-literate magic, in Classical poetry, in 18th-century English poetry and fiction, and in 20th-century disutopian science fiction. We will also explore contemporary film by directors such as Stanley Kubrick and Woody Allen, among others. J. Benton. [not offered 2002–03]

124. Epic and Scripture. A literary study of the twin fountainhead of Western literature: Homer and the Hebrew Bible. Prerequisite: a college level course in literature, religion, or classics or permission of instructor. A. Wachtel. [not offered 2002–03]

125. Literary Theory as a Critique and Expression of Society. In historical context this course will examine literary theories that view fiction and poetry as cultural documents. Our emphasis will be on 20th-century United States and continental theories. For juniors and seniors. Offered every spring semester by English faculty. Spring, L. Harris.

126. World Literature as Literary History. This course will examine the theory and the history of the construction of national literatures and/or of literary lineages as tradition. Herder and Schlegel’s attempted articulation of literature as a historicized world experience will be our point of departure. Pedro Henriquez-Urena’s *Literary Currents in Hispanic America* and *A Concise History of Latin American Culture*, Francesco de Sanctis’ *History of Italian Literature*, Lu Xun’s *A Brief History of Chinese Fiction*, Henry Louis Gates’ *Figures*

in *Black*, Daratani Kojin's *Origins of Modern Japanese Literature*, Ngugi wa Thiong'o's *Moving the Center* and *Writers in Politics*, and other texts will be contextualized within an internationalism of national situations. N. Masilela. [not offered 2002–03]

127. African and Latin American Epic. This course will analyze and compare the following epics: from Africa—*Sundiata* (13th-century Mali) and *Anthem of the Decades* (20th-century South Africa); from Latin America—*Popol Vuh* (Mayan Epic) and Neruda's *Canto General* (20th-century Chile). N. Masilela. [not offered 2002–03]

129. Websites as Archives of Literature, Literary and Intellectual History. The course will examine and instruct how one undertakes research concerning old newspapers and journals as well as forgotten books of past centuries in search of short stories, essays and other generic forms with the intent of assembling them on the Internet as anthologies. The course will also impart the necessary technological skills. N. Masilela. [not offered 2002–03]

130a. Advanced Creative Writing: Poetry. Staff.

130b. Advanced Creative Writing: Fiction. Staff.

130c. Advanced Creative Writing: Screenwriting. Staff.

132BK. Black Queer Narrative, Autobiography, and Documentary. This course examines African American writers and film and videomakers whose focus on race and sexuality shape the content and form of a black queer narrative. The class will explore relationships between queer black artists, and black, feminist and queer canons. L. Harris. [not offered 2002–03]

134BK. Harlem Renaissance. This course is a survey of African American literature and culture produced during or linked to the 1920s Harlem Renaissance. Central to the course is an ongoing survey and analysis of popular cultural forms such as the blues, social dance, film, and musical theater. L. Harris. [not offered 2002–03]

159a. Shakespeare: Comedies, Histories, Narrative Poetry. This course will be devoted to close readings of representative works from Shakespeare's first decade as a dramatist. We shall attempt to show their relation to other works of the English Renaissance, but our ultimate aim will be to discover their unique values and their roles in the development of Shakespeare's art. Prerequisite: a college level course in literature or permission of instructor. A. Wachtel. [not offered 2002–03]

159b. Shakespeare on Film. We'll be studying film versions of four of Shakespeare's major tragedies and comparing them to each other and the texts. A. Wachtel. [not offered 2002–03]

159c. Shakespeare: Histories and Performance. A study of Shakespeare's vision of the causes and consequences of the War of the Roses. We'll be preparing, with an exploration of the history and motives of the participants, for a performance in South Ontario of combined, condensed version of 1 and 2 Henry IV. Drama majors welcome. A. Wachtel. [not offered 2002–03]

181. Romanticisms: The Literature and Film of Desire. A consideration of narratives of "desire" in 19th- and 20th-century Western culture—with emphasis on readings in literature and viewings of film, but also exploring productions of art and music. We will read from German, Anglo-American, French and Italian literature, including works by Goethe, Stendhal, Baudelaire, Conrad, Mann, and Calvino, among others; we will also view films by Visconti, Saura and Buñel, and several by Truffaut. Fall, J. Benton.

184. 19th-Century Realism. A study of 19th-century narratives of social, historical, and psychological "reality" from the point-of-view of contemporary readers who no longer take for granted these fictions of the real. Our reading will range broadly through Western world literature, some in translation, from American writers such as Henry James to Russian writers such as Dostoyevsky. Spring, J. Benton.

187. 19th-Century Anglo-American Literature: Willing Men and "Scribbling Women." An exploration of gendered aesthetics and politics in 19th-century British and American literature. We will enjoy, discuss, and write about the fiction of major writers—such as

Hawthorne, James, Eliot, and Chopin—and delight in an epic *contretemps* between the poets Tennyson and Elizabeth Barrett Browning. J. Benton. [not offered 2002–03]

189. Postmodernism. The course will attempt to define the concept of postmodernism. In the process, the cultural, political and philosophical foundations of this new cultural phenomenon will be examined. An attempt will be made to situate postmodernism in its proper sequential order in relation to modernism and romanticism. Literary works exemplifying this cultural dominant will be read. Fall, N. Masilela.

191. Modernism. A study of major authors, artists, musicians, and thinkers of the period, beginning about 1900 and ending in mid-century, that formed and still informs our own. Figures studied will include Beckett, Berg, Braque, Einstein, Faulkner, Freud, Joyce, Kafka, Picasso, Proust, Stein, Stravinsky, and Woolf. Prerequisite: students must have junior standing. A. Wachtel. [not offered 2002–03]

193. Major Figures in 20th-Century British Literature: James Joyce. We shall be studying the evolution of form and content in Joyce's works from his first major efforts at the turn of the century through the completion of *Ulysses*. Our guiding questions will be why Joyce presents his material as he does and how his work relates to the literary and extra-literary intellectual concerns of our time. A. Wachtel. [not offered 2002–03]

196BK. Major Figures in 20th-Century American Literature: James Baldwin. This course explores the work of one of America's greatest writers whose importance resides in part in his calling into question national practices and injustices in regards to race, sexuality, religion, civil rights struggles and other political matters. Baldwin was a frequent expatriate with an enormous literary talent for capturing the pathos of being American across a range of social identities and issues. Also examines the themes and nuances of Baldwin's essays, novels and plays. Fall, L. Harris.

199a. Senior Seminar. Our communal project will be the analysis of James Joyce's *Finnegans Wake*, the ultimate Modernist and the first Post-Modernist novel. Each student will be responsible for one book of criticism devoted to the *Wake*, bringing insights from that study to bear at each meeting. Separately, students will develop extended studies of literary topics of their choosing—not necessarily bearing on *Finnegans Wake*. As they evolve, these studies will be shared with the seminar, contributing to other member's knowledge and benefiting by constructive criticism. The studies may be used as drafts of senior theses to be completed with professors of the students' choosing. Fall, A. Wachtel.

199b. Senior Thesis. Staff.

Environmental Studies

Environmental Studies is an interdisciplinary program focusing on the interaction between the human and non-human components of the biosphere. It strives to apply the diverse orientations of the social sciences, humanities, and physical sciences to environmental issues.

Pitzer Academic Advisors: P. Faulstich, K. Miller, S. Miller, J. Sullivan, and M. Woodcock (at Pitzer); D. Guthrie and D. McFarlane, and K. Purvis (at Joint Science).

Arboretum Director: Joe Clements.

The **Major** is divided into three areas of study: human ecology, which explores humankind's relationship with the nonhuman world, human origins, cultural ecology, and the impact of human populations on the earth; environmental policy, which investigates the politics, economics, and ethical implications of ecology; and environmental sciences, which encompass the study of biological systems, ecology, natural resources, and conservation. Environmental Studies can provide an integrated, unifying perspective on life, as well as a program for effecting positive change. The perspectives provided by this program will help prepare

students for graduate work and careers in teaching, public policy and administration, law, environmental sciences, international affairs, and the non-profit sector. It is recommended that students majoring in Environmental Studies complete a minor in a traditional discipline (anthropology, biology, art, political studies, etc).

In order to achieve breadth in the field, all majors are required to complete the following:

- A. Human Ecology: One course from each of the three Human Ecology groups listed below.
- B. Policy: 108. Environmental Policy, and one additional course from the Policy section.
- C. Science: Two courses in science; one of which must be advanced (numbered 100 or above).
- D. Environmental fieldwork, an appropriate external studies program, or a relevant internship or clinic course.
- E. In order to achieve some depth, majors must take four additional courses from within the Human Ecology, Policy, or Science areas.

Courses in each of these areas are listed below. You should consult with your advisor about the best choices for your interests and career. Other relevant courses may count toward a major or minor in Environmental Studies; consult with your advisor for course approval.

Courses listed below that are marked with a pound sign (#) have prerequisites.

A. Human Ecology:

Group I

- 33. Population and Society
- 36. Native Americans and Their Environment
- 140. The Desert as a Place
- 148. Ethnoecology
- 149. Ecology and Cultural Change
- Anthropology 164. North American Archaeology
- 168. Humans and Their Environment: Prehistoric Perspectives

Group II

- 32. Environments Workshop
- 39. Environments, Arts and Action
- 122. Reading and Painting the Landscape
- 144. Visual Ecology
- 147. Ecology, Community, and Design

Group III

- 46. Environmental Awareness and Responsible Action
- 130. Environmental Ethics
- 141. Progress and Oppression: Ecology, Human Rights, and Development
- 146. Theory and Practice in Environmental Education

B. Policy Courses:

- 108. Environmental Policy
- 159. Natural Resource Management
- 171. The Politics of Water
- Economics 172. Environmental Economics
- Government 119. Intro. To Environmental Law and Regulation (CMC)
- Government 120. Environmental Law (CMC)
- Political Studies 136. Environmental Politics and Policy (Pomona)

C. Science:

- 44. Introductory Biology
- 62. Environmental Science
- 70. Chemistry and the Environment
- Biology 104. Conservation Biology (Pomona)
- 134. Field Biology
- 150. Ecology
- 152. Evolution
- 156. Tropical Ecology
- 169. Marine Ecology
- Geology 2. Environmental Geology (Pomona)

D. Fieldwork, Internship, or Clinic (one course): The goal of this requirement is to move beyond the classroom and library to the field to engage students in research and action with an environmental, ecological or policy focus. There are a number of ways to meet this requirement including: biological or ecological fieldwork, environmental internship in local or county government, environmental internship in an environmental organization, environmental internship on the Washington program, ES 146 (Theory and Practice in Environmental Education), or a special environmental independent study designed by the student and a faculty advisor. This requirement may also be met by certain External Studies programs. Please consult with your advisor when selecting an appropriate option.

E. Capstone Seminar: This is an optional junior/senior seminar designed to allow Environmental Studies students to reflect upon and integrate their major. For 2002–03 the capstone seminar will be:

- Envs 147. Community, Ecology, and Design.

A **Minor** in Environmental Studies will be awarded upon successful completion of a minimum of seven courses, with at least two courses in human ecology, one in policy, and one in science, and a relevant field research project or internship.

Honors. Students with a cumulative and major GPA of 3.5 or higher may be considered for honors in Environmental Studies. Honors candidates must write and successfully defend a senior thesis. An equivalent body of work can substitute for the senior thesis as appropriate. The determination of honors is based on excellence in course work in the major and the quality of the senior project as determined by the field group. It is strongly recommended that honors candidates enroll in the Environmental Studies Capstone Seminar.

10. Introduction to Environmental Studies. This course provides an introduction to Environmental Studies as a multi-disciplinary endeavor. The course will outline how different disciplines contribute to our understanding of the environment and emphasis will be placed on students developing their environmental worldview. The class will also consider strategies for environmental action to deal with ecological problems. Fall, J. Venetoulis.

32. Environments Workshop. (See Art 103.) K. Miller.

33. Population and Society. (See Sociology 33.) A. Stromberg. [not offered 2002–03]

36. Native Americans and Their Environments. (See Anthropology 12.) S. Miller. [not offered 2001–02]

39. Environments, Arts and Action. (See Art 37.) Spring, K. Miller.

44. Introductory Biology. (See Science: Biology 44L.) Spring, N. Copp, D. Guthrie, D. McFarlane.

46. Environmental Awareness and Responsible Action. A course facilitated by advanced Environmental Studies majors in conjunction with the professor. We examine lifestyle choices and campus policies in relation to waste management, water usage, energy conservation, and plant and animal habitat. The course is designed to help students understand the pervasion and significance of ecological problems, as well as their causes and solutions. Theoretical

investigations of biodiversity, sustainability, bioregionalism, environmental philosophy, and other topics will provide the foundation for informed action in which students will participate in addressing environmental issues at the Colleges and beyond. P. Faulstich. [not offered 2002–03]

62. Environmental Science. (See Science: Biology 62.) Fall, D. Guthrie.

70L. Topics in Environmental Science. K. Purvis. [not offered 2002–03]

79L. Energy and the Environment. (See Science: Physics 79L). Fall, R. Wolf.

87. Campus Sustainability. This course provides students with background in the literature and practice of environmental sustainability. Students take part in hands-on projects resulting in a set of sustainability indicators that evaluate Pitzer's campus and the college community. Through a campus environmental audit, we will explore energy consumption, water usage, waste management, landscaping, and other factors. Our goal is informed change toward sustainability. Fall, J. Venetoulis.

108. Environmental Policy. (Also Political Studies 176.) This course will examine such environmental policy issues as air and water resources, toxic and hazardous wastes, energy, and public land. Our concern will be both with the formation of policy and with the consequences of existing policy. The focus will be national and regional (Southern California) but we will also examine selected international issues. Fall, K. Purvis.

111. Politics of Sustainability. This course provides a foundation for understanding the obstacles and opportunities associated with the three main political goals of sustainability: ecological integrity, socio-economic security and equality, and democratic governance. Different political and economic systems, and various tactics that can be used to move toward sustainability are introduced and critically assessed. Spring, J. Venetoulis.

122. Reading and Painting the Landscape. (See Art 122). Spring, M. Woodcock.

130. Environmental Ethics. The truly revolutionary development of our time is the expansion of ethics and politics to regulate human conduct towards non-human nature. Yet there is little agreement on whether we have duties to other species and/or ecosystems, or merely to future generations of humans who may require those entities as "natural resources" for their survival, prosperity, and enjoyment. This course will examine various paths and notions that have been developed in the rich literature of "environmental ethics" in the 1970s and 1980s: enlightened anthropomorphism, biocentrism, speciesism, "deep ecology," "animal liberation," "the land ethic," feminist ecology, etc. The objective of the course is for each of us to become clearer about the presuppositions, the consistency, and the implications of our commitments, including the implications for public policy. [not offered 2002–03]

135. Plants and People. Plants play an important role in nearly all areas of human activities and are the basis of human culture. Topics to be covered include plants used for food, medicine, clothing, shelter and poisons, past and present uses of indigenous and introduced plants by Native Americans, current uses of plants growing in California and sustainable plant communities. Course activities include field trips, field identification, and preparation and consumption of certain plants. [not offered 2002–03]

137. Plant Classification and Adaptations to the Environment. The Pitzer Outback and Bernard Field Station will be utilized for learning fundamentals of plant diversity, classification, and adaptations. We will examine the delicate balance between plants and their environment, and some of the ways in which human populations and global warming affect the balance. Spring, S. Morhardt.

140. The Desert as a Place. An interdisciplinary investigation of the desert environment as a place, with some emphasis on Australia and the American Southwest. Correlations between natural and cultural forms, histories, materials, motives, and adaptations will be studied. Topics to be considered will include structural and behavioral adaptations in the natural

and cultural ecologies; climate, geomorphology and architectural form; taxonomy, desert flora and fauna and their cultural uses; and various ramifications of the interaction between the desert ecology and cultural consciousness in arid zones. Enrollment is limited.

Course fee: \$40 (for field trips). P. Faulstich. [not offered 2002–03]

141. Progress and Oppression: Ecology, Human Rights, and Development. This class is concerned with the state of tribal peoples and ethnic minorities around the world. Particular attention is given to environmental problems and their effects on diverse peoples. We explore case studies of the cultural and environmental consequences of rainforest destruction, tourism, energy development, national parks, and war. We critique programs to assist oppressed peoples and the environments which sustain them. Participants are asked to choose a geographical, cultural, and topical area and make recommendations particular to the problems and the needs of that region. P. Faulstich. [not offered 2002–03]

143. Exhibiting Nature. An exploration of how natural history and anthropology museums, botanical gardens, zoos, national parks, and the like present a view of nature and human societies. Enrollment is limited. Field trip fee: \$40. P. Faulstich. [not offered 2002–03]

144. Visual Ecology. This course explores how ecological insights, issues, and concerns are investigated, illuminated, and manipulated through visual media. Examples include nature photography (both fine art and documentary), documentary films, and photographic essays. P. Faulstich. [not offered 2002–03]

146. Environmental Education. Students are trained in principles of environmental education, and serve as instructors to children from elementary schools in Pomona and Claremont. Participants work in teams to develop and teach effective environmental curricula at the Bernard Biological Field Station. In addition to teaching environmental ethics, local ecology, and critical ecological concerns, course participants serve as role models of environmental sensibility and community involvement. Enrollment is provisional until after the first class meeting when course applications are distributed. Fall, P. Faulstich.

147. Community, Ecology, and Design. This course is geared toward envisioning and creating an ecological future. We study aspects of community planning, architecture, urban design, and transportation in an exploration of alternatives to current patterns of social living. Combining ecological design principles and social concerns, this course offers environmental perspectives, concrete examples, and practical experience for making our communities socially healthy and ecologically benign. Fall, P. Faulstich.

148. Ethnoecology. This course investigates the ecological priorities and concepts of various peoples, from so-called “fourth world” hunters and gatherers to “first world” scientists. What we isolate and consider as ecological knowledge includes those aspects of culture that relate to environmental phenomena directly (e.g., resource exploitation) and indirectly (e.g., totemic proscriptions). Thus, this ecological knowledge affects subsistence and adaptation. Ethnoecology—the study of cultural ecological knowledge—begins, like the science of ecology itself, with nomenclatures and proceeds to considerations of processes. In this course we study beliefs about the relationship between humans and the environment as expressed in both Western science and the traditions of Native peoples, and we explore where these cultural systems of knowing intersect and diverge. Fall, P. Faulstich.

149. Ecology and Culture Change. This course studies relationships between changing natural systems and changing socio-cultural systems. We will investigate the approaches to ecological and social dynamics (change, degradation, evolution, revolution), with a focus on the factors which link ecological and human processes. Theoretical and applied perspectives on change will be studied at both the micro and macro levels. Emphasis will be placed on evaluating and understanding how peoples create and respond to change. Global issues of ecology and intercultural communication will guide our inquiries. P. Faulstich. [not offered 2002–03]

- 150. Ecology.** (See Science: Biology 146L.) Fall, D. McFarlane.
- 152. Evolution.** (See Science: Biology 145.) Fall, D. McFarlane.
- 155. Animal Behavior.** (See Science: Biology 154.) Spring, D. Guthrie.
- 159. Natural Resource Management.** (See Science: Biology 159.) Spring, E. Morhardt.
- 164. North American Archaeology.** (See Anthropology 164.) S. Miller. [not offered 2002–03]
- 167. Wild Thoughts and Wild Wandering.** This seminar grapples with the ideas concerning humanity's relationship with the rest of nature. Through close readings, substantive reflection, and real world wild adventures (field trips), students gain a deeper appreciation for the preciousness of our wild relations, and how beliefs and societal constraints correspond with human induced changes in nature. Course fee \$40, field trips. Spring, J. Venetoulis.
- 168. Humans and Their Environments: The Prehistoric Perspective.** (See Anthropology 168.) Spring, S. Miller.
- 169. Marine Ecology.** (See Science: Biology 169L.) Spring, Staff.
- 172. Environmental Economics.** (See Economics 172.) M. Federman. [not offered 2002–03]
- 175. Ecological Agriculture.** Agriculture as a recent form of human ecology. Is modern industrial agriculture sustainable? How can we grow food in ways more in keeping with ecological processes? Alternative forms of farming will be explored in readings, lectures, and films. Each student will have a plot in the community garden for growing vegetables. Course fee: \$25. Enrollment is limited. [not offered 2002–03]
- 178. Practicum in Land Restoration and Management.** Through work on selected projects in the Pitzer Arboretum and field trips, we will explore some ways of restoring a healthy relationship between people and the land. Emphasis is on learning through "hands-on" work. Course fee: \$40. May be repeated for credit. Enrollment is limited. [not offered 2002–03]
- 179. Worldview and Natural History.** This seminar strives to increase understanding of how worldviews are situated in the landscape, and how indigenous cosmologies function as storehouses of critical knowledge of the natural world. Students will engage in substantive, collaborative research on a selected topic. Areas of focus include symbolic systems, traditional ecological management, Aboriginal Australia, and Botswana. P. Faulstich. [not offered 2002–03]
- 181. The Politics of Water.** (See Political Studies 181) J. Sullivan. [not offered 2002–03]
- 199. Senior Thesis.** Fall/Spring, Staff.

See also:

Anthropology

- 1. Introduction to Archaeology and Biological Anthropology.** S. Miller.

Biology

- 104. Conservation Biology.** G. Fowler (Pomona).
- 108. Ecology and Environmental Biology.** S. Adolph (HMC).
- 132. Vertebrate Biology.** W. Wirtz (Pomona).
- 191B. Environmental Biology.** Staff (HMC).

Economics

- 127. Environmental & Natural Resource Policy.** J. Jurewitz (Pomona).
- 171. Environmental and Resource Economics.** R. Teeple (CMC).

Geology

2. Natural Hazards. R. Hazlett (Pomona).

Government

118. Practicum in Government & the Environment. A. Balitzer (CMC).

119. Introduction to Environmental Law and Regulation. Staff (CMC).

120. Environmental Law. T. McHenry (CMC).

Modern Languages, Literatures, and Cultures

183e. Ecological Catastrophe. Staff (Pomona).

Political Studies

162. The Year 2012: Utopia or Oblivion? S. Snowiss/H. Senn.

Politics

136. Environmental Politics & Policy. R. Worthington (Pomona).

European Studies

See International and Intercultural Studies, p.89

French

See Modern Languages, Literatures, and Cultures, p.113

**Maya Federman**

Assistant Professor, Economics

The smaller size of many courses at Pitzer allows for more interaction and student participation. Discussions in large and small groups allow students to work through problems on their own and practice “thinking like economists” in the real world. I try to incorporate a strong public policy emphasis into my courses to make what we learn more relevant to current issues.

Gender and Feminist Studies

Pitzer advisors: M. Banerjee, J. Benton, M. Federman, C. Fought, A. Juhasz, L. Harris, S. Miller, J. Parker, K. Rogers, S. Snowiss, and M. Soldatenko.

Scholarship on women addresses three kinds of pressing intellectual needs. The first is to provide more information about women's lives and contributions. The second is for the revision of existing theory that claims to speak for all human beings while it has been based almost exclusively on the experience of men. The third is for the integration of perspectives shaped by sensitivity to race, class, ethno-national origin, and sexual orientation within the study of gender.

Courses in Gender and Feminist Studies focus on the relations of power that have produced inequalities between genders. We consider gender inequality a human construction subject to change rather than an innate, ordained condition. In the classroom and in research, our critical perspective challenges conventional concepts and methods of analysis and encourages the formulation of new paradigms of teaching, learning, and research that reflect the diversity of women's experience.

Pitzer offers a major and a minor in Gender and Feminist Studies and combined majors with other disciplines in the social sciences, in the humanities and fine arts, in the natural sciences, as well as in interdisciplinary subjects, including Asian American, Black, and Chicana Studies.

Pitzer's Gender and Feminist Studies courses are part of the rich variety of Women's Studies courses offered by all The Claremont Colleges. Students who are interested in courses other than those listed below should consult the Intercollegiate Women's Studies brochure of courses offered each semester. The Intercollegiate Women's Studies Teaching and Research Center is a centrally located facility at 1030 Dartmouth Street. Open to all faculty and students of The Claremont Colleges, it provides programs of lectures and seminars each semester.

The Pitzer Student Women's Center, located upstairs in the Grove House, has a small library devoted to gender and feminist studies and provides a meeting space for interested students.

The **Major** requires a minimum of eleven courses, distributed among categories A-E as follows:

- (A) ID 26. Introduction to Women's Studies
- (B) To achieve breadth, four "primary" courses in Gender & Feminist Studies/Women's Studies, at least one from each of the following three areas:
 - (1) Natural and Life Sciences or women and technology—recommended courses in Human Biology including Biology 56L, Genetics of Human Disease 57L. The latter courses will also fulfill the college-wide science requirement. Courses in women, science and technology will not fulfill the college-wide science requirement.
 - (2) Social Sciences—recommended courses include Gender and Feminist Studies/Women's Studies courses in anthropology, economics, political studies, psychology, and sociology. Courses and independent studies that emphasize internships or fieldwork are especially encouraged.
 - (3) Arts and the Humanities—recommended courses include Gender and Feminist Studies/Women's Studies courses in English and world literature, history, the humanities, religion, and theology.

- (C) To provide depth, four additional “primary” courses in one of the three areas listed in section B—the natural and life sciences, social sciences, or humanities. Included in these four, by the end of the junior year, should be such courses in methods or theory as are necessary to the satisfactory handling of the senior seminar and senior project.
- (D) WS 190. Senior Seminar in Women’s Studies in the fall, in preparation for the Senior Project.
- (E) The Senior Project, to be completed as an independent study in the spring, will normally continue research undertaken in the Senior Seminar.

If students have two majors, no more than two courses, including a methods course if appropriate, may be counted towards the completion of both majors.

Combined Major or Minor: Students wishing to complete a Combined Major or Minor in GFS are required to complete the introductory course (A); three courses from category B, one each from the natural life sciences, social sciences, and humanities; two additional courses from one of these three areas (including courses in theory and methods as appropriate), and a senior project that will demonstrate the integration of the combined fields. All combined majors will have two advisors, one in GFS.

Honors: Students are required to have a cumulative and GFS GPA of 3.5 and the recommendation of the field group based on the quality (A or A-) of the senior project or thesis. Two advisors are required and one must be from the Pitzer GFS field group. The final version of the honors thesis or project to be reviewed by the Field Group is due two weeks before the end of classes.

WS/ID 26. Introduction to Women’s Studies. A cross-disciplinary examination of the study of women. Current analysis of woman’s past and present role in society; her creativity; her physical, emotional, and intellectual development; and her sexuality will be examined by historians, psychologists, anthropologists, sociologists, biologists, economists, political scientists, artists, and literary critics. Fall, A. Bilger (CMC); Spring, M. Soldatenko.

GFS 60. Women in the Third World. This class explores the lives of women in Africa, Asia and Latin America, and feminist writings that grow out of their experience. It addresses such questions as these: What are their lives like? What are their accomplishments, problems and priorities? How are they affected by and influenced by programs of economic development? What feminisms have grown out of their varied experiences? Why have these views been overlooked in Western feminist discourses? Fall, M. Soldatenko.

GFS 61CH. Contemporary Issues of Chicanas and Latinas. In this interdisciplinary course, we will look at the contemporary experiences of Chicanas and Latinas in the United States, addressing issues of culture, identity, gender, race and social class. Readings and lectures provide historical background for our in-depth exploration of the latest exemplary works in Chicana Studies. Attention is given to diverse manifestations of cultural production in Chicana/Latina communities. Fall, M. Soldatenko.

GFS 115. Gender, Race and Class: Women of Color in the US. We will explore the contemporary experiences of African American, American Indian, Asian American/Asian immigrant, Chicano/Latina, and White women, focusing on the social construction of gender and race. We will place the experiences of women of color at the center of analysis, looking at the socioeconomic and political conditions which affect their lives. The power relations in the construction of women’s discourses will be presented as an integral part of the struggle of “minority” groups in the US. Prerequisite: WS/GFS 26 or equivalent. Spring, M. Soldatenko.

GFS 154CH. Latinas in the Garment Industry. This research seminar will study the lives and work of Latinas in the garment industry in Southern California, using an historical and comparative approach. This course will consider the origins of this industry in the USA, including unionization efforts, and the impact of globalization on women in plants abroad. The emphasis, however, is on contemporary Latinas working in the Los Angeles area. Students will need to be available to participate in several afternoon-long field trips to the garment district. Prerequisite: WS/GFS 26, 30CH, or equivalent. Spring, M. Soldatenko.

GFS 160/IIS 160. Culture and Power. (See IIS 160) J. Parker. [not offered 2002–03]

GFS 163. Feminist Theory. (See POST 163) S. Snowiss. [not offered 2002–03]

WS/ID 190. Senior Seminar. This seminar will provide senior concentrators in Women's Studies who are ready to embark on the writing of their senior thesis an opportunity to engage theoretically informed readings that address the intersections of gender with other axes of difference, including sexuality, race, postcoloniality, class and culture. The perspective of the seminar is explicitly poststructuralist and includes both conventional "theoretical" accounts and examples of feminist ethnography, theories of the subject, and cultural production. Prerequisite: senior thesis writers only. M. Waller (Pomona).

GFS/ID 191. Senior Thesis or Project. Staff [Pitzer].

Cross-listed:

For course descriptions and prerequisites of cross-listed courses, please see the Intercollegiate Women's Studies brochure or the relevant College's course catalog.

Anthropology 88. China: Gender, Cosmology and the State. Spring, E. Chao.

Anthropology 132. (SCR) Stigma: Culture, Deviance, and Identity. Fall, S. Seizer.

Art 122. Intermediate Photography. (PO) Spring, S. Pinkel.

Art 123. Advanced Photography. (PO) Fall, S. Pinkel.

Art 183. (SCR). Feminist Concepts in Media Studies. Fall, N. Macko.

Art History 178. Black Aesthetics and the Politics of (Re)presentation. (PO) Fall, P. Jackson.

Art History 185G. Gendering the Renaissance. (PO) Fall, G. Gorse.

Asian American Studies 90. (PI) Asian American and Multiracial Community Studies. Fall, J. Parker.

Classics 114. Female and Male in Ancient Greece. (SCR) E. Finkelpearl.

Economics 122. Poverty and Income Distribution. (PO) C. Conrad.

English & World Lit./GFS 35. (PI) Women Writers and Fiction of Moral Choice. J. Benton. [not offered 2002–03]

English 42eBK. Girl-Worlds: Female "Coming of Age" Literature. Fall, L. Harris.

English 64C. Screenwriting. (PO) K. Fitzpatrick.

English 125D. Literature and Film of the African Diaspora. (PO) V. Thomas.

English 140. Literature of Incarceration: Writings from No Man's Land. (PO) T. Clark/V. Thomas.

English 141. Topics in Contemporary Fiction. (PO) K. Fitzpatrick.

English 162. Virginia Woolf. (PO) T. Clark.

- English 174. **Contemporary Women Writers.** (SCR) Fall, G. Greene.
- English 176. **Southern Women Writers.** (SCR) Fall, C. Walker.
- English 177. (SCR) **The Memoir.** Fall, G. Greene.
- English & World Lit./GFS 187. **19th Century Anglo-American Literature: Willing Men and "Scribbling Women."** J. Benton.
- French 173. **Reading Bodies.** (PO) Spring, M. Waller.
- History 148. **Women in European History, 1450–1815.** (CMC) Fall, L. Cody.
- History 171BK. **African American Women's History.** (SCR) R. Roberts.
- History 172. **Women in the U.S.** (SCR) J. Liss.
- History 174. **Holiness, Heresy and Body.** C. Johnson.
- History 176. **Public Women, Private Lives.** (PO) Spring, P. Smith.
- ID 26. **Introduction to Women's Studies.** (PO) Staff.
- ID 46. **Situated Knowledges: Cultural Studies of 20th Century Anthropology.** (PO) Staff.
- International/Intercultural Studies 167. (PI) **Theory and Practice of Resistance to Monoculture.** J. Parker.
- Linguistics 110 **Gender and Language.** Fall, C. Fought.
- Literature 94. **Border Crossings: Immigration in Literature.** (CMC) S. Bower.
- Media Studies 46. **Feminist Documentary: Production and Theory.** (PI) A. Juhasz.
- Media Studies 47. **Independent Film Culture.** (PI) A. Juhasz.
- Media Studies 90. **Women and Film.** Spring, A. Juhasz.
- Music 119 (SCR) **Women in Music.** J. O'Donnell.
- Philosophy 25. **Feminist Philosophy.** (PO) Fall, J. Lackey.
- Philosophy 150 (SCR) **Philosophy of Feminism.** S. Castagnetto
- Politics 46. **Women and Politics.** (PO) E. Crighton.
- Politics 89A **Feminist Political Theory.** (PO) J. Stevens
- Psychology 125. **Psychology of Women.** (PO) D. Burke.
- Religious Studies 106 **Zen Buddhism.** (PI) J. Parker.
- Religious Studies 119. **Medieval Religion of East Asia.** (PI). Fall, J. Parker.
- Religious Studies 163. **Women and Gender in Jewish Tradition.** (CMC) Fall, G. Gilbert.
- Religious Studies 164. **Engendering and Experience: Women in the Islamic Tradition.** (PO) Z. Kassam.
- Religious Studies 167. **Resistance to Monoculture.** (PI) Fall, J. Parker.
- Religious Studies 175. **Visions of the Divine Feminine.** (CMC) C. Humes.
- Sociology 112. **The Life Course of Women.** (PO) J. Grigsby.

Sociology 146. Women's Roles in Society. (PO) L. Rappaport.

Sociology/WS 181. Violence in Intimate Relationships. (PI) A. Stromberg.

Women's Studies 62. Gender Issues in International Development. (PO)
N. Gunewardena.

Women's Studies 132. Women, Health & Nutrition Seminar. (PO) N. Gunewardena.

Women's Studies 181. Feminist Community Engagement: Interdisciplinary Theory and Praxis. (PO) N. Gunewardena.

Women's Studies 190. Senior Seminar in Women's Studies. (PO) M. Waller.

German

See Modern Languages, Literatures, and Cultures, p.117

History

Through the study of history, students gain an understanding of how analyzing change over time can lead us to question that which we take for granted in the world around us. Goals of the history major are to supply a grounding in basic factual materials; to teach skills for independent historical research; to examine large-scale changes that shape our past and present; and to sharpen students' ability to form their own political arguments.

Pitzer Advisors: S. Glass, C. Johnson, S. McConnell, D. Segal, A. Wakefield.

Requirements for the Major

For a major in History, students must satisfactorily complete a minimum of 10 history courses. One of these shall be the Seminar in History, normally taken in the junior year. Courses must be taken in at least three of the following five fields: Europe, the United States, Asia, Africa, and Latin America. Four or more courses must be taken in one of these areas. Included in these four courses must be a survey course (History 11, 17CH, 21, 40BK, 41BK, 55, 56, 111aBK, 111bBK), preferably taken in the first-year or sophomore year. Although Advanced Placement in history may be accepted toward graduation, it will not be counted toward the ten courses required for a history major.

Because the surveys of European, world, and United States history (History 11, 20, 21, 55, and 56) are often prerequisites for upper-division seminars, students emphasizing those regions are strongly urged to take these courses as a first-year student. Students emphasizing Asian, Latin American, or European (other than English) history are encouraged to acquire a competence in a relevant language as early as possible, especially if they expect to pursue graduate study in this field.

In addition to the specific requirements for the major in History, the History faculty encourages its majors to acquire a broad background in the liberal arts.

Honors: Superior students will be nominated by the History faculty to write theses, which will be considered for honors. The thesis (normally one or two courses) will be taken in addition to the basic requirements for the major.

11. Modern Europe 1789-1989. This lecture and discussion course on Europe from the French Revolution to the fall of the Berlin Wall introduces students to the politics and culture of societies that have helped shape the Western and Westernized world. We will examine the state, absolutism and liberalism, and the later challenges of nationalism, socialism and feminism. [not offered 2002-03]

16. Environmental History. For some, environmental history recounts humanity's long encounter with nature; for others, it is the changing story of the land itself; for still others, it is an account of humanity's changing ideas about nature and wilderness. In this course we will familiarize ourselves with all of these approaches. The course, which is global in scope, surveys materials from the past five centuries. Major themes include: the history of globalization and industrialization, ecological imperialism, the history of ecology, the idea of wilderness, science and environment, and global environmental change. Fall, A. Wakefield.

17CH. Chicano/a History. (See Chicano Studies 17CH.) Fall, Staff. (Pomona).

20. Greece and Rome. An introductory survey of the histories and cultures of Classical and Hellenistic Greece, Republican and Imperial Rome to A.D. 565 and the rise of Christianity. Special attention is given to the primary source material, with an examination of the archaeological evidence and representative readings from the ancient poets, historians, and philosophers. Fall, S. Glass.

21. The World Since 1492. [Also Anth 21] This course explores the last 500 years of world history. In examining this large expanse of time, the focus is on four closely related themes: (1) struggles between Europeans and colonized peoples, (2) the global formation of capitalist economies and industrialization, (3) the formation of modern states, and (4) the formation of the tastes, disciplines, and dispositions of bourgeois society. Spring, D. Segal/C. Johnson.

33. Caribbean Cultures, Societies, and Histories. (See Anthropology 33).
D. Segal. [not offered 2002-03]

36. Malls, Museums, and Other Amusements: The Public Sphere in the Modern U.S.
(See Anthropology 36). D. Segal/S. Seizer. [not offered 2002-03]

40BK. History of Africa to 1800. (See Black Studies 40BK) Fall, S. Lemelle (Pomona).

41BK. History of Africa, 1800-Present. (See Black Studies 41BK.)
Spring, S. Lemelle (Pomona).

55, 56. United States History 1620-Present. An analytical and topical introduction to American social and political history. This course will focus on how different historians have interpreted several key events and periods. Among the topics to be considered are the encounter between New England Puritans and the land, the adoption of the federal Constitution, causes of the Civil War, the rise of the city, and the development of 20th-century liberalism. Intended for students with no previous college-level background in United States history. Either semester may be taken separately.

55. United States History, 1620-1877. S. McConnell. [not offered 2002-03]

56. United States History, 1877-Present. Spring, S. McConnell.

62. Embodying the Voice of History. (See Anthropology 62.) Fall, E. Chao.

82. Science and Technology in the Modern World. (See STS 82.) Spring, J. Grabiner.

90. Schooling. (See Anthropology 90.) D. Segal. [not offered 2002-03]

100ICH. Identity and Culture in Latin America. (See Chicano Studies 100ICH.)
M. Tinker-Salas (Pomona). [not offered 2002–03]

100NCH. The Mexico-United States Border. (See Chicano Studies 100NCH.)
Spring, M. Tinker-Salas (Pomona).

100UBK. Pan Africanism and Black Radical Traditions. (See Black Studies 100UBK.)
Spring, S. Lemelle (Pomona).

103. Introduction to American Culture. (See American Studies 103.) Spring, Staff.

111aBK. African American History to 1877. (See Black Studies 111aBK.)
Fall, R. Roberts (Scripps).

111bBK. African American History Since 1877. (See Black Studies 111bBK.)
Spring, R. Roberts (Scripps).

130. Modern Germany. During Germany's brief political life, the country has been unified, divided, and then reunified again. It is a troubled past, one that includes—in less than 50 years—two catastrophic world wars, Nazism, the Holocaust, and the division of Germany into two separate political units. In surveying that troubled past, we will see how the category “German” was constructed and remade to serve the needs of a nascent nationalism; how, at the same time, the notion of modernity became a central organizing principle for the new nation; how German modernity yielded cataclysmic results; and, finally, how government and people coped with the burdens of memory and identity in the aftermath of catastrophe. Spring, A. Wakefield.

132. Marx in Context. Despite his lasting importance as a social critic and political thinker, Karl Marx is rarely appreciated as an observer of his own world. In this course, we will read Marx in the context of 19th-century Europe. As a working journalist, Marx was intimately familiar with the great movements and upheavals of his time. We follow him from the quiet German towns and idealist philosophy of his youth, to the great revolutionary metropolis of mid-century Paris, to the blaring factories of industrial Manchester, and up through the unification of Germany. We will use Marx's writings to make sense of that world, while, at the same time, attention to the history of 19th-century Europe will help us interpret his writings. Fall, A. Wakefield.

136. A History of the Police State. During the 18th-century, governments throughout Europe began to focus increasingly on the welfare of their populations, recognizing that healthy and industrious subjects were the bedrock of wealthy and powerful states. Accordingly, these states began to regulate many aspects of everyday life, like health, economy, and safety. In this course, we will begin with this early history before moving on to more specific examples. We are all comfortable with the notion that certain repressive, despotic regimes were (and are) police states. The more uncomfortable question, of course, is what “western democracies” share with places like East Germany or Fascist Italy. Spring, A. Wakefield.

143BK. Slavery and Freedom in the New World. (See Black Studies 143BK.)
Fall, S. Lemelle (Pomona).

144. The History of Travel, Adventure, and Exploration. This course will survey the history of travel, adventure, and exploration from the 13th-century to the present. Readings draw primarily from first-person accounts to understand why people voyage, what they hope to discover, and what happens to them along the way. Travelers, who often find themselves in unfamiliar and threatening situations, make fascinating historical guides, but their narratives often tell us more about the traveler than about the destination. It is one of many issues we will discuss as we work through these primary documents together. Spring, A. Wakefield.

149BK. Industrialization and Social Change in Southern Africa.

(See Black Studies 149BK.) S. Lemelle (Pomona). [not offered 2002–03]

150. Journalism in America, 1787–Present. This course traces changes in the communication of “news” in the United States, from courthouse oratory in the early republic to network television in the late 20th century. Topics of study include the invention of “news” itself in the early 19th century, the development of journalism as a profession, the rise and fall of objectivity as a professional goal since 1900, and the ways in which changes in technology have affected the transmission of information. S. McConnell. [not offered 2002–03]

151. The Atomic Bomb in American Culture Since 1945. This course will examine the cultural implications of the continuing prospect of nuclear annihilation—something not present or even imaginable before Hiroshima. topics to be considered include the motivations of the scientists who constructed the first atomic bomb at Los Alamos, the role of nuclear weaponry in the Red Scare of the 1950s, and various visions of post-nuclear world in fiction. Sources will include secondary texts as well as a number of films. Spring, S. McConnell.

152. Down and Out: The Great Depression, 1929–1941. The economic depression triggered by the stock market crash of 1929 was no fluke—it had been building in the global economy ever since World War I. Yet, when it came, it descended on Americans with a peculiar swiftness, and with a severity that was relieved only by a second world war. This seminar course inquires into the causes of the depression, the ways Americans coped (or failed to cope) with it, and the psychological scars it left on its generation. Prerequisite: History 56 or equivalent course strongly recommended; first-year students and sophomores with permission of instructor only. S. McConnell. [not offered 2002–03]

154. U.S. Labor History. This course examines the changing meaning of labor in the United States as the nation evolved from a collection of farmers to the greatest industrial power in the world. The focus will be on workers’ reactions to the control strategies of employers, including cooperatives, unions, political movements, and on-the-job resistance. The period since 1880 is emphasized. Students are strongly advised to take Political Studies 112 (Labor Unions and Politics) concurrently with this course, since some activities for both courses will be coordinated. S. McConnell. [not offered 2002–03]

157. The Era of the Civil War and Reconstruction, 1845–1877. This seminar course looks at the causes and consequences of the American Civil War—social, cultural, economic, and political. Although not neglecting military history, it places emphasis on the decisions leading up to the conflict and on the devastation it left in its wake. Prerequisite: History 56 or equivalent; sophomores with permission of instructor only. Enrollment is limited. S. McConnell. [not offered 2002–03]

159. Victorian America, 1870–1900. This seminar course will focus on the social, cultural, economic, and political history of this anxious time, otherwise known as the Gilded Age and the Great Barbecue. Topics covered include the rise of big business, genteel culture and its eclipse, Populism, Victorian marriage, and Darwinism (social and otherwise). Prerequisite: History 56 or equivalent course strongly recommended; first-year students and sophomores with permission of instructor only. S. McConnell. [not offered 2002–03]

170. Hybrid Identities: Spanish Empire. In the Spanish Empire, many distinct peoples coexisted under one king and together created a diverse imperial society. This seminar examines the ways that religion, ethnicity, language, law, and space defined or failed to define people in the Spanish Empire. We will pay particular attention to the processes of cultural encounter, domination, resistance, and adaptation that formed identity. The course begins in Spain, exploring interactions between ‘old Christian’ Spaniards, Jewish people converted to Christianity, and Muslims converted to Christianity. We then turn to colonial Latin America and the Philippines to consider interactions between Spaniards and indigenous peoples such as Aztec, Inca, Maya, Pueblo Indians, and Tagalog Filipinos. Spring, C. Johnson.

171BK. History of African-American Women in the United States.

(See Black Studies 171BK.) R. Roberts (Scripps). [not offered 2002–03]

172. Empire and Sexuality. The construction of gender and sexuality was central to British and French imperialism. This course examines the formation of genders in colonial Asia and Africa from the 18th through the early 20th-centuries. We will look at men and women, colonizers and colonized, and hetero- and homosexualities in order to understand the connections between gender, sexuality, race, and power. Themes will include gendered discourses that defined political authority and powerlessness; the roles that women’s bodies played in conceptualizing domesticity and desire; and evolving imperial attitudes toward miscegenation, citizenship, and rights. Fall, C. Johnson.

174. Holiness, Heresy, and the Body. What was holiness to pre-modern Europe? How was it expressed physically. What made someone a saint rather than a heretic or a witch? How did the relationship between sanctity and the body change in Europe from waning days of the Roman Empire to 1600 C.E.? What are the connections between such people and the evolution of Christianity in Europe? In order to answer these questions, we will study people either praised or holy or condemned as heretics, and how their contemporaries figured out the difference. We will examine the significance of gender, attitudes towards body and mind, charisma, social status, and relationships to supernatural or divine powers. Fall, C. Johnson.

176BK. Is This America: The Modern Civil Rights Movement.

(See Black Studies 176BK) Spring, R. Roberts (Scripps).

197. Seminar in History. An introduction to selected major European, American, and Third World historians, and to problems in the philosophy of historical writing. Required of all history majors for graduation. Should be taken in junior year. Open to non-history majors with consent of instructor. May be repeated for credit. Spring, S. McConnell.

History of Ideas

Pitzer College does not offer a program or major in History of Ideas.

1. Introduction to the History of Ideas. This general introduction to the field will examine the evolution of a few selected ideas, asking where they came from and how they got to be where they are. As the course will reveal, tracing ideas through time often requires sliding across the borders of art, religion, science, ideology, and popular culture. Spring, R. Rubin/B. Sanders.

3. Argument and Reasoning. A course aimed at the development of skill in recognizing, hearing, reading, writing, and criticizing attempts to persuade. Examples for study will be drawn from various sources, including TV ads and newspaper editorials. R. Rubin. [not offered 2002–03]

5. History of Philosophy: 600BC–1600AD. A survey of the history of European philosophical thought from the time of the ancient Greeks to the 17th century. Readings include selections from the works of Plato, Aristotle, Boethius, Augustine, Anselm, Aquinas, and others. Appropriate for all students. R. Rubin. [not offered 2002–03]

8. Explanation. What is it to explain? How do explanations differ from utterances of other sorts? What distinguishes good explanations from bad ones? In this course, we will address these questions from philosophical, historical, and linguistic viewpoints. Staff. [not offered 2002–03]

9. History of Modern Philosophy: 1600 AD–Present. (formerly HSID 6) A survey of the history of European philosophical thought from Shakespeare's time to the present. Readings include selections from the works of Descartes, Locke, Berkeley, Hume, Ayer, and Quini. Appropriate for all students. History of Ideas 5, though recommended, is not a prerequisite. R. Rubin. [not offered 2002–03]

47. Ideas of the City: Issues and Images. From Coney Island to Disneyland; from medieval Paris to postmodern Quartz City. Historical, intellectual, and visual tours of city life. B. Sanders. [not offered 2002–03]

100. Introduction to Formal Logic. A course whose aim is the development of skill in noticing, evaluating, and presenting reasoning. The class will spend about a third of its time looking at a simple system of formal logic (the sentential calculus), about a third of its time looking at arguments in English, and about a third of its time wondering how the system and English are related. (This class satisfies the Formal Reasoning Requirement.) Fall, R. Rubin.

111. History of Laughter. The first third of the class will be devoted to an examination of attitudes toward laughter from the ancient world, through the Middle Ages, and into the Renaissance and the 18th century. We will try to understand why laughter was considered so dangerous, so sacrilegious; why Christ never laughed; why Rabbis and Church Fathers advised against it; why the Jacobians used it for punishment. The second third will deal with theories of joking and laughter. The last part of the class will focus on contemporary humor—Allen, Sahl, Bruce, Lord Buckley, Berman, Pryor—and will visit local comedy clubs just for laughs. Spring, B. Sanders.

120. Descartes and His Times. A close look at the relation of Descartes' *Meditations*, an extremely influential philosophical treatise published in 1640, to the social, scientific, and religious revolutions with which the 17th century began. Staff. [not offered 2002–03]

121. Rationalism. (see Philosophy 121.) Fall, R. Rubin.

122. Occult and Magical Philosophy: Origins. A study of the relation of two "mystical" movements—Gnosticism and Hermeticism—in relation to mainline Christianity. Readings will be drawn from the Old and New Testaments, from the recently discovered Nag Hammadi library, from Plotinus's *Enneads*, and from the literature of alchemy. R. Rubin. [not offered 2002–03]

123. Occult and Magical Philosophy: Modern. A look at the practice and theory of the modern occult movement, with emphasis on “The Golden Dawn.” Appropriate for all students. History of Ideas 122, though recommended, is not a prerequisite. Fall, R. Rubin.

127. Aikido and the Harmony of Nature. An examination of the Japanese spiritual discipline and martial art of Aikido. Readings will include some descriptions of Samurai culture, a biography of Aikido’s founder, and analyses of Aikido’s underlying (somewhat mystical) philosophy. No previous experience in the martial arts is necessary, but simultaneous enrollment in the Pomona/Pitzer Aikido class is *required*. R. Rubin. [not offered 2002–03]

135. Orality and Literacy. In the first half of the course, students will look at the history of the composition of oral poetry, the use of the scriptoria, silent reading, printing, and the text. In the second half, students will examine what effect the shift from oral delivery to published texts had on the shape and direction of fiction. Fall, B. Sanders.

134. The Films of Hitchcock. An examination of Alfred Hitchcock’s films, including *North by Northwest* and *Rear Window*. Fall, B. Sanders.

136. The Emotions. A philosophical look at the nature of emotion in general and at the natures of the particular emotions of guilt, shame, embarrassment, anger, jealousy, and envy. Spring, R. Rubin.

140. Illich, Foucault and Levinas: The Critique of Institutions. This class will examine the work of three major, contemporary critics—Ivan Illich, Michel Foucault, Emmanuel Levinas—and their understanding of the nature of institutions. Fall, B. Sanders.

Human Biology

See Science, p.160

International and Intercultural Studies

The International and Intercultural Studies major is a multidisciplinary course of study designed to deepen and broaden a student’s understanding of countries and cultures different from their own. Through course work at Pitzer, language acquisition, and an intensive experience away from the campus, the major seeks to make students aware of what binds them to, and separates them from, other peoples and other places. Courses examine history, philosophy and the arts as well as the politics, economics, and cultural contexts of a broad diversity of societies and nations. They explore the interconnectedness of global processes and treat the impact of culture on the way those processes are experienced. Coursework for the major is outlined below. Courses should be chosen in consultation with a major advisor. A detailed list of courses offered in each of these areas will be published annually by the IIS field group.

Major Advisors. Students are encouraged to choose a major advisor whose interest and expertise correspond with their proposed track and region. Each of the advisors listed below can provide a list of courses available at The Claremont Colleges from which the student can develop an individualized course of study. Appropriate courses for the major should be discussed thoroughly with the advisor.

Principal advisors for Global Studies and each Regional Studies track are the following:

Global Studies: D. Basu, P. Faulstich, T. Ilgen, S. Snowiss, M. Soldatenko

Asian Studies: E. Chao, J. Lehman, J. Parker.

European Studies: N. Boyle and H. Senn

Latin American and Caribbean Studies: J. Lerner, D. Segal, M. Soldatenko

Third World Studies: N. Masilela, L. Tongun

Other faculty with interests in International and Intercultural Studies: L. Harris, S. Miller, A. Stromberg, L. Yamane.

Requirements of the Major

- I. **Core Courses.** Majors must complete the Introduction to International and Intercultural Studies and two of the courses listed below in history, anthropology and political studies. These courses should be completed during the freshman or sophomore years. Each major will complete the senior seminar in which each participant will write a major research paper or complete a major project. For joint or double majors, they may take one senior seminar if the IIS senior seminar instructor's other field(s) is(are) the student's joint or double major field. A senior thesis or senior project is optional, unless the student is being considered for honors (see below).
 - A. IIS. 10, Introduction to International and Intercultural Studies.
 - B. History 21. The World Since 1492
 - C. Anthropology 2. Introduction to Social-Cultural Anthropology
 - D. Political Studies 46. International Politics, or
Political Studies 30. Comparative Politics.
 - E. Senior Seminar.
- II. **Language.** To satisfy the major language requirement, any of the following methods may be used:
 1. Two years of college or university-level classroom language instruction.
 2. Proficiency by immersion, normally completed in a Pitzer External Studies or other language-intensive external studies program approved by the field group. (See advisor or External Studies office for list of approved programs.)
 3. Demonstration of competence at the equivalent level of two years of college or university-level classroom instruction by successfully completing an oral or written examination administered by a qualified language instructor.
- III. **External Study.** Students are expected to participate in a semester-long program of external study relevant to their chosen track. Students should consult both with the Director of External Studies at Pitzer to choose an appropriate program and with their advisors to select courses that will prepare them for this experience. It is strongly recommended that students planning to study in a particular Pitzer External Studies program take courses designed to prepare them for that program. Preparatory courses are listed below under Core Courses, with the appropriate program indicated parenthetically. Students returning from External Studies programs are strongly recommended to take IIS 100, External Studies Colloquium.
- IV. **Advanced Course Work.** Students will choose one of two tracks in pursuing advanced course work: (A) Global Studies; or (B) Regional Studies. Both tracks ask students to explore the interconnections of a range of issues such as the consequences of global economic markets; internal and external challenges to the nation-state; national and transnational environmental concerns; migration and immigration; formulation and reformulation of individual, ethnic, racial, and religious identity; and competing sources of knowledge for understanding the world in which we live. The Regional Studies track permits students to address these same issues in a more focused way by examining one of the following: Asia, Europe, Latin America and the Caribbean, or the Third World. Six courses are required within each track. Students choose these in consultation with their advisors. Students who choose the Regional Studies track should work with an advisor who has expertise in the region chosen. The IIS Field Group annually publishes a list of appropriate courses for each track along with several examples of groups of courses selected by IIS majors.

A. Global Studies: Students may choose appropriate courses from any of the groups of courses but must include at least one from three of the following groupings.

1. History, political thought, and cultural studies (appropriate courses would include histories and theories of different global phenomena—modernization and industrialization, imperialism and colonialism, liberalism, socialism and fascism—as well as histories of different regions, nations, and cultures)
2. Art, music, literature, philosophy and religious studies (appropriate courses would include those which explore ways of knowing, experiencing, and communicating in different cultural contexts)
3. Political studies, economics, and environmental studies (appropriate courses would include those which examine the dynamics of international relations and transnational politics, the structures and processes of the global economy, and the consequences of global political and economic forces on the environment)
4. Anthropology, sociology, and psychology (appropriate courses would address the processes of forming, sustaining, and transforming groups and cultures in the contemporary world and how those processes shape and reshape conceptions of individual and collective identity).

B. Regional Studies: Students may choose Asian studies, European studies, Latin American and Caribbean studies, or Third World studies. They may choose appropriate courses from any of the following groups of courses but must include at least one from three of the following groupings. In consultation with a faculty advisor, students may also design an alternative regional track such as African studies or Middle East studies if sufficient appropriate courses can be identified at The Claremont Colleges.

1. History, political thought and cultural studies (appropriate courses would include histories of the countries or cultures within the chosen region)
2. Art, music, literature, philosophy, and religious studies (appropriate courses would include those which focus on the arts, philosophies, or religions of the chosen region, or country or culture within that region)
3. Political studies, economics, and environmental studies (appropriate courses would include those addressing national or regional political issues and institutional responses; economic issues such as national development strategies, regional integration and their impact on human welfare; and particular environmental challenges facing individual countries and cultures or the region as a whole)
4. Anthropology, sociology, and psychology (appropriate courses would address the formation and transformation of groups and cultures specific to the region and explore issues of race, class, and gender as central to individual and collective identities of the region).

Combined Major Requirements. Students wishing to complete a combined major in IIS and another major will need to complete all requirements for the regular major, except that the minimum number of advanced courses is reduced to three instead of six courses. These three advanced courses must still be distributed across three of the four course groupings listed under the Global Studies and Regional Studies tracks.

Honors. Students with a cumulative and major GPA of 3.5 or higher may be considered for honors in International and Intercultural Studies. Honors candidates must write and successfully defend a senior thesis. The determination of honors is based on excellence in course work in the major and the quality of the senior thesis.

A. Core Courses:

Anth 2. Introduction to Sociocultural Anthropology. (See Anthropology 2.)
Fall, S. Seizer (Scripps); Spring, H. Paxson.

IIS 10. Introduction to International and Intercultural Studies. This course will introduce students to the field of international and intercultural studies. The course objective is to acquaint students with key concepts and practices defining human societies and their relations, such as colonialism, development, revolution, national and transnational, globalization, ideology, identity, culture, and knowledge. The course also exposes students to disciplinary, area studies, and newly emerging conceptualizations of the field.
Fall, L. Tongun/A. Wachtel.

30. Comparative Politics. (See Political Studies 30.) Spring, N. Boyle.

46. International Politics. (See Political Studies 46.) Spring, T. Ilgen.

IIS 180. Twentieth Century French Culture. (See French 180). H. Senn.
[not offered 2002–03]

190. Senior Seminar: Nation, Culture, and the Discipline. Students will read and critically discuss classical and newly emerging methods for the study of international and intercultural studies. For IIS majors only, unless students receive permission from instructor.
Fall, J. Parker.

B. Language.

Please see listings of appropriate languages.

C. External Study.

For courses to prepare for study abroad in a geographic region or particular Pitzer External Studies program see **Advanced Courses** listings, where the Pitzer program is indicated parenthetically at the end of the course description. Other courses in Area Studies programs, such as Asian Studies or Latin American Studies may also be acceptable for preparation for study abroad.

IIS 100. External Studies Colloquium. (See Political Studies 188.) Fall, C. Brandt/N. Boyle.

D. Advanced Courses:**1. History, Political Thought, and Cultural Studies:**

62. Embodying the Voice of History. (See Anthropology 62.) Fall, E. Chao.

90AA. Asian American and Multi-Racial Community Studies.
(See Asian American Studies 90) Fall, J. Parker.

110. (Mis)Representations of Near East and Far East. (Also Asian Studies 110)
[formerly (Mis)Representations of Asia and Asian America] This course will consider representations of the Near East and the Far East and their role in global power relations, popular culture, and subjectivity and agency. Course materials will be taken from the mass media, novels and films; foreign policy, business, religion, and the academy; and other sources. Issues to be considered include: the representation of violence and terrorism; the construction of difference and “the other”, the production of knowledge; authenticity, hybridity, and appropriation; and cultural nationalism and the nation state. Spring, J. Parker.

150, 151. History of Political Philosophy. (See Political Studies 150, 151)
Fall/Spring, S. Snowiss.

IIS 160. Culture and Power. (Also GFS 160.) This course introduces different theories of the relation of culture to power within and between societies, as well as to such processes as cultural nationalism, cultural imperialism, and cultural appropriation. Attention is given throughout the course to the interaction of gender, race, class, sexual orientation, religion, nation, and other factors in the distribution and circulation of power. Course topics will include the recent “culture wars” and PC debates in the U.S.; canonical debates in literature and religion; cultural nationalism in Japan; and the spread of “western” culture, science, and religion through mass media, imperialism and neo-imperialism, capitalism, and other means. Prerequisite: IIS 10, or WS/IS 26, or an introductory course in one of the ethnic studies programs, or permission of instructor. J. Parker. [not offered 2002–03]

167. Theory and Practice of Resistance to Monoculture: Gender, Spirituality, and Power. (Also GFS and Religious Studies 167.) In this course we will examine theoretically and experientially models of historical and contemporary resistance to monocultural patterns of knowledge and social relations. This resistance historically has been and continues to be produced and/or molded in large measure by imperial and capitalist relations and by selected European scientific systems. Enrollment is limited. (Preparation for China Program.) J. Parker. [not offered 2002–03]

2. Art, Music, Literature, Philosophy, Religion, and Media Studies:

IIS 23. China and Japan Through Film and Ethnography. (See Anthropology 23.) Spring, E. Chao.

IIS 38. Nature, Movement and Meditation in Qigong. Qigong is an ancient Chinese philosophy and practice. This course will have two major components (1) history and theory of Qigong within Chinese culture and (2) Qigong practice based on the Wei Tuo Eight Minute Drill that balances energy components of the human body for both physical and psychic health. Here the human ecology of the interaction between Qi energy in the natural environment and human beings will be investigated. This course will not only provide access to information and knowledge “about” another culture, but also will provide an opportunity to experience how another culture accesses knowledge. Enrollment is limited. (Preparation for China Program.) Fall, S. Snowiss.

IIS. 167. Resistance to Monoculture: Theory and Practice. In this course we will examine theoretically and experientially models of historical and contemporary resistance to monocultural patterns of knowledge and social relations. This resistance historically has been and continues to be modeled by imperial and capitalist relations and selected European scientific systems. Other topics to be discussed include Curanderismo, Santeria, Chinese science and medicine, environmental degradation, Wicca, and other indigenous scientific, healing, and spiritual traditions. (Preparation for China Program.) Fall, J. Parker.

Lit 145. Third World Women Writers. I. Balseiro (HMC).

MS 79. Silent Film. J. Lerner. [not offered 2002–03]

MS 89. Mexican Film History. J. Lerner. [not offered 2002–03]

Rlst 106. Zen Buddhism. Spring, J. Parker.

Rlst 119. Religion in Medieval East Asia. J. Parker.

Rlst 164. Engendering and Experience: Women in the Islamic Tradition. Spring, Z. Kassam-Hann (Pomona).

Fren 180. Twentieth Century French Culture: From Dadaism to Postmodernism. H. Senn. [not offered 2002–03]

Fren 181. Myth in Literature of the 20th Century. H. Senn. [not offered 2002–03]

Span 187. Expressions of Latin American Popular Culture. E. Jorge.
[not offered 2002–03]

Span 188. Documenting Spanish-speaking Cultures in Our Community.
Spring, E. Jorge.

Span 189. Seminar: Contemporary Issues in the Spanish Speaking World. Fall, E. Jorge.

3. Political Studies, Economics, and Environmental Studies:

IIS 111. Special Topics in African Politics and Society: Zimbabwe.

(See Political Studies 128.) (Preparation for Zimbabwe Program.) [not offered 2002–03]

IIS 113. Science, Politics and Alternative Medicine. This seminar will study healing practices from around the world. It will include three aspects: 1) the philosophical, historical, and political dimensions; 2) the local knowledge and theories of healing and illness in four traditions—Amerindian and Chinese and two from among the following: Mayan, African, Santeria, Curindera, Brazilian spiritualists, etc.; and 3) a review of the clinical efficacy of these complementary and alternative medicines provided by the Western biomedical sciences, as well as their political acceptance within the U.S. Fall, M. Maldonado/S. Snowiss.

IIS 120. State and Development in the Third World. (Also Post 120.) This course analyzes the role of the state in the development process in Third World societies. It explores state policies toward rural development and industrialization, as well as socio-political forces which influence the implementation of development policies in Africa, Asia, and Latin America. L. Tongun. [not offered 2002–03]

IIS 122. Contemporary Political and Social Movements in the Third World.

(Also Post 122.) This course explores the rise, the nature, and the objectives of popular movements in Africa, Asia, and Latin America. Using political economy and comparative approaches, the course examines: (1) recent theories of social movements, and (2) the roots of rebellions, protests, and resistance as expressions of unsatisfied needs. Case studies include: Islamic, ethnic/racial, women's, and ecological movements. L. Tongun. [not offered 2002–03]

IIS 125. African Politics. (Also Post 125.) A survey course of contemporary politics and issues of governance in Africa (mainly sub-Saharan). It examines the relationships of politics to rapid social and economic changes. Topics include the colonial legacy, nature of African states, and governments, party systems, and democracy; ethnic politics and conflicts (civil wars); development strategies, environment, population, and food crisis (famines); foreign relations and world economy. Spring, D. McHenry.

IIS 127. Environment and Development in the Third World. The course explores the dynamics of positive and/or negative relationships between environment and development in the Third World. Its theoretical perspectives are complimented by an experiential requirement in which the students will occasionally visit the maquiladora enterprises along the US/Mexico border. L. Tongun. [not offered 2002–03]

IIS 141. Agricultural Economic Development in the Third World. (Also Econ 141.)

This course focuses on the role and problems of the agricultural sector in Third World development. It explores 1) economic theories and models of agricultural development and institutional policy and issues; 2) problems of food vs. export production, price system and distribution, rural development, and food crisis which often results in famines, scarcity and malnutrition. Prerequisite: Econ 51 or 52. L. Tongun. [not offered 2002–03]

IIS 149. Reconfiguring Poverty: Local Issues in the International Context. The dominant discourse on poverty is based on a stereotyped picture of the poor defined by economists from the “developed” world. Consequently, all poverty eradication policies aim at giving such persons what an economically developed society considers to be the minimum resources and services necessary to satisfy their economically-defined needs. This course invites students to examine the many complex dimensions of poverty. It will address the social construction of poverty, the corruption of the idea and practices of help, “development” as the main factory of pauperization, and the modernization and globalization of poverty. Spring, M. Rahnema.

ES 141. Progress and Oppression: Ecology, Human Rights, and Development. (See ES 141.) (Preparation for Nepal Program.) P. Faulstich. [not offered 2002–03]

Post 141. International Political Economy. (See Post 141.) T. Ilgen. [not offered 2002–03]

Post 142. Third World in the Global Economy. (See Post 142.) (Preparation for Turkey and Zimbabwe Programs.) Spring, T. Ilgen.

Post 146. International Relations of the Middle East. (See Post 146.) Fall, L. Tongun.

IIS 147. Special Topics in Mid-East International Relations: Turkey, Islam and the Middle East. This is a general survey course on the roles of Turkey in the Middle East. It explores, for example, the influences of political Islam, Islamic culture, and historical links on the contemporary relations between Turkey and the rest of the Middle East. It is designed to assist students who plan to study in and for returnees from an External Studies program in Turkey. L. Tongun. [not offered 2002–03]

Econ 148. Issues in International Trade and Development Policy. (Preparation for Zimbabwe Program.) J. Lehman. [not offered 2002–03]

ES 149. Ecology and Culture Change. P. Faulstich. [not offered 2002–03]

IIS 190. Senior Seminar. Fall, J. Parker.

4. Anthropology, Sociology, and Psychology & Science:

GFS 60. Women in the Third World. Fall, M. Soldatenko.

Anth 88. China: Gender, Cosmology and the State. (Formerly Anth 188) Spring, E. Chao.

GFS 115. Gender, Race, Class: Women of Color. Spring, M. Soldatenko.

IIS 117. Children and Families in South Asia. (See Psychology 117.) (Preparation for Nepal Program.) M. Banerjee. [not offered 2002–03]

Psyc 132. Intercultural Communications. J. Lewis. [not offered 2002–03]

Soc 135. Comparative Immigration. D. Basu. [not offered 2002–03]

Soc 142. Trans-Atlantic Black and Asian Experience. Fall, D. Basu.

IIS 153. History of Anthropological Theory. (See Anthropology 153). Fall, E. Chao.

Latin American Studies

See International and Intercultural Studies, p.89

Linguistics

A coordinated program with Pomona College.

Pitzer Advisors: C. Fought, C. Strauss

Why are there so many languages? How many languages are there? What does knowing a language entail? How do people develop this ability? How is language stored in the brain? Why don't we all speak the same? Why do languages change over time? How different is human language from forms of animal communication? Questions such as these are studied systematically in the field of linguistics.

There are many sub-fields of linguistics. Phoneticians study how sounds are produced and perceived. Phonology is the study of how sounds are organized into unique systems for different languages. The structure of words is examined in morphology. The organization of words into larger units is called syntax. Meaning is studied in the sub-fields of semantics and pragmatics. In these sub-fields linguists are creating models of the structural features of language, in order to identify the defining characteristics of human language. Other linguists study the ways in which language is used. Some study the language development of children. Others the ways in which the form of language we use may vary according to social categories such as gender, social class, and ethnicity. Some linguists study the ways in which languages have evolved over time and attempt to identify general principles of language change.

Requirements for the Major

Students majoring in linguistics are required to study three of the four core divisions of the field (Phonetics/Phonology, Syntax, Semantics, and/or Sociolinguistics), and in addition to take a range of courses dealing with the variety of languages and variation within a language. There is also a new *Cognitive Science* major offered through Pomona College. For more information contact Jay Atlas or René Coppieters in the Linguistics Department at Pomona. For information on *American Sign Language*, see Modern Languages, Literatures and Cultures.

Majors are required to take:

- (i) Linguistics 10; 100, or 125; and three of the four core courses—105, 106, 108, and 112.
- (ii) At least three other upper-division linguistics courses.
- (iii) (a) At least two years of one foreign language and one year of a second foreign language, or (b) two years of a non-European language, or (c) the equivalent in demonstrated competence.
- (iv) Senior Exercise: a comprehensive examination. Alternatively, students may apply to substitute a senior thesis by turning in a one-page proposal to the faculty in the spring semester of the junior year.

Many courses are offered on a two-year rotation. Students who choose a major in Linguistics should plan their program carefully to take advantage of the alternation of courses.

A **minor** in Linguistics requires the following:

- 1) Ling 10 (Intro)
- 2) 2 of the four core courses (Ling 105, 106, 108 or 112)
- 3) Three other courses in Linguistics

Students interested in a **combined major** with anthropology, English, foreign languages, philosophy, psychology, or sociology should see their advisor, since the requirements will vary depending on the fields chosen.

Honors in the major are awarded when the student meets the required GPA for honors at their particular school and completes a thesis which the faculty judge to be of honors quality.

3. Language, Culture, and Society. (Also Anth 3.) How speech and writing reflect and create social and cultural differences (and universals). We will consider factors that can lead to miscommunication between speakers with different cultural expectations—including speakers who seem to share the same language but use it very differently, whether language shapes thought, how social ideologies and relations of status and power are reflected in language use, and the politics of language use (e.g., who decides that a particular language variety is “standard”). Spring, C. Strauss.

5. Introduction to Cognitive Science. Historical and contemporary views of the mind, from the perspectives of linguistics, logic, psychology, and computer science. Spring, R. Coppieters (Pomona).

10. Introduction to the Study of Language. For students wishing to learn about the nature of language, including: How is language structured at the levels of sound, form and meaning? Does the language we speak determine our thoughts, our perception of the world? Can animals learn to talk? How does our language reflect our culture, gender, ethnicity? Spring, C. Fought.

60. Logic. (See Philosophy 60.) Fall, J. Atlas (Pomona).

80. Learning and Teaching a Second Language. Overview of recent theories of second language acquisition and teaching methodology: analysis of similarities and differences of first and second language learning. Practical application of theoretical principles through class presentations of student-developed teaching projects. Prerequisite: Linguistics 10 or consent of instructor. (Pomona). [not offered 2002–03]

88. Media Discourse. [Also Anthro 81] What is the relation between discourse in the media and in everyday life? This course will examine language use in print media, television, and movies as ways of portraying fantasies, stereotypes, power, and both contested and taken-for-granted cultural assumptions. C. Strauss. [not offered 2002–03]

100. Languages of the World. Did you know that the richness and diversity of today’s languages descends from only a handful of language families? We will study features shared across languages (language universals) and differing language systems (linguistic typology) through detailed case studies and demonstrations of representative individual languages. Prerequisite: Ling 10 or permission of instructor. (Pomona). [not offered 2002–03]

101. Language Change. Is linguistic change progress or decay? How does language change over time? What causes linguistic change? This course explores linguistic reconstruction and explanations of language change, including linguistic typology, language contact and borrowing, pidgins and creoles, and sociolinguistic variation. Prerequisite: Ling 10 or permission of instructor. Fall, Staff. (Pomona).

105. Syntax. What determines the sequencing of words in human languages? What is the logic of sentence structure? How can we make sense of syntactic variation within and across languages? The course emphasizes skills in critical thinking and syntactic argumentation in the framework of contemporary theories of syntax. Also the Chomskyan revolution in linguistics. Prerequisite: Ling 5 or Ling 10 or permission of instructor. Spring, M. Hackl. (Pomona).

106. Semantics and Pragmatics. Language meaning is central to human knowledge and action, yet also seemingly forever elusive and contextual. What is the relationship between meaning and linguistic form, meaning and thought, meaning and culture? What is the relationship between meaning and categorization? How does meaning relate to logic? Why do words change meaning over time? Fall, M. Hackl. (Pomona).

108. Phonetics & Phonology. An introduction to the sounds of language. We will investigate the different ways that the human vocal apparatus can produce sounds, and use computer programs to analyze speech. We will explore how different languages, from Apache to Zulu, organize sounds into patterns, and apply phonological theories to different topics. Prerequisite: Ling 10 or permission of instructor. Fall, C. Fought.

110. Language and Gender. The relation between cultural attitudes and language. The course will investigate how gender socialization is reflected in the structure of language at all levels, and the extent to which male/female patterns of language use might contribute to the creation and/or maintenance of given structures of power, solidarity, etc. Students will be expected to develop their own fieldwork-based project. Fall, C. Fought.

112. Language in Society. Language is an expression of our identity. This course will explore how language reflects social patterns, including class, gender, ethnic, regional and other differences. How these differences can lead to conflicts in interaction. Students will do a fieldwork project. Prerequisite: Ling 10 or permission of instructor. Spring, C. Fought.

115. Bilingualism. How is the bilingual experience different from the monolingual one? How does the bilingual brain process language? How is the simultaneous acquisition of two languages different from acquiring a second language later? Is language mixing bad? This course investigates the special identity of bilingual speakers from social and psychological perspectives. Prerequisite: Ling 10 or 15 or Psych 51. Spring, C. Fought/R. Coppieters.

116. Language and Ethnicity. This course will explore the language patterns of four American ethnic minority groups (African-Americans, Hispanic-Americans, Native-Americans and Asian-Americans) with a focus on inter-ethnic communication. Topics include the role of language in defining identity, language use in the classroom, non-verbal elements of communication, traditions of joking, and bilingualism. C. Fought. [not offered 2002–03]

122. The Politics of Language. Often when there is a conflict in society, language becomes the focus of attention. A look at how our attitudes about language affect decisions in education, politics and the legal system. Topics will include language in the media, bilingual education, the 'English as official language' movement, and other current issues. [not offered 2002–03]

123. Acquisition of Language. Theories of language acquisition examined in the light of recent developments in linguistic theory. Fall, Staff. (Pomona).

124. Second Language Acquisition. Research into the process of acquiring a new language as an adult, including the order of acquisition of grammatical features, the Input hypothesis, learning strategies, and typological factors influencing second language acquisition. Focus on statistical analysis of second language acquisition data. Provides valuable background for students intending to teach English abroad after graduation. Prerequisite: Ling 5 or Ling 10. [not offered 2002–03]

125. Language in the Field. Aspects of a language unfamiliar to the class will be analyzed from data elicited in class from a speaker of the language. Several analytical procedures will be examined. May be repeated for credit. Languages vary from year to year. Prerequisite: Linguistics 10 and Ling 108 or consent of instructor. Spring, J. Fought/C. Fought. (Pomona).

151. Methods of Discourse Analysis. This is a hands-on course designed to learn and practice analysis of extended discourse, both oral and written (e.g., life histories, interviews, conversations, magazine and newspaper articles, historical documents, and fiction). The focus will be on subtle ways in which discourse reveals and recreates ideologies, social relations, and shared as well as conflicting cultural assumptions. Spring, C. Strauss.

160. Advanced Topics in Sociolinguistics. [not offered 2002–03]

161. Advanced Topics in Syntax and Semantics. Topics vary from year to year. Recent topics have included the development of linguistic theory. Prerequisite: Ling 10 and at least one other course in linguistics. Spring, M. Hackl. (Pomona)

175. Seminar in Cognitive Science. A multidisciplinary examination of a topic, e.g., concepts and categories, metaphor, language and thought, modularity of the mind, innateness of syntax, Universal Grammar, acquisition of language. Spring, J. Atlas (Pomona).

185M. Topics in Mind and Language. (See Philosophy.) Fall, J. Atlas (Pomona).

187. Tutorial. J. Atlas (Pomona).

191. Senior Thesis. Open to majors by invitation only. Replaces comprehensive examinations. Course or half-course. Seniors only. Staff.

193. Comprehensive Examinations. Half-course. Second semester of the senior year. Staff.

199. Reading and Research in Linguistics. By permission of instructor only. Full or half-course. May be repeated. Staff.

Management Engineering

See Science, p.163

Judy Grabiner

Flora Sanborn Pitzer Professor, Mathematics

One great thing about Pitzer is the openness to new ideas on the part of students and faculty. I try to encourage thinking clearly, robustly, and rigorously about all ideas, new and old, and to empower students by strengthening their critical capacities.



Mathematics

Pitzer's mathematics courses are designed to serve three purposes: general education; service to courses in social, behavioral, and natural sciences; and the basis for the Mathematics major.

Pitzer Advisors: J. Grabiner, J. Hoste.

General Education in Mathematics. What is mathematics? What are its major methods and conclusions? How is it related to other subjects? What do modern mathematicians do? Several Pitzer courses specifically address these questions. These courses (described below) are: Mathematics 1, Mathematics, Philosophy, and the "Real World"; Mathematics 7, The Mathematics of Games and Gambling; Mathematics 8, Mathematics, Art, and Aesthetics; Mathematics 10, The Mathematical Mystery Tour. These courses cover mathematical material that is exciting and sophisticated, and yet accessible to students with a standard high school education in mathematics. As such they offer students an excellent opportunity to break fresh ground in kinds of mathematics they are not likely to have seen before. All of these courses, in addition to those in the precalculus and calculus sequences, meet Pitzer's Educational Objective in Formal Reasoning.

The Precalculus and Calculus Sequences. Mathematics 20, Elementary Functions, studies algebraic equations and functions, graphs, and their relationship to each other. It serves as the first semester of the Mathematics 20-23 sequence, which is designed to prepare students for Calculus I. Mathematics 23, the second course in the precalculus sequence, introduces the exponential, logarithmic, and trigonometric functions. These are the functions most widely used in the quantitative social sciences and natural sciences.

Mathematics 30, 31, and 32 comprise the calculus sequence. The calculus, since it studies motion and change, is the key mathematical tool in understanding growth, decay, and motion in the physical, biological, and social sciences. Pitzer offers Mathematics 30 and 31 (first- and second-semester calculus) each year. Mathematics 32 is offered at Pomona, Claremont McKenna, and Harvey Mudd Colleges. Pitzer's calculus classes are based on an approach arising from the recent National Science Foundation calculus reform project.

Requirements for the Major

A major in Mathematics can be obtained by taking courses at Pitzer and the other Claremont Colleges.

I. Calculus (3 courses):

Three semesters of Calculus (Math 30, 31 and 32). In some cases, a suitable score on the Pitzer mathematics placement exam, or Calculus AP exams, may be substituted for one or more of these courses.

II. Core (3 courses)

Linear Algebra

Differential Equations or a Mathematical Modeling class making extensive use of differential equations

Probability

III. Depth and Breadth (4 courses)

Two 2-course sequences of upper division mathematics courses chosen from the same area of mathematics in consultation with the advisor. Normally the first course will be prerequisite for the second and will itself have courses from I or II as prerequisites.

Examples include, but are not limited to:

Probability and Statistics

Analysis I and II

Algebra I and II

Functions of a Complex Variable and Complex Analysis

Combinatorics and Graph Theory

Geometry and Topology

Those students planning to do graduate work in mathematics are strongly advised to consider the Analysis and Algebra sequences under this requirement. Students who count the sequence of Probability and Statistics under this requirement must then take one additional upper-division mathematics course of their choice.

IV. Applications and Connections (2 courses)

Two courses outside of mathematics that emphasize the application of mathematics or its connections to other disciplines: for example, courses in Computer Science, Science, Engineering, and History of Philosophy of Mathematics. These courses will be chosen in consultation with the advisor, and normally will have mathematics courses from a, b, or c as prerequisites.

Combined Programs. Pitzer College and Claremont Graduate University offer combined programs leading to both a Bachelor of Arts degree and a Master of Arts degree in Applied Mathematics, Scientific Computing, Statistics and Operations Research, The Teaching of Mathematics, or Pure Mathematics. Students who are interested in one or more of these programs should consult with the Mathematics faculty early in their undergraduate years.

Minor in Mathematics. The Mathematics minor requires the student to take six graded courses: Mathematics 31, Mathematics 32, a course in linear algebra, and three additional courses (which cannot include courses designed to prepare students for calculus) in Mathematics, at least two of which must be upper-division, to be chosen by the student in consultation with a member of the Mathematics faculty. Students who satisfy the requirement for Calculus II and/or III by placement or by AP credit may constitute the 6 required letter-graded courses by additional mathematics courses (which cannot include course designed to prepare students for calculus), by computer science courses, or by courses with mathematics prerequisites in science, economics, or his and philosophy of mathematics.

A catalogue, *Mathematics Courses in Claremont*, which lists all mathematics courses offered in The Claremont Colleges, is prepared each year by the Mathematics Field Committee. Students who want mathematics courses other than those listed below should consult this catalogue. Copies are available in the office of the Registrar, from the Mathematics faculty, and on the World Wide Web.

Honors in Mathematics. Students will be recommended for Honors at graduation if their overall grade-point average is 3.5 or above, if their grade-point average in Mathematics is 3.5 or above, and if they satisfactorily complete a Senior Exercise of honors quality. The Senior Exercise will be designed by the students and their Pitzer mathematics advisor, with the cooperation, if appropriate, of mathematics faculty elsewhere in Claremont.

AP Credit. A student who has a score of 4 or 5 on the Mathematics Calculus AB examination will receive credit for Mathematics 30 after passing Mathematics 31. Similarly, a student with a score of 4 or 5 on the Calculus BC exam will receive credit for Mathematics 30 and 31 after passing Mathematics 32.

1. Mathematics, Philosophy, and the “Real World.” Throughout history, mathematics has changed the way people look at the world. This course will focus on two examples: Euclidean geometry (which suggested to philosophers that certainty was achievable by human thought), and probability and statistics (which gave scientists a way of dealing with events that did not seem to follow any laws but those of chance). Readings and problems will be taken from three types of sources: (1) Euclid’s *Elements of Geometry*; (2) modern elementary works on probability and its applications to the study of society and to gambling; (3) the writings of philosophers whose views were strongly influenced by mathematics, such as Plato, Aristotle, Pascal, Spinoza, Kant, Laplace, Helmholtz, and Thomas Jefferson. Prerequisite: high school algebra and geometry. Enrollment is limited. Fall, J. Grabiner.

7. The Mathematics of Games and Gambling. An introduction to probability and game theory. Topics will include combinations, permutations, probability, expected value, Markov chains, graph theory, and game theory. Specific games such as keno, roulette, craps, poker,

bridge, and backgammon will be analyzed. The course will provide excellent preparation for statistics courses as well as for uses of game theory in the social sciences. Prerequisite: high school algebra. Spring, J. Hoste.

10. The Mathematical Mystery Tour. *I saw a high wall and as I had a premonition of an enigma, something that might be hidden behind the wall, I climbed over it with some difficulty. However, on the other side I landed in a wilderness and had to cut my way through with a great effort until—by a circuitous route—I came to the open gate, the open gate of mathematics. From there well-trodden paths lead in every direction....* (M.C. Escher)

Many beautiful and exciting topics in mathematics are accessible to students having only a minimal background in mathematics. Study knots in 3-dimensional manifolds, learn that some infinities are bigger than others, discover surreal numbers and write home about it on 1-sided postcards. Topics will vary from year to year and the course may be repeated for credit. Little mathematical experience required.

10G. Mathematics in Many Cultures. Mathematical ideas are found in many cultures, among both literate and non-literate peoples. We will study both the mathematics and the role it plays in the cultures. Examples will be chosen from the mathematical ideas of present-day peoples of Africa, Asia, Oceania, and the Americas, as well as historic Egypt, Mesopotamia, Greece, Islam, and China. Students will learn the modern mathematical concepts necessary to understand the examples. Spring, J. Grabiner.

10H1. Dynamical Systems, Chaos, and Fractals. By means of computer experimentation, this course will explore the basic concepts of dynamical systems and the strange world of fractals. Topics will include fixed points, periodic points, attracting and repelling sets, families of functions, bifurcation, chaos and iterated function systems. We will investigate several famous examples including the Quadratic Family, the Henon map, Julia sets and the Mandelbrot set. No previous computer experience required. Some knowledge of calculus will be helpful but not required. J. Hoste. [not offered 2002–03]

20. Elementary Functions. Review of intermediate algebra and geometry. Linear, quadratic, higher degree polynomial, and rational functions and their graphs. Applications of these topics. The sequence Mathematics 20 and 23 is designed to prepare students for calculus. Prerequisite: a satisfactory score on the mathematics placement examination. Fall, J. Miller.

23. Transcendental Functions. A continuation of Mathematics 20. Exponential, logarithmic, and trigonometric functions, and applications of these. Introduction to limits and derivatives of polynomial functions. Prerequisite: a grade of C or above in Mathematics 20 or a satisfactory score on the mathematics placement examination. Enrollment is limited. Fall, J. Grabiner; Spring, J. Miller.

30. Calculus I. Introduction to the basic concepts of the calculus, including slopes, rates of change, limits, the derivative and the integral, and the relationships between these concepts, especially the Fundamental Theorem of Calculus, with applications to the natural and social sciences. Each concept will be treated from numerical, analytic, and geometric perspectives. Prerequisite: a grade of C or above in Mathematics 23 or a satisfactory score on the mathematics placement examination or permission of instructor. Enrollment is limited. Fall/Spring, J. Hoste.

31. Calculus II. Transcendental functions, techniques of integration, infinite series, related topics, and applications. Again, each concept will be treated from numerical, analytic, and geometric perspectives. Prerequisite: a grade of C or above in Mathematics 30 or satisfactory score on the mathematics placement examination. Enrollment is limited. Fall, J. Miller; Spring, J. Hoste.

32. Calculus III. Vectors and vector functions, partial derivatives and differentiability of functions of several variables, multiple integrals. Prerequisite: Mathematics 31 or equivalent, or placement score. Fall, J. Miller.

108. History of Mathematics. A survey of the history of mathematics from antiquity to the present. Topics emphasized will include: the development of the idea of proof, the “analytical method” of algebra, the invention of the calculus, the psychology of mathematical discovery, and the interactions between mathematics and philosophy. Prerequisite: Math 31 or equivalent. J. Grabiner. [not offered 2002–03]

148. Knot Theory. An introduction to the theory of knots and links from combinatorial, algebraic, and geometric perspectives. Topics will include knot diagrams, p-colorings, Alexander, Jones, and HOMFLY polynomials, Seifert surfaces, genus, Seifert Matrices, the fundamental group representations of knot groups, covering spaces, surgery on knots, and important families of knots. Prerequisite: Topology (Math 147), or Algebra (Math 171), or permission of instructor. Fall, J. Hoste.

199. Directed Reading in Mathematics. Reading and research in selected topics. Full or half-course. May be repeated for credit. By permission of instructor only. Staff.

Mathematical Economics

See Economics, p.62

Media Studies

Media Studies is a cooperative program with the other Claremont Colleges that teaches the production, theory, history, and social context of the visual media including film, video, photography, and digital technologies. Accredited courses from the five colleges can be taken to fulfill the Pitzer major (see following list). Pitzer’s curriculum complements the offerings of the other colleges in its commitment to an integration of film and video production and media studies, and in its emphasis on film and video as media for creativity, expression, social responsibility, and multicultural understanding. Our production courses are not oriented toward traditional narrative film or television; rather they stress “independent” narrative forms, video art, and documentary. The media studies component of the program utilizes theoretical and historical models which link different academic disciplines and eliminate boundaries separating media theory from media production.

Pitzer Advisors: A. Juhasz, J. Lerner, M-Y. Ma.

The courses cover a variety of topics, and they reflect a commitment to social diversity and to intercultural and interdisciplinary understanding. They link film, video, photography, and digital technologies to such disciplines as art, anthropology, sociology, political studies, world literature, and women’s studies.

Requirements for the Major

The Media Studies major requires completion of ten courses. It must include the following:

- (i) One Introduction to Media Studies courses:
Language of Film (PI 50 or CMC Lt 13) or Intro to Media Studies (PO or SCR 49).
- (ii) One Introduction to Media Production:
any introductory course from the five college Media Studies list category “Practice” for example: Introduction to Video Production (PI 82); Photography Studio (PI Art 120); Beginning Computer Art (Scripps 141).
- (iii) One intermediate/advanced level Media Production course: see five college list for example: Advanced Editing (PI 99); Advanced Computer Art (Scripps 143); Creative Writing (HMC 107).
- (iv) One Media Theory course: for example, Feminist Documentary Production & Theory (PI 46) or Issues in 20th Century Media Theory and Analysis (PO 149).

- (v) Senior Projects: PI 190a or 190b, one semester senior project.
- (vi) Media Service or Media Internship: PI 191 or PI 194, 195, 196.
- (vii) Four other related courses.

In addition, students may construct **combined majors** with the assistance and approval of an advisor from Media Studies and an advisor from the other discipline. For combined majors, one Introduction to Media Studies course, one production course, one media theory course, the Senior Seminar, and four additional Media Studies courses are required. The combined major must reflect a coherent integration of the two fields.

A **Minor** in Media Studies requires completion of six graded courses, which must include the following:

- (i) One introduction to Media Studies course
- (ii) One introduction to media production course
- (iii) One intermediate/advanced level Media Studies course
- (iv) One media service or media internship
- (v) One media theory course
- (vi) One elective in Media Studies.

Honors: Media Studies majors with at least a 3.5 cumulative GPA will be invited to have their senior project or thesis evaluated for honors. Students need two faculty members to evaluate their project. This should include a Media Studies professor at Pitzer and an additional faculty member with expertise relevant to the student's work. Students whose senior project receives a grade of "A" will be recommended to the Media Studies Field Group for honors.

Students in production courses have access to equipment for their course work. Pitzer provides SVHS and digital camcorders, microphones, lights, and other production equipment. Post-production facilities include VHS off-line editing suites and on-line non-linear digital editing system.

14. Intro to African Literature and Film. (See English & World Literature 14).
Fall, N. Masilela.

23. China & Japan Through Film & Ethnography. (See Anthropology 23.) Fall, E. Chao.

43. Beyond Road Movies: Immigration, Exile and Displacement in Media. This is a survey of contemporary media productions that address the displacement of peoples in diasporic cultures. In this course, we will focus on the cultural, social, and political conditions that led to mass migrations around the world, and how these conditions have influenced media artists in their practice. Prerequisites: MS 50 or PO 49 and permission of instructor.
M-Y. Ma. [not offered 2002–03]

44. Introduction to Latin American Literature and Film.
(See English & World Literature 44.) N. Masilela. [not offered 2002–03]

45. Documentary Media. This course involves production, a historical survey of documentary practices in photography, film and video, and a discussion of the ethical and ideological issues raised by the genre. Students will be expected to produce two short documentary projects in any media. Fall, J. Lerner.

46. Feminist Documentary Production and Theory. Women have made politicized documentaries since the invention of the motion picture camera. Students will learn this complex theoretical, historical and political tradition while producing their own feminist documentary. Prerequisite: Media Studies 50 or 82. Enrollment is limited. Course fee: \$150.
A. Juhasz. [not offered 2002–03]

- 47. Independent Film Cultures.** While Hollywood is the *dominant* film system, it is by no means the *only* structure through which films are made or enjoyed. Artists, political people, counter-culture types, and many others who oppose mainstream culture have created independent film cultures including avant-garde, “indie” and digital cultures. Course work will explore these 3 cultures through readings, screenings, written papers, and production projects. Prerequisite: MS 49 or MS 50 or 82. A. Juhasz. [not offered 2002–03]
- 48. Media Ethnography/Autobiography.** This integrated production/theory course will survey the rich traditions of autobiographical and ethnographic media production while also reading theories and histories of these practices to consider the diverse ethics, strategies, contradictions, and motives of using a camera for knowledge of self and other. Students will produce media ethnographies and autobiographies, as well as written analyses of these practices. Prerequisite: MS 82. Course fee: \$150. A. Juhasz. [not offered 2002–03]
- 49. Introduction to Media Studies: Print, Media, Television and Popular Culture.** This course will focus on the history and critical analysis of print media, television and popular culture with an emphasis on developing critical skills and interpretive strategies. Fall, Staff/Spring, Staff (Scripps; Pomona).
- 50. Language of Film.** Film and video are often considered to be a distinct semiotic system or art form with their own “language.” This course surveys the variety of structures which can organize moving pictures: from Hollywood continuity editing, Soviet montage and cinema verite to voice-over documentary, talking-heads and postmodern voices with no center at all. The course includes silent film, classic Hollywood narrative, avant-garde film and video, documentary and activist video. Enrollment is limited. Fall, Morrison (CMC Lit 130); Spring, A. Juhasz.
- 70. Media and Society.** (See Sociology 70.) Spring, T. Anderson.
- 72. Women and Film.** An investigation of both the oppressive and oppositional potential of the fiction film as it either captures or constructs cultural understandings of women’s sexuality, agency and identity. This introduction to feminist film theory and scholarship will consider the representation of women in a variety of classic Hollywood film genres as well as how women represent themselves in both Hollywood and avant garde film and video. Prerequisite: MS 49 (PO) or MS 50. Spring, A. Juhasz.
- 76. Gender and Genre.** Generic coding allows for the telling and re-telling of narratives which revel in (white, male, heterosexist) society’s “hidden” fears, desires and beliefs. But what happens when the demons, seductresses, whores and monsters of such tales re-vision genre for their own ends? We will consider how horror, melodrama and film noir speak to/for/about women. Prerequisite: Media Studies 50 or Pomona Media Studies 51. A. Juhasz. [not offered in 2002–03]
- 77. Imagined Communities.** (Also Sociology 77.) How are boundaries of time, space, origin, community, and political allegiance imagined in the following case studies: Eastern Europe, American Suburbs, the International Queer Movement, and the African Diaspora. Enrollment is limited. A. Juhasz/D. Basu. [not offered in 2002–03]
- 78. Intermediate Video Projects.** This is a video production course that focuses on narrative and documentary issues. Students will develop their editing skills, and learn how to write scripts, conduct research, planning, and realization for their projects. Topics for the two class projects will be self-determined, and will be completed as individual or collaborative pieces. Prerequisites: MS 50 or Pom 49; PS 82. Written permission of instructor. Spring, M-Y. Ma.
- 79. Silent Film.** The invention of cinema fit within the emerging order of modernism? This class will examine early cinema in the context of the turn-of-the-century project of extending the field of human vision, examining topics such as ethnography, science, journalism, travel, representations of the city and architecture, and the construction of racial difference. Prerequisite: MS 50. J. Lerner. [not offered 2002–03]

- 80. Video and Diversity.** An introductory level course exploring video as a medium, particularly as it is utilized by women, people of color, lesbians and gays, grassroots activists, as well as other peoples who are under and/or mis-represented by mainstream media. Students will learn about the history of video technology, and how certain developments within it made video an accessible and powerful tool for self-expression and political intervention. Class activities include screening of independent videos, writing assignments, and group discussion. Fall, M-Y. Ma.
- 81. Media Discourse.** (See Anthropology 81.) C. Strauss. [not offered 2002–03]
- 82. Introduction to Video Production.** This workshop is an introduction to all aspects of video production—camera, lights, tripods, sound and computer-controlled editing. Weekly, hands-on assignments will be organized around the formal properties and power of video. The workshop will allow students to evaluate each other’s work as well as that produced by media professionals and to create a final video project of their own. Prerequisite: Media Studies 50 or Pomona 49. Enrollment is limited. Course fee: \$150. Fall, M-Y. Ma; Spring, A. Juhasz.
- 83. Contemporary Practices in Media Arts.** This course examines media arts as a contemporary phenomenon. Visits to screenings, exhibitions, and other venues are designed to provide students with a cross-section of contemporary media art practices. Through studying these events and the artists involved, students will analyze the aesthetic, conceptual, and historical issues that concern media producers today. Prerequisites: MS 50 or PO 49. M-Y. Ma. [not offered 2002–03]
- 84. Handmade Film.** Rejecting the prevailing Hollywood wisdom that one needs millions of dollars to make a movie, this class explores different models for creating moving images with the most modest of resources. Options to be considered include hand processing, camera-less films, PXL video, super-8 film, recycling and appropriation. Students will be expected to create several short exercises in order to familiarize themselves with these different techniques, as well as a final project. Course fee: \$150. Fall, J. Lerner.
- 87. Media Sketchbook.** This is an intermediate-level video production class. Students are required to complete short (one to two minute) assignments every other week. The objectives of the class are to further refine the skills of shooting, editing, etc., and to develop a critical vocabulary to talk about your work and the work of others. Course fee: \$150. Prerequisite: MS 82. Spring, J. Lerner.
- 88. Mexican Visual Cultures.** A survey of both popular and elite visual arts in Mexico from the time of Independence to today, including painting, prints, murals, sculpture and, more recently, film and video. Emphasis will be placed on the interchanges between media and the understanding of visual culture as a reflection of social changes. Spring, J. Lerner.
- 89. Mexican Film History.** This survey of the evolution of media Mexico extends from the first Edison to contemporary video art. Special attention will be paid to the avant-garde and other marginalized cinemas in relation to other art forms, experimental filmmakers from other countries working in Mexico and the Mexican film industry. J. Lerner. [not offered 2002–03]
- 99. Advanced Video Editing.** This course integrates the theory and history of editing with instruction in on-line non-linear video editing. Reading and viewing assignments will complement hands-on editing exercises. Prerequisite: Media Studies 82. Enrollment is limited. Course fee: \$150. Fall, G. Lamb.
- 100. Asian Americans in Media: A Historical Survey.** This is an historical survey of Asian American involvement in media production, beginning with the Silent Film Era and ending with our current foray into Cyberspace. In this course, we will focus on the shifting yet continuous participation of Asians in the production of media in North America. Throughout

the course, we will look at how changing political, social, and cultural discourses have affected Asian participation in media production, as well as how these forces have shaped media representations of Asians. Ultimately, we will consider the question of whether there exists an “Asian American aesthetic”? Prerequisites: MS 49 or MS 50 or ASAM 101 or Hist 125 (CMC), or permission of instructor. Fall, M-Y. Ma.

101. Modern Cuban Literature and Film. (See Eng 101.) Fall, N. Masilela.

104. Modern South African Literature and Film. (See Eng 104.) Spring, N. Masilela.

109. Literature and Film of the African Diaspora. (See Eng 109.) Spring, N. Masilela.

110. (Mis) Representation: Near East and Far East. (See IIS 110.) Fall, J. Parker.

123. Satire in Literature and Film. (See Eng 123.) J. Benton. [not offered 2002–03]

133. Media Arts and the World Wide Web. Focus on developing technologies as a vehicle for creating a place for cultural exhibition and dialogue, independent distribution and generating new audience. Examine artists work that utilize interactivity of web environment to create new works in digital narrative, culture jamming and activism, and formalist works dealing with inherent qualities of internet mediums. Spring, G. Lamb.

134. The Films of Hitchcock. (Se HSID 134.) Fall, B. Sanders.

176. Portraits of the Artist. (See Art 176.) Fall, M. Woodcock.

181. Romanticisms: Desire in Literature and Film. (See Eng 181.) Fall, J. Benton.

190a/b. Senior Projects. A one semester project, in any media, including written thesis, supervised by course professor and outside advisor. Students may petition for a second semester during the Fall. Course fee: \$150. Fall, J. Lerner; Spring, M-Y. Ma.

191. Media Internship. Internship in media related industry or institution integrated with significant and clear connection to academic curriculum through independent written or production project. May be taken twice for credit. Pass/NC only. Fall/Spring, Staff.

192. Advanced Media Project. Student designed media production project involving advanced production and post-production skills, adequate pre-production research, and writing component. Prerequisite: Media Studies 82. May be taken twice for credit. Pass/No Credit only. Course fee: \$150. Fall/Spring, Staff.

193. Directed Reading or Study in Media. Student designed media studies project involving advanced readings in theory, history or aesthetics with written analysis. May be taken twice for credit. Fall/Spring, Staff.

194. Media Arts for Social Justice. Working in groups or individually, students will implement hands-on media production projects with local non-profit and social service agencies. Students will culminate projects with an end of semester event for all participating groups. Collaboration will be a key component with Pitzer Ontario Project, CORE Partners of CCCSI including Kaos Network and the Women’s Multimedia Center. Prerequisite: MS 82 or Art 120 (PI) or Art 141 (SCR) or by permission. Course fee: \$150. Fall/Spring, M. Chono-Helsley.

195. Video: A Vehicle for Media Activism. Gorilla TV, TVTV, Ant Farm and others paved the way for using video as a tool for social change. From the advent of the port-a-pak to digital video camera, this class looks at the impact that video artists and activists in the social/political arena from the 1960s to the present. Students will work individually and in groups in collaboration with local non-profit organizations to plan hands-on production projects that will be actualized in the Spring of 2002 Media Arts for Social Justice production class. Prerequisite: MS 49 or 50 or by permission. Course fee: \$150. M. Chono-Helsley. [not offered 2002–03]

196. Media and International Exchange. How has the internet, streaming video, live computer/video feeds had an impact on the media arts vernacular? Focus will be on current and developing media technologies as a vehicle for creating a place for cross-cultural exhibition, dialogue, and artwork exchange. Students will research model projects and develop their own plan for a Pitzer international new media project that incorporates collaboration with local public sector and can be realized in the Fall 2002 production class. Prerequisite: MS 82 or Art 120(PI) or Art 141 (SCR), or by permission. Course fee: \$150. G. Lamb/M. Chono-Helsley. [not offered 2002–03]

Five-College Media Studies Courses (All courses are not offered each academic year. Please check appropriate catalogue for precise offerings.)

I. Critical Studies/Theory

50. Language of Film

MS 23. Photo as Document (Pomona)

46. Feminist Documentary Production and Theory

MS 51. Principles of Visual Literacy (Pomona)

72. Women and Film

74. African-American Women and Film

76. Gender and Genre

77. Imagined Communities

Literature 108. Film Studies (HMC)

MS 110. Comedy in Film and Fiction (Pomona)

Literature 133. Film and the Novel (CMC)

Literature 134. Special Studies in Film (CMC)

MS 135. The Social Life of Media (Pomona)

Literature 136. American Film Genres (CMC)

MS 148. Non-Fiction Film (Pomona)

Art 176. Portraits of the Artist

Art 181. Contemporary Art History (Scripps)

Art 185. History of Photography (Pomona)

English 188. Representations of Vietnam (Scripps)

English 189a,b,c. American Film (Scripps)

190. Senior Projects

193. Directed Reading or Study in Media

II. Practice

Computer Science 10. Introductory Computing (Pomona)

Art 20. Introductory Photography (Pomona)

MS 23. Photo as Document (Pomona)

Art 24. Computer Graphics (Pomona)

English 30c. Beginning Creative Writing: Screenwriting.

Literature 36. Screenwriting (CMC)

Computer Science 40. Introduction to Computer Science (Pomona)

85. Underground Film
99. Advanced Video Editing
Literature 107. Creative Writing (HMC)
Literature 109. Media Studio (HMC)
Art 120. Photography Studio
Art 121. Intermediate Photography (Pomona)
Art 122. Advanced Photography and Computer Graphics (Pomona)
Music 127. Harmony of Light and Sound (HMC)
English 130c. Advanced Creative Writing: Screenwriting.
Art 141. Beginning Computer Art (Scripps)
Art 143. Advanced Computer Art (Scripps)
Art 145. Beginning Photo (Scripps)
182. Advanced Video Production
Art 185. History of Photography (Pomona)
190. Senior Projects
192. Advanced Media Project

III. Media in Context

- Anthropology 23. China and Japan Through Film and Ethnography
Anthropology 36. Malls, Movies, and Museums: The Public Sphere in Modern America
English 44. Introduction to Latin American Literature and Film
Sociology 69. Popular Culture
Sociology 70. Sociology of Communication
Anthropology 85. Anthropology and Film
English 92. Modern Brazilian Literature and Film
English 93. Modern Polish Literature and Film
English 101. Modern Cuban Literature and Film
English 105. Indo-British Literature and Indian Film
Spanish 105. Spanish Through Film (Pomona)
Government 115. Politics of Journalism (CMC)
MS 134. American Politics in Media Age (Pomona)
MS 135. Social Life of the Media (Pomona)
German 154. The Individual and Society in 20th Century Literature and Film (Pomona)
Political Studies 155. Anarchy and the Internet
Spanish 156. Introduction to Latin-American Cinema and Literature
Literature/History 174. Vietnam (CMC)
Psychology 177. Seminar in Organizational Communities
MS 178. Consuming Fashions (Pomona)
English 189. Postmodernism
MS 191. Internship

Modern Languages, Literatures, and Cultures

In order to provide more sections in lower division courses of the modern languages staffed in Claremont, as well as to offer a rich diversity of upper division literature, culture and advanced language courses, Pitzer, CMC, Pomona and Scripps Colleges have agreed to a cooperative foreign language program. Although Pitzer students normally enroll in courses at their own college, they may register at any of the other four colleges if scheduling requires, or when the specific course is not offered at Pitzer.

Language, literature, and culture are the essential components of this interdisciplinary field group which places emphasis on oral and written expression and critical thinking. The field group brings together faculty with expertise in broad areas of international studies.

The Modern Languages, Literatures, and Cultures Field Group (department) offers two majors: one in French and one in Spanish. The Claremont Colleges Coordinated Modern Languages Program provides courses in Chinese, French, German, Italian, Japanese, Korean, Russian, and Spanish.

The field group also offers courses in French and Spanish literature and culture, in writing, in English language studies, and in American Sign Language.

For English and other world literature in translation, see English and World Literature.

The Language Institute

Through the Language Institute, intensive immersion courses in Spanish are offered at Pitzer College. Two and one half course credits are awarded upon successful completion of each eight-week session. Courses may be applied toward the fulfillment of requirements for graduation. For more information, call (909) 621-8289.

10. Intensive Training in Selected Modern Language. Beginning intensive course with emphasis on listening, speaking, reading, writing, and culture. Target language subject to change each summer. Summer, Staff.

11a,b. Conversation: Contemporary Foreign Language and Culture. Summer, Staff.

100. Topics in Second Language Teaching and Learning. Seminar-style, professional development course designed to introduce recent developments in foreign language pedagogy, innovations in technology, and advancements in curricular design. Held in conjunction with instructor training for the Language Institute and with the Pitzer in Ontario Program. Contact The Language Institute office (621-8289) for more information. Spring, J. Onstott.

American Sign Language

20. Introductory American Sign Language I. An introductory course in American Sign Language (ASL), a visual-gestural language used by the deaf community in the U.S. and Canada. Focusing on the development of basic conversational skills and understanding aspects of American deaf culture. Letter grades only. Fall, G. Dorough.

21. Introductory American Sign Language II. An intermediate course in American Sign Language (ASL), a visual-gestural language used by the deaf community in the United States and Canada. The course will continue the development of conversational skills and understanding aspects of American deaf culture. Letter grades only. Prerequisite: MLLC 20.

Asian Languages**CHINESE**

1a,b. Elementary Chinese. First-year course in the Chinese language. Conversation, pattern drills, reading, and character-writing. Language laboratory three times a week. Summer (Language Institute).

2. Accelerated Elementary Chinese. Designed for students with some background in the language. Accelerated introduction to basic structure, which covers the Chinese 1a,b sequence in a single semester. Intensive practice in reading and writing. Prerequisite: placement examination. J. Wu (Pomona).

11a,b. Conversation: Contemporary Foreign Language and Culture. Each semester, A. Bages (Pomona); Summer (Language Institute).

51a,b. Intermediate Chinese. Further study in Chinese language, including reading, conversation, grammar, character-writing, and composition. Two sessions a week in the language laboratory. Prerequisite: Chinese 1b or equivalent. 51a, S. Hou (Pomona); 51b, S. Hou (Pomona); Summer (Language Institute).

111a,b. Advanced Chinese. Further development of overall language proficiency through extensive reading of modern texts, including essays, fiction, drama, political writings, and newspaper articles. Student discussion, translation, and composition. Prerequisite: Chinese 51b or equivalent. 111a, A. Barr (Pomona); 111b, Staff (Pomona); Summer (Language Institute).

For complete descriptions, please see appropriate course catalogue.

124. Readings in Modern Chinese. S. Hou (Pomona).

125. Modern Chinese Literature. S. Hou (Pomona).

131. Introduction to Classical Chinese. S. Hou (Pomona).

145. Survey of Classical Chinese Literature. S. Hou (Pomona).

JAPANESE

1a,b. Elementary Japanese. A beginning Japanese language course stressing grammar, vocabulary building, oral and aural skills; introduction to the Japanese script (*katakana*, *hiragana*, and *kanji*). Language laboratory three times a week. Summer (Language Institute).

11a,b. Conversation: Contemporary Foreign Language and Culture. Each semester, A. Bages (Pomona); Summer (Language Institute).

12a,b. Japanese Kanji Class. Fall/Spring, A. Bages.

51a,b. Intermediate Japanese. A continuation from elementary Japanese with emphasis on developing further skills in all aspects of the language; new grammatical forms, additional vocabulary and *kanji*, reading and composition. Language laboratory 2-3 hours a week. Prerequisite: Japanese 1b or equivalent. Summer (Language Institute).

111a,b. Advanced Japanese. Develops speaking, listening, reading, and writing skills (including word processing) in a balanced, integrated way, based on a variety of texts which include newspaper and magazine articles, short stories, TV programs, animation, and popular songs. Prerequisite: Japanese 51b or equivalent. Summer (Language Institute).

For complete descriptions, please see appropriate course catalogue.

123. Reading and Bibliography. S. Jones (Pomona).

124. Readings in Current Japanese. Prerequisite: Japanese 11b or equivalent.
K. Takahashi (Pomona).

125. Readings in Modern Japanese Literature. Prerequisite: Japanese 111b or equivalent,
plus consultation with the instructor. K. Takahashi (Pomona).

KOREAN

1,2. Introductory Korean. A beginning Korean language course with emphasis on grammar, vocabulary building, aural comprehension, and oral communication. This course includes laboratory work and tutorial sessions each week. Fall, H. Choi (CMC); Summer (Language Institute).

11a,b. Conversation: Contemporary Foreign Language and Culture.

A. Bages (Pomona); Summer (Language Institute).

33. Intermediate Korean. A second-year Korean language course, with emphasis on conversation, reading, and writing. This course includes laboratory work and conversation groups each week. Prerequisite: Korean 2 or equivalent. Fall, H. Choi (CMC); Summer (Language Institute).

44. Continuing Intermediate Korean. A continuation of Korean 33, with emphasis on advanced conversation, reading, and writing. Introduction of literature, Chinese characters, and basic history. Prerequisite: Korean 33 or equivalent. Spring, H. Choi (CMC); Summer (Language Institute).

55. Advanced Korean. Advanced course with emphasis on listening, speaking, reading, writing, and cultural understanding. Students should attain at least ACTFL/ETS level intermediate-high to advanced-low (ILR Level 1+/2) after successful completion of course. Summer (Language Institute).

66. Advanced Korean. Continuing advanced course with emphasis on listening, speaking, reading, writing, and cultural understanding. Students should attain at least ACTFL/ETS level intermediate-high to advanced-low (ILR Level 1+/2) after successful completion of course. Summer (Language Institute).

For complete descriptions, please see appropriate course catalogue.

100. Advanced Korean. Fall, H. Choi (CMC).

150. Korean Literature in Translation. Staff (CMC). [not offered 2002–03]

English Language Studies (for non-native speakers of English)

1. Introduction to College Speech and Rhetoric. Through readings, lectures, films, and field study in the social sciences, students will explore principal themes in American culture as the content base for developing proficiency in American academic speech behavior. Skills emphasized will include making formal presentations, leading and participating in discussions and sustaining narration on a range of topics. Letter grades only. Written permission required. Fall, L. Herman.

2. Critical Analysis Through Literature. Short stories, essays, and novels exploring a range of American experiences will provide a basis for students to develop an understanding of the social, political, historical, and philosophical thought that informs this literature and the language needed to express an analysis of these works. Letter grades only. Written permission required. Fall, J. Onstott.

3. Bridge First-Year Seminar. Through participation in community service projects for youth and in related readings, students will examine the teaching and learning processes. Rhetorical forms, grammar, and diction will be addressed in a series of written assignments. A final research paper will provide opportunities for students to report and refine their ideas about the experience. Fall, L. Peterson.

4. Advanced Speech and Rhetoric: Argumentation. Students will learn to formulate and communicate arguments persuasively in formal spoken English through debates, panel discussions, and extemporaneous talks centered around global issues. Models of argumentation will be studied. Letter grades only. Written permission required. Spring, G. Segal.

5. Writing Across the Curriculum. Further development in expository writing and oral expression of critical thinking through projects related to the content of a Pitzer companion course. Students must enroll concurrently in the companion course designated by the Pitzer Bridge program. Letter grades only. Written permission required. Spring, L. Herman.

European Languages

FRENCH

The French major emphasizes active participation and creativity in lower- and upper-division courses. When declaring a major in French, the student is expected to have already reached a fairly high degree of fluency in speaking, reading, and writing French either in work at Pitzer or through previous contacts with the language. This level of competency should be reached by the end of the sophomore year.

Pitzer Advisor: H. Senn.

Requirements in the Major

The major program is flexibly designed, including a minimum of nine required courses, as noted below, and electives either in French or in other disciplines.

- A. Satisfactory completion of a minimum of nine advanced courses selected in conjunction with the major advisor, as follows:
 - (i) One course in Advanced French Conversation Topics.
 - (ii) Six literature courses covering three periods of French literature.
 - (iii) A course in French civilization.
 - (iv) A course in comparative literature in English.

Through cooperation with Claremont McKenna College, Scripps College, and Pomona College, several of these courses can be taken at those institutions.

- B. The above represents a minimum program to which students may add other courses in French. In addition to the nine advanced courses required for a major in French, the faculty would recommend other courses such as: English literature, other foreign literatures, anthropology, classics, psychology, philosophy, European history, sociology, and linguistics. A student may combine a French major with any other appropriate major.
- C. Residence abroad in a French-speaking country, in which the student will be speaking, writing, and reading in some established program of studies is strongly recommended for a minimum of one semester. Students should consult with the major advisor as early as possible in order to choose an appropriate established program of studies.
- D. The major requires, in addition, a written examination or a senior thesis, plus an oral examination.
- E. Knowledge of one other foreign language is strongly recommended.

In the interest of providing more sections in lower-division courses in French, Pitzer, Claremont McKenna, and Scripps Colleges have agreed to a cooperative foreign language program. Although Pitzer students normally enroll in courses at their own college, they may register at any of the other four colleges, including Pomona College, when the specific course needed is not offered at Pitzer.

Combined Major: Completion of the minor plus synthesis of majors in the senior exercise.

For a **minor** in French, 6 graded courses above French 33 (Intermediate), with at least three of them from the Northern Colleges (Pitzer, CMC, Scripps), exceptions with written approval. One of the courses should cover a period prior to the 20th Century. Study in a francophone country is strongly recommended.

Honors: Honors will be granted in French to those with a 3.5 GPA overall and special merit in senior thesis.

AP Credit: Score of 4 counts as _ course credit; score of 5 counts as 1 course credit. May not count toward fulfilling major requirements.

1,2. Introductory French. Classroom and laboratory practice to develop speaking, listening, reading, and writing skills. Laboratory arranged. Enrollment is limited. Fall (French 1); Spring (French 2), H. Senn; summer (Language Institute).

22. Intensive Introductory French. Designed for students with some previous experience in the language, who are too advanced for French 2. Students will fulfill in one semester the equivalent of two semesters (1,2) and upon completion will enroll directly in French 33. This course includes laboratory work and tutorial sessions (arranged). Prerequisite: French Placement Test. Offered annually. Fall, T. Boucquey (Pomona).

33. Intermediate French. Refinement of basic skills through written and oral discussion of literary and social texts accompanied by systematic review of grammar. Laboratory optional. Prerequisite: French 2, 22, or equivalent. Enrollment limited. Offered annually. Fall, Staff (Pomona); summer (Language Institute).

34. Intermediate French Language and Culture. Discussion at the intermediate level of texts and/or films concerning literary and social aspects of French speaking countries. Summer (Language Institute).

44. Advanced French: Readings in Civilization and Literature. Selected texts will be read with emphasis on interpretation and comprehension. Development of correctness and style in the student's oral and written expression. Discussion with tutor-assistants arranged. Prerequisite: French 33 or equivalent. Fall, (Pomona); Spring, S. Senn; Summer (Language Institute).

45. Advanced French Language and Culture. Emphasizes a mastery and style in students' oral and written production in French through studies of advanced grammar, fiction an non-fiction, film, and materials from a broad range of French speaking countries. Summer (Language Institute).

100. French Culture and Civilization. Through a historical survey of the major characteristics of French civilization, this course will focus on interrelationships between trends in art, history of ideas, political institutions and social traditions that have shaped modern France. Discussion groups with a native assistant arranged. Fall/Spring, E. Haskell (Scripps).

101. Introduction to French Literary Analysis. Analysis of literary genres and styles. Close textual readings. Introduction to critical methods and practice in the interpretation of texts. Written and oral work. Prerequisite: French 44 or equivalent. Fall, M Saigal (Pomona).

102. Paris: Reality or Myth? A study of the intellectual, artistic, and social life of Paris in the 19th and 20th centuries as portrayed in films, paintings, songs, poems, and short literary and sociological texts. Authors and filmmakers include Balzac, Julien Green, Zola, Baudelaire,

Barthes, Apollinaire, Prévert, de Beauvoir, Truffaut, Louis Malle, and Autant-Lara. Guest lectures. Prerequisite: French 44 or equivalent. Spring, M. Saigal (Pomona).

103. Contemporary French Media and Politics. J. Abecassis (Pomona).
[not offered 2002–03]

104. Representations of Collaboration (1940-45) in Contemporary France. N. Rachlin (Scripps). [not offered 2002–03]

105. Advanced Translation, Phonetics, and Style. A hands-on course to improve written and oral fluency using a variety of sources, including contemporary French films and popular culture. Learn slang, develop vocabulary, and improve pronunciation through role playing, translation and grammar exercises, and how-to lessons for writing job letters, etc. Spring, R. Coppieters (Pomona).

106. The French Business World and its Language. T. Boucquey (Scripps).
[not offered 2002–03]

110. France in the ‘Hood’: Nationhood, Immigration, and the Politics of Identity in Contemporary France. N. Rachlin (Scripps). [not offered 2002–03]

111. French Cinema: Images of Women in French Film. D. Krauss (Scripps).
[not offered 2002–03]

113. The Rise and Decline of Modernism. This course proposes to examine the concept of Modernism in a variety of works (literary, artistic, theoretical). The course will consider three critical historical moments: the Renaissance, the Enlightenment, and the postwar, post-colonial era. If, in the 16th and 18th centuries, literature, art, science, and philosophy understood the world in terms of stable, dichotomized concepts, does then the post-modern era constitute the collapse of these conceptual frontiers? Similarly, have objective immutable, centralized realities of traditional science been supplemented by relativistic, simultaneous, and contextual knowledge? Prerequisite: French 44 or equivalent. Spring, H. Senn.

115. From Page to Screen. A study of love and solitude in modern texts and their film adaptation in historical, cultural, and artistic contexts. Filmmakers such as Truffaut, Clément, Cocteau, Pagnol, Diane Durys. Authors such as Giono, Zola, de Beauvoir, Lainé. M. Saigal (Pomona). [not offered 2002–03]

117. Novel and Cinema in Africa and the Caribbean. This course will examine works by writers and film makers from French-speaking countries of Africa (e.g., Senegal, Cameroon and Burkina Faso) and the Caribbean (Martinique, Guadeloupe and Haiti). Special emphasis will be placed on questions of identity, the impact of colonialism, social and cultural values as well as the nature of aesthetic creation. Prerequisite: French 44 or equivalent. Fall, M-D Shelton (CMC).

120. Order and Revolt in French Literature. A study of selected writers from the 18th century to the present who have confronted, in particularly significant ways, dominant social values and literary conventions. A historical perspective will be provided to explicate the various dimensions of the literary text in its relationship to society, history and culture. Readings will include works by Olympe de Gouges, Mme. de Duras, Victor Hugo, Jules Valles, Andre Breton, Tristan Tzara, and Marguerite Duras. Prerequisite: French 44 or equivalent. Fall, Staff.

121. The Politics of Love. N. Rachlin (Scripps). [not offered 2002–03]

122. French Women Writers from Marie de France to Madame de La Fayette. A survey of women writers of medieval, Renaissance and classical France, including Christine de Pisan, Marie de France, Marguerite de Navarre, Louise Labé, Madame de La Fayette, and Madame de Sévigné. Poetry, short stories and fairy tales will exemplify the status of women and its evolution from the Middle Ages to 1700. Prerequisite: French 44 or equivalent. Spring, T. Boucquey. (Scripps)

- 123. Representations of the Self: From Rousseau to Lévi-Strauss.** An examination of autobiography and its claim to autonomy as a literary genre. The point of departure for the course will be a selection of the autobiographical writings of Rousseau. Other texts to be studied will include works by Stendhal, Valles, Gide and Sartre. We will also discuss contemporary developments in the genre that are taking it in a completely non-traditional direction. Prerequisite: French 44 or equivalent. Fall, D. Krauss (Scripps).
- 124. The Novelist and Society in France.** D. Krauss (Scripps). [not offered 2002–03]
- 125. The Invention of Modernity.** J. Brandt (Scripps). [not offered 2002–03]
- 126. In Brief.** Practice in becoming a more attentive reader; development of oral and written French while acquitting understanding of textuality as well as rudiments of literary, social, and political history through the study of short forms in French literature, including short stories, poetry, and prose poetry. Emphasis on 19th- and 20th-century texts. Writing intensive. Prerequisite: French 44 or equivalent. Spring, S. Leabhart (Pomona).
- 128. The Fantastic.** This course focuses on the notion of the fantastic as a literary and cultural phenomenon. Examines the basic notions of myth, the fantastic, and fairy tales. Readings include 17th-century and modern fairy tales, romantic fantastic tales, and psychoanalytic/archetypal criticism. Movies and operas. Prerequisite: French 44 or equivalent. Spring, J. Abecassis (Pomona).
- 130. Topics in French Theater I: Theatricality and “*Mise en Scène*.”**
T. Boucquey/E. Haskell (Scripps). [not offered 2002–03]
- 131. Topics in French Theater II: The Tragic and Comic Muse.**
T. Boucquey/E. Haskell (Scripps). [not offered 2002–03]
- 140. Life, Culture, and Passion in Early France.** (Pomona). [not offered 2002–03]
- 141. Medieval French Literature, Culture, and Language.** T. Boucquey (Scripps). [not offered 2002–03]
- 150a. *Les Moralistes*: Public and Private Selves.** Study of late 16th- and 17th-century French moral thought in the essays, plays, satire, and dialogues of Montaigne, Molière, La Fontaine, La Rochefoucauld, and Pascal. Prerequisite: French 44 or equivalent. Fall, J. Abecassis (Pomona).
- 150b. *Les Philosophes*: Paradoxes of Nature.** J. Abecassis (Pomona). [not offered 2002–03]
- 151. Men, Women, and Power.** M. Waller (Pomona). [not offered 2002–03]
- 152. Masters, Servants, and Slaves.** The canny servants in the comedies of Molière, the revolt of harem slaves in Montesquieu, the comic reversals in Marivaux’s plays, sadistic manipulation in Sade, the appeal for freedom in Rousseau, and the portrayal of domination as a form of subservience in Diderot. Contradictions in French culture that created France’s colonial empire and culminated in the French Revolution. Prerequisite: French 44 or equivalent. Spring, M. Waller (Pomona).
- 154. The Eighteenth-Century Novel: Experimentations in Form.** D. Krauss (Scripps). [not offered 2002–03]
- 171. Aesthetics, Society, and Thematic Structures in the Nineteenth-Century Novel in France.** Prerequisite: French 44 or equivalent. E. Haskell (Scripps). [not offered 2002–03]
- 172. Baudelaire and the Symbolist Aesthetic.** A study of the poetic theories and practices of Baudelaire and the principal Symbolist poets. This course will examine the origins, goals, realizations and the paradoxes of the Symbolist movement as it distinguishes them from Realist traditions and Modernist modes. Readings from Baudelaire, Mallarmé, Verlaine, Rimbaud and the minor Symbolists will frame the Movement’s central themes and illuminate the function of language in art and through. Prerequisite: French 44 or equivalent. Spring, E. Haskell (Scripps).

173. Reading Bodies. What appearances meant in the nineteenth-century culture, and how bodies were marked as scandalous and/or ambiguous after the French Revolution. Nudes and fashionplates, male dandies and women in men's clothes, masked balls and military uniforms, prostitution and hysteria in French literature, art, and society. Fall, M. Waller (Pomona).

175. Border Crossings. M. Waller (Pomona). [not offered 2002–03]

180. Twentieth Century French Culture: From Dadaism to Postmodernism. A study of the celebration of modernism in science, literature, the cinema, music, and art, followed by the confusion, isolation, freedom, and responsibility of existentialism, and concluding with the collapse of objective, universal laws of truth. Can there be a new totalization? Prerequisite: one course above 44. H. Senn. [not offered 2002–03]

181. Myth in Literature of the 20th Century. A study of the role and function of mythology and legends—as sources, operating principles and fundamental truths—in some classic works of 20th-century French literature. Readings include novels and plays of Alain Fournier, Marcel Proust, Jean-Paul Sartre, Albert Camus, Alain Robbe-Grillet, Marguerite Duras, Monique Wittig, Nathalie Sarraute, and Michel Tournier. Prerequisite: French 44. H. Senn.[not offered 2002–03]

183. The Novel in France Since 1945. M-D. Shelton (CMC). [not offered 2002–03]

184. Portrait of Two Voices: Marguerite Yourcenar and Marguerite Duras. N. Rachlin (Scripps). [not offered 2002–03]

185. In Quest of the Self. What is the importance of our relationships to others in the formation of the Self? How do family, illness, works of art, and nature contribute to the discovery of inner peace? Readings from twentieth-century authors such as Camus, Gide, Proust, Duras, de Beauvoir. Films and some web work. Prerequisite: French 44 or equivalent. Fall, M. Saigal. (Pomona)

199. Independent Study in French. Students who have the necessary qualifications and who wish to investigate an area of study not covered in regularly scheduled courses may arrange for an independent study under the direction of a faculty reader. Fall/Spring, Staff.

GERMAN STUDIES

Professors Burwick (Scripps); Forehlich (Pomona)

Associate Professors Miller (Pomona); Rindisbacher (Pomona)

Assistant Professors Katz (Scripps/CMC)

German Studies is the interdisciplinary study of the contemporary cultural, social, economic, and political life of the German-speaking peoples in their historical and international contexts. The German faculty of Claremont McKenna College, Pomona College, and Scripps College offer a single unified and comprehensive curriculum for language, literature, and cultural studies courses.

Scripps College is the Testing Site of the Goethe-Institut for *Zertifikat Deutsch (ZD)* and *Zentrale Mittelstufenprüfung (ZMP)*.

The German Studies Program offers as degree options both a Major and a Minor in German Studies. The Major can be completed with one of three specializations:

1. in the Humanities
2. in the Social Sciences
3. in Literature.

Requirements for all Majors in German Studies (See Pomona College Catalogue).

Please refer to the Schedule of Courses published each semester by the Registrar's Office for up-to-date information on German course offerings. For course descriptions, see appropriate catalogue.

Language Acquisition Courses

- 1. Introductory German. (PO)
- 2. Introductory German. (PO)
- 22. Accelerated Elementary German. (PO)
- 33. Intermediate German. (PO)
- 44. Advanced German. (PO)
- 55. Advanced Composition. (PO)
- 77. Reading in German Philosophy (PO)

Literature and Culture Courses

Prerequisites: For admission to all courses above 100, German 44 or the equivalent is normally required. For majors, German 55 or the equivalent is strongly recommended.
Note: Courses taught in English are identified with an asterisk.

- 113. **The Other: Minorities in German Literature and Culture.**
- 115. **The Rise of Visual Culture in the Romantic Era. (SC)**
- 117. **Berlin in the '20s: An Experiment in Modernity. (SC)**
- 118. **Culture and Spectacle. (SC)**
- 119. **Contemporary Issues in German Studies: The Challenge of Reunification. (PO)**
- 120. **Counter-Images: The Art of the New German Cinema. (SC)**
- 124. **The Individual and Society in Twentieth-Century German Literature and Film. (PO)**
- *126. **History of the German Language.**
- 131. **Political Activism in Film and New Media: Public Sphere Theory.**
- 141. **Self, Nature, and Expression. (PO)**
- 142. **The Rise and Fall of the German Tragic Vision. (PO)**
- 143. **The German Novelle. (PO)**
- 146. **Fairy Tales and the Female Story Teller. (SC)**
- 151. **Form and Meaning in Modern German Poetry. (PO)**
- 152. **Drama as Experiment. (PO)**
- 153. **Transparent Minds. (PO)**
- 161. **Nation-Building and Nationalism: A German Cultural History. (PO)**
- 164. **Gender Issues in German Romanticism. (SC)**
- 166. **German Women Writers in the 20th Century.**
- *167. **Metropolis: Imagining the City. (SC)**
- *168. **Madness and Creativity. (SC)**
- *170. **The Culture of Nature. (PO)**
- 171. **The Poetics of Work. (PO)**
- 176. **Moscow-Berlin/Berlin-Moscow: Europe in Transformation. (PO)**
- *177. **Faust: The Myth of Modern Man. (PO)**
- 189. **German Across the Curriculum. (SC) Half-course.**

ITALIAN

1. Introductory Italian. Instruction in Italian grammar supplemented by extensive readings and conversations concerning Italian life and culture. Emphasis on mastery of oral communication as well as use of written language. Staff (Scripps); Summer (Language Institute).

2. Continued Introductory Italian. Review of grammar, syntax, and vocabulary as covered in the preceding course. Intensive work on uses of the subjunctive. Continuation of emphasis on oral communication. Introduction to poetry and short stories. Prerequisite: Italian 1 or equivalent. Staff (Scripps); Summer (Language Institute).

11a,b. Conversation: Contemporary Foreign Language and Culture.

A. Bages (Pomona); Summer (Language Institute).

33. Intermediate Italian. Conversation, composition, and readings based on literary sources. Major on syntax, style, and idiomatic phrases. Prerequisite: Italian 2 or equivalent. Staff (Scripps); summer (Language Institute).

34. Intermediate Italian Language and Culture. Discussion at the intermediate level of Italian literature and culture. Summer (Language Institute).

44. Advanced Italian: Readings in Literature and Civilization. Literary analysis and cultural perspectives, using as focal points a well-known prose work and the writings of an outstanding modern poet. Prerequisite: Italian 33 or equivalent. This course may be counted toward a self-designed major or minor in Italian. Staff (Scripps); Summer (Language Institute).

45. Advanced Italian Language and Culture. Emphasizes a mastery and style in students' oral and written production in Italian through studies of advanced grammar, fiction and non-fiction, film, and materials from Italy. Summer (Language Institute).

132. Modern Italian Literature. Literary perspectives of 20th-century Italy with a particular focus on World War II and its aftermath. Authors to be read include Elio Vittorini, Cesare Pavese, Italo Calvino, Natalia Ginzburg, Primo Levi, Carlo Levi, Ignazio Silone, Eugenio Montale, Giuseppe Ungaretti, and Umberto Saba. Prerequisite: Italian 44 or equivalent. S. Adler (Scripps).

133. Contemporary Italian Literature. An exploration of recent trends in Italian literature. Authors studied will include Italo Calvino, Umberto Eco, Goffredo Parise, Andrea de Carlo, and Fulvio Tommizza. Prerequisite: Italian 44 or equivalent. S. Adler (Scripps).

163. Italian Renaissance Literature. S. Adler (Scripps).

RUSSIAN [See Pomona College Catalogue for schedule.]

1. Elementary Russian. (PO) Staff.

2. Elementary Russian. (PO) J. Rinkus.

11. Conversation: Contemporary Foreign Language and Culture. (PO) A. Bages.

33. Intermediate Russian. (PO) L. Rudova.

44. Advanced Russian. (PO) Staff.

70. Alienation and Literature in Russia (PO) J. Rinkus.

100. Tolstoy and Dostoevsky (PO) J. Rinkus.

111. Russian History & Society Through Film. L. Rudova.

178. Terrible Perfection: Women in Russian Literature & Culture. L. Rudova.

181. Readings in Modern Russian Literature. (PO) L. Rudova.

182. Special Topics in Contemporary Russian Culture and Society. (PO) L. Rudova.

SPANISH

Pitzer Advisor: E. Jorge.

Requirements for the Major

The requirements for a major in Spanish are:

- (i) Proficiency in the language as defined by the ability to understand, speak, read, and write in the Spanish language. This level of competency should be attained by the end of the sophomore year.
- (ii) Emphasis in either Peninsular Spanish or Latin American literature.
- (iii) Satisfactory completion of the following courses:
 - a. Linguistics 10; or Spanish 137, Advanced Spanish Stylistics; or Spanish 165, History of the Language.
 - b. An upper-division course in composition or civilization (selected in consultation with major advisor).
 - c. A course that focuses on the history of Spain and/or Latin America.
 - d. Six literature courses covering three periods of Hispanic literature. Peninsular concentrators should have at least one course in Latin American literature. Those majoring in Latin America should take at least once course in Peninsular literature.
 - e. One course in comparative literature or a course that examines Spanish or Latin American culture from an interdisciplinary perspective.
- (iv) It is strongly recommended that students participate in some established program of studies in a Spanish-speaking country, in the junior year, for a minimum of one semester.

During the senior year, students majoring in Spanish are expected to take a seminar in Spanish or to complete an independent study, the goal of which is to synthesize their previous work in the form of a seminar paper or thesis. Students whose work is judged to be of excellent quality will be considered for graduation with **honors** in Spanish. Students planning to continue studies at the graduate level should consult with their Spanish advisors in the second semester of the junior year.

Students are encouraged to consider a major combining Spanish with other areas of interest. This combined major requires a minimum of six courses.

A **Minor** in Spanish requires successful completion of 6 graded courses in Spanish, five of them above Spanish 33. The sixth course will be in a language immersion setting (Community-based Spanish, internship, external studies, or other). Student will tailor the minor with the advisor and develop a brief written rationale of goals. Two of the courses should be taken in the Northern Colleges (Pitzer, CMC, Scripps); exceptions require written approval.

AP Credit: One-half course credit will be given for a score of 4 on the AP exam, and a course credit will be given for a score of 5. AP courses cannot be counted to fulfill the major requirements.

In the interest of providing more sections in lower-division courses in Spanish, Pitzer, Claremont McKenna, and Scripps Colleges have agreed to a combined foreign language program. Although Pitzer students normally enroll in courses at their own college, they may register at one of the other four Colleges, including Pomona College, if scheduling requires or when the specific course needed is not offered at Pitzer.

1,2. Introductory Spanish. Acquisition of four basic skills: comprehension, speaking, reading, writing, with emphasis on the spoken language. This course includes laboratory work and/or tutorial sessions. Fall, E. Jorge [Spanish 1]; Spring, M. Barcenas-Mooradian/Staff [Spanish 2]/Staff; Summer (Language Institute).

- 11. Community-Based Spanish Practicum.** This conversation course offers students the opportunity to develop fluency in the language while promoting intercultural understanding. Students are received into the homes of host families once a week for discussion, exploration of the community, and participation in family activities. Journal. Faculty assist the student in debriefing sessions to support the language and intercultural learning goals. Interview and permission of the instructor required to enroll. Half-course. Fall, E. Jorge; Spring, M. Villegas.
- 22. Intensive Introductory Spanish.** Designed for beginning students with some basic knowledge of the language, who are too advanced for Spanish 1, but do not yet qualify for Spanish 33. Students will complete in one semester the equivalent of Spanish 1 and 2. Includes laboratory work and/or tutorial sessions. Placement examination required. Fall, M. Barcnas-Mooradian; Spring, Staff.
- 33. Intermediate Spanish.** Review and reinforcement of four basic skills. Emphasis on conversation, reading ability, and writing. Includes laboratory work and/or tutorial sessions (times arranged). Prerequisite: Spanish 2, 22 or equivalent. Fall, Staff; Spring, M. Barcnas-Mooradian; Summer (Language Institute).
- 34. Intermediate Spanish Language and Culture.** Discussion at the intermediate level of texts and/or films concerning literary and social aspects of Spanish speaking countries. Summer (Language Institute).
- 44. Advanced Spanish.** Discussion of texts and/or films concerning literary and social aspects of Spain and Latin America. Development of correct personal style and/or idiomatic expressions in oral and written expression. Prerequisite: Spanish 33 or equivalent. Fall/Spring, Staff; Summer (Language Institute).
- 44s. Advanced Spanish for Science.** Development of listening, reading, speaking and writing skills at an advanced level on topics related to the sciences in general, and medicine in particular, through discussion of films, videos and scientific magazine articles. Besides the mastering of professional vocabulary, the students will need to practice these skills for ten hours in a hospital or public health institution. Student may not receive credit for both Spanish 44 and 44s. Prerequisite: Spanish 33 and permission of instructor. C. López (Scripps). [not offered 2002–03]
- 45. Advanced Spanish Language and Culture.** Emphasizes a mastery and style in students' oral and written production in Spanish through studies of advanced grammar, fiction and non-fiction, film, and materials from a broad range of Spanish speaking cultures. Summer (Language Institute).
- 100. *Así se habla: Language, Culture, and Writing.*** Familiarizes students with lexical, literary, and cultural aspects of the contemporary "Hispanic" world. Focuses on Spanish as written and spoken in Latin America and in the United States. Emphasizes mastery and style in students' written and oral production of Spanish through many guided, brief essays and two oral reports. Readings in phonetics and advanced grammar, short fiction and poetry from Latin America and the United States. Fall, S. Chávez-Silverman (Pomona).
- 101. Introduction to Literary Analysis.** Analysis of literary genres and styles. Introduction to the methods of literary criticism; practice in the interpretation of texts. Lecture and written essays. Fall, S. Chávez-Silverman, M. Montenegro; Spring, S. Chávez-Silverman, Dávila-López (Pomona).
- 102. The New Spain: Introduction to Spanish Cultural Studies.** Explores cultural production in contemporary Spain (post-1975), specifically issues of national and regional identity, the expression of gender and sexuality, Spain's relationship to Europe and Latin America, and both elite and popular expressions of culture. Requires an individually-designed research project. Source materials include newspapers, television and film, music, Web-sites. Prerequisite: Spanish 44 or equivalent. Fall, M. Coffey (Pomona).

103. Advanced Conversation and Composition. [not offered 2002–03]

105. Spanish and Latin American Films. Cultural issues in Spanish and Latin American films. Emphasis on oral and written expression through weekly discussions and essays. Topics include politics, economics, the role of women, and the Catholic Church. Prerequisite: Spanish 44 or equivalent. Spring, M. Donapetry (Pomona).

110. Introduction to Spanish Civilization. An historical survey of Spanish civilization from the Middle Ages to present day Spain through discussion of history and social science texts, films, visual presentations, music, art, and popular traditions. Special attention will be paid to the multicultural situation of Spain (Christians, Muslims, and Jews) and its contributions to European civilization. Prerequisite: Spanish 44 or permission of instructor. Fall, C. López (Scripps)

114. Gender and Identity Formation in Contemporary Mexican Literature. (Scripps) [not offered 2002–03]

115. Contemporary Mexican Fiction. R. Alcalá (Scripps). [not offered 2002–03]

120a,b. Survey of Spanish Literature. Selected readings in Spanish literature from earliest examples to modern times. Emphasizes historical and cultural background. First semester: the jarchas through the Siglo de oro; development of rationalism, romanticism, and the Generation of '98. Lecture and discussion. Prerequisite: Spanish 101 or equivalent or permission of instructor. Fall, M. McGaha; Spring, M. Coffey (Pomona).

125a,b. Survey of Spanish American Literature. M. Chávez-Silverman; N. Montenegro (Pomona). [not offered 2002–03]

126. In Short: Latin American Story Telling. N. Montenegro (Pomona). [not offered 2002–03]

127CH. Literatura Chicana en Español. (See Chicano Studies 126CH). R. Alcalá (Scripps).

130. From Memory to Memoirs: Self-representation in Latin America. N. Montenegro (Pomona). [not offered 2002–03]

132. Mario Vargas Llosa and the Critique of Latin American Society. N. Montenegro (Pomona). [not offered 2002–03]

135. Contemporary Spanish American Fiction. Major critical trends characterizing contemporary narrative. Emphasis on narcissism, humor, parody, popular culture, and gender issues in the construction of the self. Readings and films include works of Jorge Luis Borges, Rosario Castellanos, Manuel Puig, Gabriel García Márquez, Angeles Mastretta, Guillermo Cabrera Infante, and Zoé Valdéz. Prerequisite: Spanish 44 or equivalent. Fall, M. Montenegro (Pomona).

136. (Re)Visions of History in Spanish American Literature. G. Dávila-López (Pomona). [not offered 2002–03]

141. Woman as Sign and Subject in Contemporary Latino/a and Latin American Literature. Utilizes literature and performance art and cultural/gender studies to examine issues of subjectivity, sexuality, voice, and representation in U.S. Chicano/Latino and Latin American writing. Prerequisite: Spanish 101 or equivalent. Spring, S. Chávez-Silverman (Pomona).

142. Tropicalizations: *Transcultural Representations of Latinidad.* Problematizes self/other dichotomy among Latin Americans, U.S. Chicano/Latinos, and Anglo Americans. Readings in literary, cultural, and gender theory. Special emphasis on subjectivity and sexuality. Prerequisite: Spanish 101 or equivalent; a course in women's/ethnic studies is highly recommended. Fall, S. Chávez-Silverman (Pomona).

- 143. Spanish Women Characters and Writers.** This course explores literary depiction of prototypical Spanish women characters, narratives by contemporary Spanish women writers, and feminist and non-feminist criticism related to both topics. Fall, M. Donapetry (Pomona).
- 144. Borderotics: Women, History and Literature.** (Pomona). [not offered 2002–03]
- 145. Twentieth-Century Spanish American Theatre.** Introduction to selected authors, works, and movements of twentieth-century Spanish American theatre. Special attention to the development of theatre in Argentina, Chile, Colombia, Cuba, Mexico, Peru, and Puerto Rico. Examines the relationship between national histories and theatrical movements. Prerequisite: Spanish 44 or equivalent. Fall, G. Dávila-López (Pomona).
- 146. *El deseo de la palabra: Poetry or Death.*** S. Chávez-Silverman (Pomona). [not offered 2002–03]
- 151. “Necropolis:” Detective Novels and Cities in Spain and Latin America.** This course will examine how writers from Spain and Latin America rethink the detective novel as a genre. We will analyze in particular how these authors, by drawing pictures of crime, vice and political intrigues, create new urban portraits. Each of these novels could be read as a monograph of a city, a neighborhood, ad suburb. The mystery also lies in the blurred boundaries between geographical spaces, between the real urban violence and fiction, humor and solemnity, nomadism and inertia, ordinary and extraordinary people. Prerequisite: Spanish 44 or equivalent. Spring, Pérez de Mendiola (Scripps).
- 155. Small Wonders: The Latin American Short Story.** (CMC) [not offered 2002–03]
- 157. Nineteenth-Century Latin American Literature: Nation, Family, and Romance.** M. Pérez de Mendiola (Scripps). [not offered 2002–03]
- 159. Contemporary Latin American Novel.** Study of selected masterworks published since 1930 including major novels by Allende, Fuentes, Garcia Marquez, and Vargas Llosa. Fall, C. Chorba (CMC).
- 161. Contentious Fictions: The Spanish Civil War and the Novel.** The Spanish Civil War (1936-1939) cast a long shadow over Spanish culture. The novel of the Franco years (1939-1975) is haunted by the conflict as is more recent fiction. The course examines the effects of the war in novels by Camilo Jose Cela, Carmen Laforet, Juan Goytisolo, Ana María Matute, Luis Martin Santos, and Carmen Martin Gaité. (CMC). [not offered 2002–03]
- 164. Sorrow and Happiness: Masterpieces of Hispanic Theater.** C. Lopéz (Scripps). [not offered 2002–03]
- 165. History of the Spanish Language.** C. López (Scripps). [not offered 2002–03]
- 170. Literature and Life: *Don Quixote*.** M. McGaha (Pomona). [not offered 2002–03]
- 172. Sex, Power, and Religion in Golden Age Drama.** M. McGaha (Pomona). [not offered 2002–03]
- 175. From Freedom and Democracy to Dictatorship and Repression: The Aftermath of the Spanish Civil War.** The Spanish Civil War is the most dramatic event of modern Spanish history. The uprising of General Franco in 1936 produced a bloody conflict that shattered the effort of the Spanish intellectuals to create a new and modern nation. The war and the dictatorship that followed drove leading Spanish intellectuals into exile. This course will examine the causes of the war and its disastrous consequences for the intellectual life of Spain through the study of different forms of expression such as Alberti, Miguel Hernández, Guill n, Ayala, Goytisolo, Aldecoa, Martin Gaité, and Roig. Prerequisite: Spanish 110 or equivalent. Spring, C. López (Scripps).
- 176. From Tyranny to Democracy.** (Scripps). [not offered 2002–03]

178. The New Latin American Cinema: History, Politics, Gender, and Society.

This seminar will introduce students to the formation and development of the New Latin American Cinema, its theoretical positions, social, and artistic roots. We will trace the formative years of the movement in the 1960s through developments in the 1990s. We will study both the films and programmatic writings of pioneering filmmakers such as Glauber Rocha, Julio Garcia Espinosa, Tomás Guitérrez, Alea, Jorge Sanjinés, Patricio Guzmán, Miguel Lattin, Fernando Solanas, and Maria Luisa Bemberg, among others, as they theorize the practice of an aesthetically and radically alternative cinema. Careful attention will be given to the emergence of a new women's cinema in the 80s and 90s. By exploring the New Latin American Cinema, we will engage in a larger debate about identity, nation, gender, society, development, and globalization in Latin America. Prerequisite: upper division Spanish course (100 or above). Spring, S. Velazco (CMC).

179. *Fe, Esperanza, Amor y Muerte: Women Writers of the Hispanic World.*

C. López (Scripps). [not offered 2002–03]

180. A Time of Crisis: Spanish Literature from 1898 to 1920. The transition from the 19th to the 20th century is a time of political disaster and personal anguish in Spain. What does it mean to be a Spaniard? What happens to faith in an age of science? What is the nature of time? Can the realist novel of the 19th century portray these themes? How much history can poetry contain? Readings in Unamuno, Baroja, A. Machado, Azorin, and Juan Ramón Jiménez. Prerequisite: Spanish 101 or equivalent or permission of instructor. Fall, M. Coffey (Pomona).

181. Representations of Democracy in Latin American Literature and Cinema.

S. Velazco (CMC). [not offered 2002–03]

186CH. Seminar on Contemporary Chicano Narrative. R. Alcalá (Scripps).

(See Chicano Studies 186 CH.)

187. Expressions of Latin American Popular Cultures. Exploration of Latin American popular cultures, e.g., carnival performances, music/dance, soap operas, comic books, films. Discussion about the politics of everyday cultural practices associates with those expressions, their social relation of power, sexuality and gender representation, as well as their explicit, implicit, and frequently opposite meanings and uses in the socio-political processes of which they are part. Contemporary debates about popular culture. Taught in Spanish. Enrollment limited. E. Jorge. [not offered 2002–03]

188. Documenting Spanish Speaking Cultures in Our Community. Improve student's fluency in writing and speaking Spanish and provide new cultural knowledge through an intercultural experience in our community; a small ethnography on a cultural theme of personal interest. Within a theoretical and ethical framework, this course is process-oriented and will require extensive interaction with the instructor, intense writing (dialog-journal), final project, and theoretical readings tailored to each student's project. Enrollment limited. E. Jorge. [not offered 2002–03]

189PI. Seminar on Contemporary Issues in the Spanish Speaking World. Students will review current newspapers, magazines, Web sites, chat rooms, television and radio programs, and other sources of information in order to discuss contemporary issues as the events unfold. We will analyze some of the socio-political, economic, and cultural contexts in which these issues developed in two different ways: either through the study of a single issue across different countries, or through the study of various issues in one country. A final project will be required. Class conducted exclusively in Spanish. Every Fall, E. Jorge.

189CM. Spanish Across the Curriculum. The Spanish Across the Curriculum program integrates a Spanish language component in non-foreign language courses. This year, it will complement the course Spanish in Translation 131: Latin American Literature in Translation. Prerequisite: Spanish 44 or equivalent. May be repeated for credit. One-half course credit. C. Chorba (CMC). [not offered 2002–03]

Writing

Writing classes at Pitzer are designed to nurture critical inquiry among students while at the same time cultivating fluent, confident writing that reflects rich, engaged thinking.

1. Writing I: The Writing Process. An Introduction to the Fundamental Techniques of Expository Prose. Class activities focus on writing strategies designed to aid students in developing their ability to write well-organized and logical essays. In a series of short papers, students are asked to examine issues and ideas generated by fictional and expository texts, and class discussion. For one final, longer paper, additional reading and research will be required. Students may enroll in one section only. Enrollment is limited. Spring, Staff.

3. Writing III. Writing the City. An advanced writing course that looks at Los Angeles and the Southern California landscape through the eyes of writers, journalists, artists, and film directors. The class will make occasional field trips to experience the landmarks and neighborhoods that figure prominently in the literature assigned. Among the authors to be considered are Raymond Chandler, Joan Didion, and Nathanael West. Writing assignments will ask students to examine the social and political scene that is uniquely L.A. Spring, J. Levering Sullivan.

10a. Writing for International Students. An expository writing course for students whose first language is not English. Organized around topics of intercultural interest, the course focuses on developing the skills needed for planning and writing American college English papers, including the essay, critique, and research paper. Extensive reading and discussion form the basis of writing assignments. Open only to non-native speakers of English. Spring, L. Herman.

15. Rhetoric and Argument. A course for students who are interested in argumentation and the rhetorical analysis of political writing. The course will focus on expanding critical thinking skills with particular attention paid to dealing with authority and evidence for supporting arguments in different disciplines. Students will be expected to respond to assigned readings in a series of short papers and to submit one long paper which addresses a major area of political controversy. Enrollment is limited. Spring, L. Petersen.

20a,b. Creative Nonfiction. An advanced writing class that emphasizes narrative in the context of literary nonfiction. Class assignments will be centered around a number of genres: memoir, autobiography, biography, literary journalism, travel writing, and social criticism. Readings will include selections from such authors as Truman Capote, Tobias Wolff, Richard Rodriguez, and Joan Didion. Freshmen need consent of instructor. May be taken twice for credit. Fall (20a), J. Levering Sullivan; Spring (20b), J. Levering Sullivan.

26. Autobiography and Memoir. This course will look at the writer's life as resource and examine how our lives connect to the national life or to national ideas. We will focus on strategies for transforming personal experience into literary writing, borrowing from fiction, non-fiction, poetry and other sources for narrative threads. Fall, J. Levering Sullivan.

Music

A joint program with Scripps, Claremont McKenna, and Harvey Mudd Colleges.

3. Fundamentals of Music. In this course the student learns elementary concepts of melody, rhythm, harmony and notation. Basic principles of sight-singing and reading music are included. No previous musical experience is required. Offered each semester. A. DeMichele, W. Lengefield, Staff.

81. Introduction to Music. A direct experience of music based on extensive listening to Western European art music from diverse historical epochs and related music from the Middle East, China, and West Africa. Concepts of major musical styles and forms, as well as basic musical terminology and notation, are discussed. Offered each semester. A. DeMichele, R. Huang, Staff.

173a,b. Concert Choir. A study through rehearsal and performance of choral music selected from the 16th century to the present with an emphasis on larger, major works.. Membership is obtained by audition. Advanced singers may also participate in the Chamber Choir. Half-course credit per semester. A. DeMichele

174a,b. Chamber Choir. A study of choral music from 1500 to the present, with emphasis on those works composed for performances of a choral chamber nature. Singers will be accepted into the class on the basis of a successful audition. Half-course credit per semester. A. DeMichele.

175a,b. Concert Orchestra. The study through lecture, discussion, rehearsal, and performance of styles and techniques appropriate for the historically accurate performance of instrumental works intended for orchestra. Emphasis will center upon, but not be limited to, music of the second half of the 18th century to the present, with special emphasis on the Classical and Romantic periods. Class enrollment permitted only after successful audition. Half-course credit per semester. M. Lamkin.

Note: A half-course credit per semester may be awarded for music ensemble. Credit for individual music instruction may be awarded at the rate of half-course credit for a half-hour weekly lesson per semester, or full-course credit for an hour weekly lesson per semester. Pomona College awards one-quarter course credit for ensemble and half hour weekly lesson. Students who take a Music major offered at Scripps or Pomona College are expected to meet the major requirements specified by the College at which the major is taken.

Intercollegiate

172G. Collegium Musicum. Staff.

Ontario Program

For program description, see under External Studies Program, page 19.

101. Critical Community Studies. This course will enable students to identify and understand the dynamics of community in contemporary U.S. society, and will give students some of the tools to assist in the rebuilding of egalitarian and sustainable communities. The course takes Ontario as a case study and deals with some of its most pressing educational, socio-political and environmental problems. Students participate in numerous community study-trips, such as Tijuana, Mexico and City Council meetings. Fall/Spring, Staff.

104. Internships and Community Immersion. This course must be taken concurrently with ONT 101. The course provides students with an intensive internship experience focused on understanding the roles that organizations in the City of Ontario play in meeting urban challenges. Partnerships have been established with numerous organizations including the City of Ontario, Homeless Outreach Programs, Ontario Montclair School District and the Resource Conservation District. Fall/Spring, Staff.

106. Applied Research Methods. This course offers you an opportunity to conduct community-based research. You begin by focusing on the importance of who sets the research agenda and the types of questions that are asked, examining research frameworks and different methodological approaches. You then develop and implement your own research project on a critical community concern and present your findings. You will leave the course with a strong foundation to carry out systematic research using focus groups, ethnography, survey techniques, and the use of the Geographic Information System (GIS). Fall/Spring, Staff.

Organizational Studies

Organizational Studies is an interdisciplinary course of study focusing on administrative, economic, political, psychological, and sociological factors that affect complex human systems. A major in Organizational Studies emphasizes an understanding of how organizations operate, how they affect society, and how they change.

Students interested in public administration, business administration, public health administration, organizational behavior, industrial psychology, labor, or sociology of work may find this program an appropriate preparation for either career or graduate work in these areas.

Pitzer Advisors: J. Lewis, K. Rogers. Affiliated faculty: H. Botwin, N. Boyle, J. Lehman, J. Sullivan, R. Volti.

Requirements for the Major

Organizational Studies majors take twelve courses from three groups: breadth, core, and depth. The courses include a set of four base classes, one from each of the social sciences that Organizational Studies draws upon as an interdisciplinary field, one methods class, and seven additional classes drawn from thematic and core courses that focus on organizational, industrial, or work-related topics. In most cases several breadth courses will have been completed by the time a student begins to take courses in the core.

(i) Breadth

Four breadth courses are required, one from each of four fields of study: Microeconomics (Economics 52); Comparative Politics (Political Studies 30), Congress and the Presidency (Political Studies 100), or another government course relevant to the student's interests; Social Psychology (Psychology 103); and one course on organizations and society, either Economy and Society (Sociology 13) or Technology and People (Sociology 25).

(ii) Core

All students complete five core courses. Three of these are required: Organizational Theory (Organizational Studies 100), Organizational Behavior (Organizational Studies 135), and any statistical methods course (Economics 91, Political Studies 91, Psychology 91, or Sociology 101).

Two additional core courses are chosen from those below:

Cases in Management (Organizational Studies 105), Directed Fieldwork (Organizational Studies 110), Manufacturing Tales (Organizational Studies 120), Nature of Work (Organizational Studies 148), Social Responsibility and the Corporation (Organizational Studies 160), Negotiating Conflict (Organizational Studies 192), Ontario Internship program (by special arrangement), and occasional topics or seminar courses which may be selected in consultation with the advisor, such as Organizational Studies 198.

(iii) Depth

In consultation with their advisors, students select three courses for depth which together represent either a single topical interest or provide further work in one of the breadth fields. Sample topics have included nonprofit administration, delivering health care, arts management, labor, organizational communication, finance and accounting, information technology, women and work, organizations and development, and others. A brief rationale describing how the choice of depth courses should be filed with the advisor at the same time as the major form, i.e., no later than the fall of the junior year. Students are urged to consider courses from the five colleges and at Pitzer beyond those normally designated within Organizational Studies which would integrate their topical interests. Topics can also frequently be pursued in coordination with study abroad.

Students who wish to complete their depth in a single discipline will usually choose from the following:

Economics: 51. Principles of Macroeconomics; and two upper-division economics or accounting courses selected in consultation with the advisor.

Political Studies: 112. Labor Internships; 143. International Organizations; 185.

Political Psychology: 190. Public Choice; 192. Negotiating Conflict.

Psychology: 107. Theories of Personality; 132. Intercultural Communication; 145. Small Group Processes; 177c. Seminar in Organizational Communication; 194. Seminar in Social Psychology.

Sociology: 10. Cars and Culture; 23. Women at Work; 25. Technology and People; 34. Sociology of Education; 122. Sociology of Health and Medicine; 153. Sociology of Work and Occupations.

Students who are pursuing a **combined major** with Organizational Studies and another field may take three courses which simultaneously fulfill the requirements for Organizational Studies and the other field of major. Normally, students with double majors will choose a depth area in Organizational Studies that is different from their other major. A combined major with Organizational Studies normally includes nine courses of which three may overlap with another field. The combination is to be worked out by the student and cooperating advisors.

Honors: Students with exceptionally strong academic records may be invited by the field group to be considered for **honors**. Eligible students will be notified at the end of their junior year. Honors will be awarded based on excellence in overall academic work, work in the major, a senior thesis, and an oral presentation.

Joint B.A./M.B.A. Degree Program

Claremont Graduate University offer a highly selective combined program leading to both a Bachelor of Arts Degree and a Master of Business Administration. The program takes five years to complete, at which time both degrees are awarded. Students accepted into this program must formally apply in the fall and be admitted into the M.B.A. Program at C.G.U. in the spring of their junior year. Students who might be interested in this program need to plan as early as sophomore year and should consult with K. Rogers.

Joint B.A./M.I.S. Degree Program in Organizational Studies and Information Systems

Pitzer's Organizational Studies Field Group and Claremont Graduate University's Program in Information Science offer Organizational Studies concentrators the opportunity to obtain an accelerated M.I.S. degree. Students must formally apply in the fall and be admitted into the Information Science Program at C.G.U. in the spring semester of their junior year.

Applicants must demonstrate competence in information technology and be recommended by the Pitzer Organizational Studies Field Group. Students in the joint program must declare their major in Organizational Studies before applying for this program. Interested students should see J. Lewis.

The joint program is a 17-course program that requires nine courses from the Organizational Studies major and 8 from the Information Science Program. This joint degree is designed to be completed in one year beyond the B.A. degree. The student must enroll at the Claremont Graduate University for at least 8 classes. Applicants to this program must also demonstrate competence in one or more computer languages before entering the program. Specific requirements for this program can be obtained from J. Lewis.

Course Descriptions:

10/111. Cars and Culture. (See Economics 10/110 or Sociology 10.) Spring, H. Botwin/R. Volti.

13. Economy and Society. (See Sociology 13.) Fall, R. Volti.

25. Technology and People. (See Sociology 25.) Fall, R. Volti.

30. Comparative Politics. (See Political Studies 30.) Spring, N. Boyle.

34. Sociology of Education. (See Sociology 34.) Fall, T. Anderson.

51. Principles of Macroeconomics. (See Economics 51.) Fall, H. Botwin; Spring, D. Allison.

52. Principles of Microeconomics. (See Economics 52.) Fall, M. Federman; Spring, H. Botwin.

91. Statistics. (See Economics or Psychology 91.) Fall, D. Allison/M. Healy; Spring, M. Healy.

100. Organizational Theory. Examines the major theories that have shaped the way we think about how people organize and get organized. Theorists include a long list from F. W. Taylor and Weber, to systems theorists, and post-modern and feminist theorists. Prerequisite: one social science course or consent of instructor. Fall, K. Rogers.

POST 100. Congress and the Presidency. (See Political Studies 100.) Spring, D. Ward.

103. Social Psychology. (See Psychology 103.) Spring, J. Lewis.

104. Experimental Social Psychology. (See Psychology 104.) Fall, H. Fairchild.

105. Cases in Management. This course is a case method approach that focuses on identifying and analyzing problems in organizational behavior, structure, design, and change. Each week a case will be assigned and discussed in class along with related reference materials which pertain to the special problems of that case. Prerequisite: Organizational Studies 100, or 135 or equivalent. Spring, Staff.

107. Theories of Personality. (See Psychology 107.) Fall/Spring, N. Rodríguez.

110. Directed Fieldwork in Organizations. Students participate in mentored internships in a wide variety of organizations. Also, a seminar with supporting readings meets weekly. Students will be expected to collect data about the organization, and present a diagnosis of a specific organizational problem or theme with suggested solutions. Prerequisites: Organizational Studies 100, Psych 135. Enrollment is limited. K. Rogers. [not offered 2002–03]

115. Labor Economics. (See Economics 115). Fall, M. Federman.

120. Manufacturing Tales. Focus is on organizational culture, meaning and symbols as represented in stories, photography, and oral histories of workplaces. We will sample some fictional works, some descriptive social science and some empirical research on organizational behavior and careers. Each student will prepare a project about an ongoing workgroup. K. Rogers. [not offered 2002–03]

122. Sociology of Health and Medicine. (See Sociology 122.) Fall, Staff.

135. Organizational Behavior. We will investigate individual, group, and structural factors that work to influence patterns of behavior in organizations. The course will incorporate a variety of methods designed to highlight important issues in the field, and students will be expected to work through individual and group projects related to the area. Prerequisite: Organizational Studies 100 or Psychology 103. Spring, Staff.

140. Economic Development. (See Economics 140). Fall, H. Botwin.

145. Small Group Processes. (Also Psychology 145.) This course will investigate the effects of group contexts on leadership, cooperation, competition, creativity, and risk taking. Special emphasis will be placed on group development, interactional analysis, and communication. Prerequisite: Psych 103, 104, or Org Studies 135. Enrollment is limited. J. Lewis. [not offered 2002–03]

148. The Nature of Work. This course explores psychological issues related to the changing nature of work. With a primary focus on the human side of organizational life, we will examine how changes in technology, international relations, and social expectations shape present and future understanding of work in our contemporary world. Prerequisite: Organizational Studies 100 or 135. Enrollment is limited. Fall, J. Lewis.

153. Sociology of Work and Occupations. (See Sociology 153.) Spring, R. Volti.

160. Social Responsibility and the Corporation. Issues include the structure of large corporations and how they advance particular social, political, and economic agendas; corporate strategies; how companies cope with disasters including industrial accident; whistleblowing; and the responsibilities of corporate boards. K. Rogers. [not offered 2002–03]

174. Health Economics. (See Econ 174.) Spring, M. Federman.

177c. Seminar in Organizational Communication. (See Psychology 177c.) Spring, J. Lewis.

185. Political Psychology. (See Political Studies 185.) Fall, D. Ward.

192. Negotiating Conflict. Considers some of the theoretical and practical issues involved when people as individuals, groups, or organizations try to resolve disagreements. Areas considered include interpersonal and family conflict, legal dispute, contracts, and public private collaborative arrangements. We consider a wide variety of cases. Students will gain experience negotiating difficult situations. Fall, K. Rogers.

198. Senior Seminar: Topics on Organizations. Topics vary and will be announced. Especially for O.S. concentrators. Other students may be admitted with permission of the instructor. Fall, K. Rogers.

199. Senior Thesis. Staff.

Philosophy

Philosophy courses offered by the Pitzer Philosophy Field Group and the Philosophy Departments of the other Claremont Colleges and CGU are designed to cultivate critical thinking and to introduce the student to the history of philosophy, its traditional problems and subject areas, and its connections with related subjects. In addition to preparing students for graduate work in philosophy, philosophy courses are a natural complement to the study of a wide variety of other subjects, and can be relevant to preparation for careers in law, medicine, and a number of fields involving the natural and social sciences, and the humanities.

Pitzer Advisor: B. Keeley

Most courses numbered under 100 are suitable for students who have taken no college level courses in philosophy. Although they do not satisfy any of the major requirements, Philosophy 1, 2, 3 and 7 are especially recommended to introduce students to philosophy and to prepare them for more advanced courses.

Requirements for the Major

The regular philosophy major is offered in cooperation with Pomona College. The requirements include nine courses in philosophy consisting of the following:

- (i) Five core courses: Philosophy 31 (History of Ethics), Philosophy 40 (Ancient), Philosophy 42 (Modern), Philosophy 60 (Logic), and one of either Philosophy 30 (Introduction to Mind, Knowledge and Existence) or Philosophy 101 (Theory of Knowledge);
- (ii) Three elective non-introductory courses in philosophy to be chosen from the offerings of the 5 colleges and CGU in consultation with the students' advisors;
- (iii) A senior project designed and completed in consultation with the Pitzer Philosophy Field Group. Preparation normally involves taking a one-credit "Senior Thesis" Independent study.

Pitzer students are also encouraged to design combined and special majors which include philosophy. All such majors must be approved by the Pitzer Philosophy Field Group before the second semester of the student's junior year.

Students who wish to major in philosophy or in a joint or special major which includes philosophy must arrange to have a Philosophy Field Group advisor by the beginning of the junior year. Special or joint concentrators choose a second advisor from Pitzer or any of the other colleges.

A **minor** in Philosophy requires a total of 6 philosophy courses, no more than two of which can be numbered below 10. No course for the minor may satisfy a requirement for a major.

In addition to the following, see course listings for Claremont Graduate University, Claremont McKenna College, Harvey Mudd College, and Scripps College.

1. Problems of Philosophy. A study of selected problems in philosophy from such areas as ethics, philosophy of religion, theory of knowledge, and metaphysics. Classical and contemporary readings. Fall/Spring, P. Thielke/B. Reed (Pomona).

3. Philosophy Through Its History. Study of the development of philosophy in the West. Plato, Descartes, Hume, Kant, and Nietzsche will be considered. Lecture and discussion. S. Erickson (Pomona). [next offered 2003–04]

4. Philosophy in Literature. Discussion of various aspects of the human condition, personal and social, as presented in various works of literature. S. Erickson (Pomona). [next offered 2003–04]

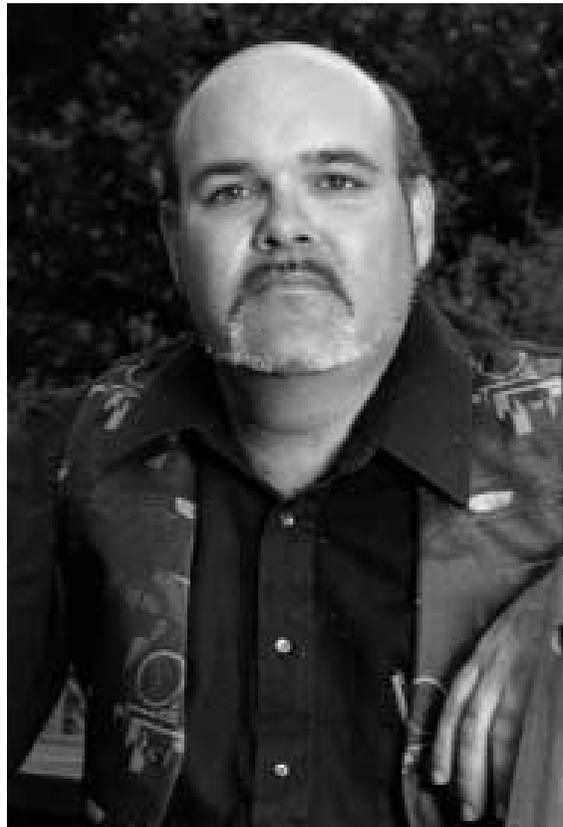
- 5. Gods, Humans, and Justice in Ancient Greece.** Focus on the fundamental questions in ancient Greek moral thinking, such as the following: What is the best kind of life for a human? Should I be good? Can I be good? Is morality objective, subjective, or relative to one's society? What is the relation between gods and humans? Are we at the mercy of fate? Readings from Greek literature and philosophy. Identical to Classics 64. R. McKirahan (Pomona).
- 7. Introduction to Philosophy.** (formerly Phil 39) What's so great about thinking and knowledge? In the course of the semester, we will investigate that value of a philosophical life by taking a journey through the history of Western philosophy, from Socrates & Plato to Sartre. Along the way, we will consider perennial philosophical questions about the nature of justice, the relationship between mind & body, free will, the problem of evil, and arguments for the existence of God. Fall, W. Krieger; Spring, R. Rubin.
- 9. History of Modern Philosophy.** (See History of Ideas 9). R. Rubin.
- 25. Feminist Philosophy.** This course will have two central aims: first, to examine the extent to which feminist critiques and insights can and should be applied to traditional philosophical questions. Second, to evaluate the extent to which philosophical critiques and insights should be applied to distinctively feminist issues. Throughout the course, the ability to think critically, to develop and defend sustained arguments, and to appropriately justify one's positions will be emphasized. Fall, J. Lackey (Pomona).
- 30. Knowledge, Mind and Existence.** Introduction to some of the central issues regarding the nature of knowledge, the mind, and reality. Topics to be discussed include skepticism, the analysis of knowledge, theories of epistemic justification, the nature of consciousness and subjectivity, mental causation, dualism, reductive and non-reductive physicalism, proofs for the existence of God, and personal identity. Spring, J. Lackey (Pomona).
- 31. History of Ethics.** Introduction to the major writings of several leading figures in the history of moral philosophy. Focuses primarily on moral philosophy of the modern period. Lecture and discussion. Fall, P. Thielke (Pomona).
- 32. Ethical Theory.** Introduction to the central problems of philosophical ethics, including the nature of value, the justification of moral principles, and the psychology of moral choice. Classical and modern readings. Spring, P. Hurley (Pomona).
- 33. Social & Political Philosophy.** Survey of conceptual and normative problems in political and social theory, particularly issues involving freedom, equality, and rights. Readings from Locke, Marx, Rousseau, Mill, Rawls, Nozick, and others. Spring, P. Hurley (Pomona).
- 34. Philosophy of Law.** Consists of two components. The first focuses on specific issues in the philosophy of law, e.g., should we punish to incapacitate? to cure? to deter? to exact revenge? to exact retribution? The second component surveys the main theories of what, more generally, the law is and ought to be. Fall, P. Hurley (Pomona).
- 36. Philosophies of Liberation and Revolution.** How did the demand for revolution in social structures arise in Western thought, and how is this demand related to the traditional search for human fulfillment? Readings from Marx, Engels, Mao, Marcuse, and Debray, and from Black and South American theologies of liberation. In contrast, the course also evaluates radical feminist theories in relation to the revolutionary tradition and the Feminist program for social and personal change. Letter grade only. F. Sontag (Pomona). [next offered 2005-06]
- 37. Practical Ethics.** Addresses some of the moral problems confronting us as morally engaged individuals interested in trying to understand and respond sensibly to the world around us. Contains a segment on moral reasoning, but the specific moral problems will vary from year to year. This year's list may include abortion and reproductive issues, euthanasia, suicide and assisted suicide, the moral claims of non-human animals, capital punishment, affirmative action and other diversity issues, moral distance and statistical v. actual deaths, pornography and censorship. A. Davis (Pomona).

- 38. Bioethics.** Focuses on issues and themes that arise in our reflections about the conduct of scientific research and the application of its results, and about the nature and practice of medicine. Specific issues will vary from year to year. One year we may explore the conceptual underpinnings that help us understand and assess the efficacy and morality of medical treatment. Another year, the orientation of the course may be a more policy-centered one. Fall, A. Davis (Pomona).
- 40. Ancient Philosophy.** The origins of Western philosophy through reading and discussion of its classical sources, including the Presocratics, Plato, and Aristotle. Lecture and discussion. Fall, R. McKirahan (Pomona).
- 41. Medieval Philosophy.** A wide variety of medieval philosophers/theologians will be considered, from Ancient philosophy to the Modern Age, including the mystical tradition. Original source readings will span from Augustine to Ockham. Letter grade only. F. Sontag (Pomona). [next offered 2004–05]
- 42. Modern Philosophy.** Major philosophers of the 17th and 18th centuries, e.g., Descartes, Locke, Berkeley, Kant, Hume, emphasizing their views on metaphysics, epistemology, and philosophy of mind. Lecture and discussion. Spring, P. Thielke (Pomona).
- 43. Continental Thought.** Beginning with a review of Kant, German idealism (Fichte through Hegel), Kierkegaard, Schopenhauer, Nietzsche, Heidegger, Foucault, and Derrida will be considered. Spring, S. Erickson (Pomona).
- 45. Metaphysical Systems.** Considers a wide-range of basic assumptions and first principles used by philosophers, and examines the role metaphysics has played in the history of philosophy, past and present. Readings from Plato, Aristotle, Bergson, Comte, and Marx, ending with a comparison between Sartre's *Being and Nothingness* and Heidegger's *Being and Time*. Letter grade only. F. Sontag (Pomona). [not offered 2002–03]

Brian Keeley

Assistant Professor, Philosophy

The thing I like best about Pitzer is the flexibility. As a professor, I can offer courses which are more interdisciplinary than those found at most other places. And, I like teaching students who are actively encouraged to explore a range of academic, social and personal possibilities. Pitzer's what you make of it.



- 50. Freedom and Responsibility.** What is freedom of the will? What is moral responsibility? Are they compatible with determinism? Readings from contemporary treatments of these topics by writers such as Dennett, Frankfurt, Strawson, van Inwagen, and Watson. B. Reed (Pomona). [next offered 2003–04]
- 52. Philosophy of Religion.** Explores the classical and contemporary settings for the problem of evil and the way in which God is either denied or reconceived as a result. Readings from Augustine, Jung, Suzuki, Kazantzakis, Niebuhr, de Chardin, Otto, Confucius, Wiesel, and Eastern religions, e.g., Zen Buddhism. Letter grade only. Fall, F. Sontag (Pomona).
- 53. Philosophical Psychology.** The origin of psychoanalysis, its theories, and the philosophical assumptions about human nature which are involved. Extensive readings in Freud and, in order to contrast the two approaches, Jung, with comparisons to some recent theories. Letter grade only. Spring, F. Sontag (Pomona).
- 54. Existentialism.** The origins of existentialism and its impact on philosophy, literature, theology, and psychoanalysis. Extensive source readings in Kierkegaard, Sartre, Camus, de Beauvoir, Tillich, Frankl and others. Letter grade only. Fall, F. Sontag (Pomona).
- 55. Aesthetics and the Philosophy of Art.** Introduction to philosophical and conceptual issues raised by beauty and art. What makes something a work of art? What grounds are there, if any, for distinguishing better from worse art? What is the nature of the beautiful and does it have any necessary relationship to art? The primary focus will be issues raised by 20th Century art, including Duchamp, Rauschenberg, Warhol, Pollock, Mapplethorpe, Karen Finley, and others. B. Keeley. [next offered 2003–04]
- 60. Logic.** Introduction to mathematical logic through the development of proof techniques (natural deduction and semantic tableaux) and model theory for sentential logic and quantification theory. Properties of logical systems, such as consistency, completeness, and decidability. Lecture and discussion. Fall, J. Atlas; Spring, B. Reed (Pomona).
- 63. Aspects of Russian Philosophy.** Traditional Russian philosophers, theologians and “philosophical novelists”, e.g., Tolstoy, will be read along with Copleston’s historical survey *Russian Philosophy*, to gain a sense of the intellectual/philosophical/theological atmosphere in the USSR and to help explain the seemingly totally different situations that emerged post-repression. Letter grade only. F. Sontag (Pomona). [not offered 2002–03]
- 95. Foundations of Neuroscience.** (See Science: Biology 95). Fall, N. Copp, B. Keeley.
- 101. Theory of Knowledge.** Problems in the theory of knowledge, including skepticism, the definition of knowledge, perception, and phenomenism. B. Keeley. [not offered 2002–03]
- 103. Philosophy of Science.** Introduction to topics in philosophy of science, including the structure of scientific theories, the nature of scientific progress, confirmation of scientific hypotheses, and contemporary critiques of science. Figures to be considered may include Sir Karl Popper, Carl Hempel, and Thomas Kuhn. Prerequisite: Logic or college-level science courses, or permission of instructor. Fall, B. Keeley.
- 121. Rationalism.** An examination of the philosophical thought of Descartes, Spinoza, and Leibniz. Fall, R. Rubin.
- 123. Perspectives on Mind & Brain.** An exploration into the relationship between mind and brain. We will investigate three different perspectives: 1) contemporary philosophy, 2) contemporary brain science, and 3) first-person narratives from people with conditions such as chronic depression, autism, and Tourette Syndrome. This comparison of perspectives should result in a deeper understanding not only of philosophy and neuroscience, but also of our own mind/brains. Prerequisites: one course in philosophy and one neuroscience or psychology course, or permission of instructor. Spring, B. Keeley.

129JT. Science and Modernity. (Also Chem 129 JT). The course examines the crucial impact of science and the scientific attitude on the main aspects of modernity, politics, religion, philosophy. The common sense relationship between the knowing subject and the objects investigated becomes problematic in contemporary science (especially after the development of quantum mechanics). The course investigates the consequence of this for science and other intellectual disciplines. (Not for Chemistry credit). Consent of instructor. A. Fucaloro/H. Neumann.

130. Monkey Business: Continuing Controversies in Human Evolution. (Also Psyc 130). Ever since Darwin first posited a plausible mechanism for evolution, scientists and non-scientists alike have used his ideas to support their own concepts about the nature of human nature. In class, we will examine the history, concepts, and philosophy behind Darwin's ideas, exploring in the process the fields of sociobiology, cognitive psychology, and primatology, among others. We will also consider the relationship between development and evolution as we attempt to build an understanding of Darwin's mechanism that is free of the confused notions that have become attached to it over the years. Prerequisites: A college-level course in at least one of the following three areas: psychology, philosophy, or biology, or permission of the instructor. Spring, B. Keeley/D. Moore.

160. Freedom, Markets, and Well-Being. Our society embraces commitments both to safeguarding basic liberties and to facilitating the pursuit of happiness. In this course we take up a range of views concerning the appropriate role of the market in such a society. We then focus upon the challenges involved in bringing these arguments to bear on issues of public policy. Prerequisites: one course in each of philosophy, politics, and microeconomics. Same course as Economics 160, Politics 100 and PPE 160. Fall, E. Brown/P. Hurley (Pomona).

185A. Topics in Metaphysics and Epistemology. Seminar in topics of metaphysics and theory of knowledge for Philosophy concentrators. May include skepticism, personal identity, first person, free will, mental representation, mental content, or systematic study of contemporary figures. Prerequisites: Philosophy 60 and either Philosophy 42 or 43, or permission of instructor. Recommended: Philosophy 44, 45, or 101. J. Lackey (Pomona). [next offered 2002–03]

185B. Topics in Moral Philosophy. Selected issues in contemporary moral philosophy. Recommended for junior and senior philosophy majors. Prerequisite: Philosophy 31 or 32. (Pomona). [not offered 2002–03]

185D. Evil and Good. What is evil? What makes people act in ways that we characterize as evil? Are there evil people or only evil acts? To what extent is evil a consequence of social arrangements and institutions that are independently criticizable in their own right, and to what extent must it be seen as aspect of human nature that we cannot hope to eliminate and so must reckon with? This course explores these and related questions, drawing upon sources from a number of disciplines including literature, psychology, psychiatry, as well as philosophy. A. Davis (Pomona). [not offered 2002–03]

185L. Topics in Epistemology, Metaphysics and the Philosophy of Mind. An examination of various issues in contemporary epistemology, metaphysics, and the philosophy of mind, such as the following: the nature of consciousness, mental causation, the relationship between the mental and the physical, the nature of epistemic justification, and the status of testimony as a source of knowledge. Spring, J. Lackey (Pomona).

185M. Topics in Mind and Language. Introduction to contemporary theories of language, cognition, truth, meaning, mind/body and intentionality. Prerequisite: Philosophy 42 or 60, or permission of instructor. Fall, J. Atlas (Pomona).

185P. Topics in Value Theory. Contemporary treatments of some of the dominant topics in value theory. Egoism, ethical relativism, realism, objectivity, the fact/value distinction, and weakness of will. Prerequisite: Philosophy 31 or 32, or permission of instructor. P. Hurley (Pomona). [not offered 2002–03]

186E. Heidegger and the Tradition. A selective examination of Heidegger's understanding of poetry, tradition, and truth. Comparisons with Hegel, Nietzsche, Wittgenstein, and Derrida. Discussion. Spring, S. Erickson (Pomona)

186F. Topics in 20th Century Philosophy. Development of 20th Century analytic philosophy: Frege, Russell, Moore, Wittgenstein, Carnap, Ayer, J.L. Austin, Ryle, Quine, Goodman, White. J. Atlas (Pomona). [not offered 2002–03]

186H. Topics in History of Modern. An examination of issues central to 17th–19th century philosophy. Topics might include the debate between rationalism and empiricism, the limits of reason, the nature of substance and mind, and the nature of human experience. Reading to be drawn from authors from Descartes to Nietzsche. Letter grade only. Prerequisite: Philosophy 42. Fall, P. Thielke (Pomona).

186H. Kant. A detailed examination of the works of Immanuel Kant, focusing on issues that arise from Kant's transcendental idealism. Topics may include Kant's account of cognition, the nature and limits of human knowledge, the force of the moral law, and the warrant of aesthetic judgments. Prerequisite: Philosophy 42. P. Thielke (Pomona). [next offered 2003–04]

186Q. The Presocratic Philosophers. Examines selected issues and central figures in the Presocratic tradition of Greek philosophy. Philosophers studied may include Heraclitus, Parmenides, Empedocles, Anaxagoras, and Democritus. Issues include truth, knowledge, the mind, reality, being and becoming, the one and the many, change, and the infinite. Prerequisite: Phil 40 or permission of the instructor. R. McKirahan (Pomona). [not offered 2002–03]

186R. Russell and Wittgenstein. Introduction to the work of the two greatest philosophers in the 20th-century "empiricist" tradition. Attention to Russell's Logical Atomism (1900–1925): knowledge, existence, meaning, and mind; his later views (1940–1959); Wittgenstein's relation to Russell; Wittgenstein's work (1929–1951). J. Atlas (Pomona). [not offered 2002–03]

187. Tutorial in Philosophy. Selected topics, determined jointly by the student and the tutor, conducted through a program of frequent student papers evaluated in Oxford-style tutorial sessions. Prerequisite: written permission of instructor. 187A, full course; 187B, half-course. May be repeated. Fall/Spring, J. Atlas (Pomona).

188. Pro-Seminar in Contemporary Philosophical Issues. Extended discussion of selected topics current in recent philosophical debate. Prerequisites: at least five philosophy courses and permission of the instructor. Letter grade only. Spring, S. Erickson (Pomona).

191. Senior Thesis. Students work individually with faculty to identify an area of interest and define a topic to investigate. The research project results in a thesis to be submitted in writing to the Philosophy Department. Fall, S. Erickson (Pomona); Spring, B. Keeley.

192. Senior Comprehensive Seminar. A seminar for senior majors exploring critically the issues central to the Senior Comprehensive Exercise. Half-course.

193. Senior Comprehensive Exercise. Half-course. Spring, J. Lackey (Pomona).

198. Summer Research Projects. Summer reading and research on a topic agreed to by the student and the instructor. Normally such study involves a set of short papers and/or culminates in a research paper of substantial length. Full or half-course. Staff.

199. Independent Study. Independent reading and research on a topic agreed to by the student and the instructor. Normally such study involves a set of short papers and/or culminates in a research paper of substantial length. Full or half-course. Staff.

Physics

See Science, p.172

Political Economy

The objective of this major is to allow students to major their studies on problems that lie in both political studies and economics, to explore the large and rapidly expanding literature that belongs to both of them, and to design programs of study which combine, in ways relevant to their interests, elements that may be treated separately by the two disciplines.

- (i) Twelve courses are required for the major, a minimum of six semester courses in political studies and six semester courses in economics. Courses which are cross-listed may be counted toward either discipline, but not toward both.
- (ii) Of the six semesters in economics, there must be two semesters of Principles of Economics and two semesters of Economic Theory.
- (iii) Of the six semesters of political studies, there must be one semester of Introduction to Political Studies. There must be at least one course each from two of the three fields of political philosophy, international relations, and comparative government.
- (iv) There must be one semester of statistics (Economics 91 or Political Studies 91), and one semester of a senior seminar (Political Studies 195 or 196 or Economics 198).
- (v) Of the twelve required courses, a minimum of two semesters must be from the following, which explicitly join the two disciplines.

Economics:

- 127. China and Japan: Economy and Society
- 141. Agricultural Development in the Third World
- 148. Issues in International Trade and Development Policy

Political Studies:

- 120. State and Development in the Third World
- 141. International Political Economy
- 142. The Third World and the Global Economy
- 166. Environmental Policy
- 181. The Politics of Water.
- 190. Public Choice.

- (vi) Students must complete one semester of a senior seminar.
- (vii) Honors candidates will be expected to achieve excellence in the above and submit a worthwhile senior honors thesis under the direction of an economist and a political scientist.
- (viii) Students are strongly recommended to take:
 - (a) One semester of History of Economic Thought
 - (b) At least one semester of history
 - (c) Mathematics through Mathematics 23

Political Studies

Political Studies examines political values, interests, power and processes of governing. Courses explore these questions using a variety of methodological approaches.

Political Studies consists of four sub-fields. Political Philosophy examines the history of political concepts such as authority, law, freedom, rights, equality, justice, and the state. Comparative Politics develops criteria for comparing the domestic politics of countries throughout the world, including the U.S.A. International Politics examines relationships between and among nation-states, as well as the emergence of transnational forces that increasingly give shape to a global political system. Public Policy encourages students to explore the process by which policy is made and policy change is achieved.

Pitzer Advisors: N. Boyle, T. Ilgen, S. Snowiss, J. Sullivan, L. Tongun, D. Ward.

Requirements for the Major

Majors in Political Studies must meet the following requirements:

- (i) Satisfactory completion of ten courses in Political Studies. These must include:
 1. Political Studies 10
 2. Either Comparative Politics (PS 30) or International Politics (PS 46)
 3. At least one course in each of the three sub-fields: comparative politics (PS 30 and PS 100–129); international politics (PS 46 and PS 130–149); and political philosophy (normally either PS 150 or 151)
 4. A senior seminar, one of which will be offered each semester and each of which includes a major research paper.
- (ii) A history course which covers the emergence of the modern state (usually either History 11 or History 21, taken in either First/Sophomore years). A second history course related to a student's particular area of interest is strongly recommended.
- (iii) One semester of Principles of Macroeconomics (usually taken in First/Sophomore years). A semester of Principles of Microeconomics is recommended.

Political Studies 91 is highly recommended for students wishing to use quantitative techniques and for all students planning to attend graduate school.

Those students who wish to write a senior thesis must present a proposal or paper to the Political Studies/Economics Field Group at the end of the prior semester for approval.

Requirements for the Combined Major in Political Studies and Economics

Students who wish to combine a major in Political Studies with a major in Economics must meet all requirements for the Political Studies major with the exception that the student needs to complete only seven political studies courses with at least one course in two of the three fields offered. See Economics.

Honors: Exceptional students may be awarded honors in Political Studies on the basis of the excellence of their work in the major and in a senior thesis.

AP Credit: AP Courses with a score of 5 may be counted toward graduation, but not toward fulfilling the requirements of the major.

Political Studies

10. Introduction to Political Studies. An introduction to the study of politics and its subfields of political philosophy, comparative politics and policy, and international and global affairs. Concepts examined include human nature and power, community and the state, citizenship and rights, authority and legitimacy, freedom and equality, democracy and justice. The course explores how different peoples, classes, cultures, and nations organize themselves politically for common purposes and for addressing conflicts. Web materials will be used to address contemporary political issues. Required of Political Studies concentrators; also serves as an appropriate course for other students interested in politics. Fall, N. Boyle/D. Ward.

30. Comparative Politics. This course analyzes the domestic politics of different nation-states. It focuses on countries where Pitzer has External Studies sites such as China, Italy, Turkey and Botswana. The course is especially appropriate for students contemplating study abroad. Spring, N. Boyle.

46. International Politics. Introduction to the field of international politics. The course examines the relations among nation-states in global affairs and the roles played by international organizations and other actors in managing global conflict and cooperation. Topics include the causes and consequences of war, the management and impact of global economy, and efforts to promote justice and human rights within and among nation-states and their peoples. Spring, T. Ilgen.

91. Statistics. (See Economics 91.) Spring, D. Allison.

93. Research Methods. This course will be an overview of research methods employed by social scientists in the study of individual and group behavior. Topics will include survey research, experimentation, content-analysis, in-depth questioning, unobtrusive observation, and use of archival data. Each semester the class will conduct a major project employing one of the techniques discussed in the class (e.g. a survey of a particular population). Prerequisite: Introductory statistics or permission of the instructor. [not offered 2002–03]

Comparative Politics

100. Congress and the Presidency. The major goal of the course is to provide a detailed introduction to how the U.S. national government works. Congressional topics include the committee system, constituent relations, policy-making, the budget, and recent reforms. Presidential topics include the rise of the modern presidency and its problems, presidential character, domestic and foreign policy-making, and leadership. Note: the course requires one week of evenings (legislative simulation) after Spring break. Spring, D. Ward.

101. The US Electoral System. Electoral behavior is the area in which the study of politics has had the greatest success in joining the scientific community. This course acknowledges that success by conducting an empirical examination of the electoral system, including the historical origins of the two-party system, critical realignments of party coalitions, theories of voting, the incumbency effect, campaign finance, the economy's impact on electoral choices, third parties, primaries, voter turnout, issues and candidate evaluation, and the prospects for electoral reform. Fall, D. Ward.

103. Power and Participation in America. This course addresses the distribution of power in America and patterns of political participation. Elite and pluralist models of power are tested against existing patterns of social stratification and political influence. Political movements are analyzed as they attempt to confront the existing power structure and strategies of organization and mobilization are assessed. Emphasis is on the obstacles ordinary people encounter as they attempt to influence the political process. Topics include the defense industry, poor people's movement, FBI and CIA surveillance of political groups, corporate power, economic democracy, the American Indian Movement, Black Panthers and other radical movements, and grass roots organizations. D. Ward. [not offered 2002–03]

107CH. Latino Politics. The role of Latinos in the American political process will be examined. Latino political empowerment movements will be analyzed, with a focus on political culture/voter participation; organizational development in the different Latino sub-groups; leadership patterns, strategy, and tactics; and other issues impacting the Latino community. Fall, A. Vasquez-Ramos.

109. Special Topics in American Politics. [not offered 2002–03]

110. European Politics. European Politics has been transformed in recent years by the collapse of one supra-national political-economic structure, Soviet Communism, and the rapid development of another, the European Union (EU). This course will examine the causes and consequences of these changes. Topics examined include the post-1945 settlements in both Eastern and Western European countries, the breakdown of these settlements, the future of the EU, xenophobic nationalisms, and relations between the EU and Eastern Europe. N. Boyle. [not offered 2002–03]

113. Immigrants, Citizenship, and Nationalism in the European Union. Immigration, citizenship and nationalism will be examined at the level of the European Union and at the nation-state level for Germany, France, Britain and Italy. Topics to be explored include: nationalism in the context of European integration; racism and xenophobia; and immigrants as political actors. Analysis will focus on the role of divergent national traditions (rooted in the development of nationalism and colonial histories) and the convergent pressures resulting from European integration. Students with 3 semesters or more of French, Italian or German may participate in half-course language sections connected to the main course. N. Boyle. [not offered 2002–03]

115. EU Seminar: Rival Models of Capitalism in Europe. This seminar will focus on the different ways in which capitalism is organized. Three sets of differences will be examined: that between different models of corporate governance; between different models of the welfare state; and between different economic strategies regarding income redistribution. The central question animating the course will be whether the forces of "globalization," capital mobility and political-economic integration, are inducing a convergence toward a common model of capitalism. The course is focused primarily on the EU but comparisons to the US/Californian economy will be made. Spring, N. Boyle.

118. Ireland, Britain, and Sovereignty. The policies of the Irish Republic, Britain, and Northern Ireland will be examined in this course. The central theme will be the development of, and challenges to, the sovereignty of modern "nation-states." Topics include: the development of the UK as a multi-national state; the politics of British economic decline; Catholicism and nationalism in Ireland; the Northern Ireland "problem;" and the impact of European Union. Staff. [not offered 2002–03]

119. Special Topics. [not offered 2002–03]

120. The State and Development in the Third World. (See IIS 120) L. Tongun.
[not offered 2002–03]

122. Contemporary Political and Social Movements in the Third World.
(See IIS 122) L. Tongun. [not offered 2002–03]

123. Third World Socialism. The variety of experiences and dilemmas in the transition to socialism in the Third World will be explored through six case studies: China and Vietnam, Cuba and Nicaragua, Tanzania and Mozambique. A comparative perspective will focus on issues such as colonialism and imperialism, development and the peasantry, constraints of the international system, ideology and mass mobilization, democracy and the state. L. Tongun.
[not offered 2002–03]

125. African Politics. (Also IIS 125) A survey course of contemporary politics and issues of governance in Africa (mainly sub-Saharan). It examines the relationships of politics to rapid social and economic changes. Topics include the colonial legacy, nature of African states, and governments, party systems, and democracy; ethnic politics and conflicts (civil wars); development strategies, environment, population, and food crisis (famines); foreign relations and world economy. Spring, D. McHenry.

127. Environment and Development in the Third World. (See IIS 127) L. Tongun.
[not offered 2002–03]

128. Special Topics in African Politics and Society. [not offered 2002–03].

International Politics

130. US Foreign Policy. This course focuses on U.S. foreign policy since World War II, although some attention is paid to earlier periods as well. We will focus in particular on military interventions, policies toward developing countries, the so-called “clash of civilizations,” terrorism, models of decision-making, the effect of personalities and groups on policy option, and the impact of public opinion on foreign policy. Spring, D. Ward.

134CH. U.S. Foreign Policy and Mexico. This course will present an overview of contemporary U.S. foreign policy towards Mexico. The historical antecedents and the contemporary forces affecting U.S.-Mexico foreign policy will be examined. Policy issues such as immigration, the North American Free Trade Association, and U.S. Mexican relations with the context of U.S. Latin American policy will be explored. Spring, A. Vasquez-Ramos.

141. International Political Economy. Examines the relationship between the contemporary global economy and the nation-state through Liberal, Marxist, and Realist paradigms. Treats the evolution of the international trading and monetary systems over the past two centuries, the relations between rich and poor countries, the roles of global banks and corporations, and the transitions to market economies in Eastern Europe, Russia, and China. Background in international politics and/or international economics is desirable. T. Ilgen. [not offered 2002–03]

142. The Third World and the Global Economy. An examination of the impact of international economic systems on the wealth and welfare of Third World countries. Early weeks treat theories of imperialism and the legacy of colonialism prior to World War II. Attention is then directed to problems raised by the contemporary global economic order: trade, aid and finance, debt, technology transfer, and the multinational firm. Spring, T. Ilgen.

143. Global Governance. This course explores efforts to address global issues with institutions and organizations that transcend the nation-state. The United Nations, regional arrangements such as the EU and NAFTA, and the role of non-governmental organizations (NGOs) will be examined. T. Ilgen. [not offered 2002–03]

146. International Relations of the Middle East. This course examines the dynamics of the international relations of the Middle East, with special emphasis on the African-Middle Eastern dimension, namely, “south-south” relations. Political, economic, and socio-historical interactions between the Middle East and Africa are analyzed within the framework of international relations. It explores the manifestations of African-Middle Eastern relations in regional issues and conflicts, e.g., Arab-Israel wars and tensions, the Horn of Africa, North Africa; and non-conflictual aspects, e.g., economic cooperation. The impact of major powers is also examined. L. Tongun. [not offered 2002–03]

147a. Special Topics in Mid-East International Relations. [not offered 2002–03]

Political Philosophy

150, 151. History of Political Philosophy. A year-long course surveying the major ancient and modern responses to the perennial issues of politics: justice, freedom, equality, the good society, the state, responsibility. Readings will be drawn from Plato, Aristotle, the Bible, Augustine, and Aquinas, as well as Machiavelli, Descartes, Hobbes, Locke, Rousseau, and Marx. The first semester is not a prerequisite for the second but is strongly recommended. Fall/Spring, S. Snowiss.

153. Men in Political Theory. An examination of the way that men present men in ‘classic’ works of political theory. Using the ‘gender lens’ developed within feminist theory, and drawing on recent sociological studies of masculinities, we will identify and analyze the ways that ‘malestream’ political thought produces and legitimates patriarchal concepts and institutions. This will highlight influential representations of men both as overtly gendered and as apparently de-gendered beings. Spring, T. Carver.

154. Political Thought: East and West. A comparative study of Eastern and Western political philosophy dealing with such questions as the relationship between different concepts of nature and the political order, morality versus expediency, and hierarchy versus equality. Among the authors and schools to be considered are Heraclitus, Taoism, the Bible, Plato, Descartes, Machiavelli, Kautilya, and Confucius. S. Snowiss. [not offered 2002–03]

155. Anarchy and the Internet. This course has a dual purpose: 1) learning about the historical anarchist movement from Godwin through the Spanish Civil War, and 2) learning to consume and produce internet material. No previous computer experience is necessary, but by the end of the course, the student will have achieved internet literacy. D. Ward. [not offered 2002–03]

156. The Postmodern Marx. A wide-ranging and interdisciplinary look at Marx today. Using the latest historical research and interpretive frameworks, we will look at Marx afresh, concentrating on selected themes such as democracy, gender, market relations, class and agency. We will examine selected texts as performative constructions for Marx and as objects of deconstruction for us. Students will be encouraged to pursue a selected theme from Marx’s day to the present. Spring, T. Carver.

160. Contemporary Political Thought. This course will introduce students to major themes and theorists of the 20th century. The century is marked by four major events: collapse of empire, rise of totalitarianism, explosion of the atom, and disintegration of Marxism. Each event challenged a presumption of order and confronted theorists, politicians, and citizens with the need to think through the implications of these events and respond to them. We will examine different perspectives and interpretations of what are seen as central philosophical problems. Enrollment is limited. Permission of instructor required. Spring, S. Snowiss.

162. Year 2012: Utopia or Oblivion? The discipline of futurology is only 30 years old but provides systematic projections and the identification of trends. We will explore the future from various vantage points: social science, science fiction, philosophy, science, and pataphysics. These materials are focused on three major questions: (1) What are the immediate problems we face and how might they be aggravated or ameliorated by technological advances? (2) What would be the ideal human community? (3) What do non-ordinary experiences have to teach us about our knowledge of ourselves? S. Snowiss/H. Senn. [not offered 2002–03]

163. Feminist Theory. An examination of major feminist writers who critique the contemporary world from various perspectives and are engaged in philosophizing about new ways of thinking and defining political concepts such as power, authority, the state and rights as well as the changing determinants of the construction of relationships and identities. We will critically examine those arguments and their far-reaching consequences for social organization and politics. Enrollment is limited. S. Snowiss. [not offered 2002–03]

Public Policy

174CH. U.S. Immigration Policy. [not offered 2002–03]

176. Environmental Policy. (Formerly PS 166; Also Environmental Studies 108.) This course will examine such environmental policy issues as air and water resources, toxic and hazardous wastes, energy, and public land. Our concern will be both with the formation of policy and with the consequences of existing policy. The focus will be national and regional (Southern California) but we will also examine selected international issues. Fall, K. Purvis.

179. Special Topics in Public Policy. Staff.

181. The Politics of Water. (Also Environmental Studies 171.) This course will examine water policy issues in the United States with some emphasis on the arid western United States. We will look at policy issues involving quality, quantity, supply, price and watershed management. In addition to issues within the U.S., we will examine selected international watershed issues such as the Tigris and Euphrates system that originate in Turkey. J. Sullivan. [not offered 2002–03]

183. Welfare State in Comparative Perspective. This course will examine the origins and contemporary development of welfare states in industrial democracies. Particular attention will be paid to the role of ideologies in shaping welfare states. Liberal, conservative, socialist, feminist, and Christian/religious social thought will be covered. Country cases to be examined will reflect student interest, but will include the US, Britain, Germany and Sweden. N. Boyle. [not offered 2002–03]

184. Science, Technology, and Politics. A treatment of issues raised by developments in science and technology and their consequences for citizens, communities, and modern nation-states. American science and technology policy processes are examined in some detail and compared with those in other countries. Students research and write papers on current policy issues associated with genetic engineering, information technologies, chemical hazards, and global warming. T. Ilgen. [not offered 2002–03]

Political Studies and Interdisciplinary Approaches

185. Political Psychology. The discipline of political psychology evolved as psychological theories were employed in the analysis of the political process. Today the discipline includes how political processes impact psychological functioning. This course surveys the foundations of political psychology including group dynamics and decision-making, gender differences in cognitive and political behavior, authoritarianism, Machiavellianism, violence and aggression, psychohistory, and the analysis of belief systems. Prerequisite: Psych 10 and Political Studies 20 recommended, but not required. Fall, D. Ward.

186. Contemporary Political Psychology. The course focuses on political psychology research over the past decade. Topics include social dominance orientation, authoritarianism, emotion and politics, political communication, gender and politics, public opinion, political socialization and leadership. D. Ward. [not offered 2002–03]

188. External Studies Colloquium: Bringing the World Home. (Also IIS 100.) This course is for students who have returned from external study. Students will be required to both reflect on their study/experiences and develop the skills necessary to become agents of intercultural understanding. Students will undertake presentations to local schools, a research project and have the opportunity to develop proposals for Fulbright and other fellowships. Fall, N. Boyle/C. Brandt.

189. Special Topics in Interdisciplinary Approaches to Political Studies.
[not offered 2002–03]

191. The Political Economy of the Inland Empire. This research seminar examines the politics of economic development in Inland Empire communities as they are affected by the evolving global, national, and regional economies. California's Inland Empire stretches from the Pomona Valley in Eastern Los Angeles County east into San Bernardino and Riverside Counties. Student research will examine the economic histories of selected municipalities—Ontario, Pomona, Chino, Fontana, etc..., their current economic development strategies and the efforts being made to offer better community services to residents. Students will submit written reports and make oral presentations. Fall, T. Ilgen.

192. Negotiating Conflict. (See Organizational Studies 192.) Fall, K. Rogers.

194. Social Responsibility and the Corporation. (See Organizational Studies 160.)
K. Rogers. [not offered 2002–03]

Courses for Seniors

195. Senior Seminar: Nationalism. The seminar explores the nature and consequences of nationalism and explores its relationship to globalization. Students will conduct independent research on a topic of their choice related to nationalism. Fall, N. Boyle.

196. Senior Seminar: Globalization and American Foreign Policy. In this age of globalization, the United States remains the sole super-power. What tenets should guide American foreign policy in this global era when some countries and peoples look to Washington for leadership and support and others regularly complain about inappropriate and insensitive American intervention? Students will write research papers about challenges faced by American foreign policy makers in the post-Cold War era—terrorism, persistent ethnic conflict, the proliferation of weapons of mass destruction, debt and financial crises, the politics of international trade. Spring, T. Ilgen.

199. Senior Thesis. Students who choose to write a senior thesis must present a proposal or paper to the Political Studies/Economics Field Group at the end of the prior semester for approval. Students will work closely with their faculty thesis advisors. Prerequisites: a senior seminar in Political Studies and field group approval. Staff.

Psychology

Pitzer Advisors: M. Banerjee, H. Fairchild, A. Jones, J. Lewis, L. Light, D. Moore, N. Rodriguez, R. Tsujimoto.

Requirements for the Major

Majors in Psychology must meet the following requirements either through satisfactory completion of regular course work (normally at one of the Claremont Colleges) or through other means approved by the Psychology faculty:

- A. An introductory course: Psychology 10 or the equivalent.
- B. A statistics course: Psychology 91 or the equivalent. Psychology 91, designed for Psychology majors, should normally be completed by the end of the sophomore year.
- C. History and Systems of Psychology: Psychology 190 or the equivalent should normally be taken at the end of the junior or senior year. At minimum, one course from Group A and one course from Group B must be taken prior to Psychology 190.
- D. Seven or more additional courses in Psychology which satisfy the following criteria:
 - (1) At least two of the seven courses must be from Group A (listed below) and at least two must be from Group B (listed below).
 - (2) One of the seven courses must be a laboratory course (not including Psychology 112, Research Methods). It is recommended that students fulfill the laboratory requirement well before their senior year.
 - (3) One of the seven courses must be either a course that offers experiences within field settings (such as an internship), a research methods course, or a second laboratory course. Criteria 2 and 3 are designed to highlight the application of knowledge and the techniques used to acquire knowledge in Psychology.
 - (4) One of the seven courses must deal with the perspectives of different groups of people whose voices have not traditionally been represented in “mainstream” Psychology. Such groups include women, people with various ethnic backgrounds, the economically disadvantaged, persons with disabilities, and many others.
 - (5) One of the seven courses must be a seminar. Seminars are normally taken during the student’s senior year. Students may obtain from their academic advisors a list of courses fulfilling each requirement at the beginning of each academic year.

Courses offering labs: Psychology 95, 102, 104, 106, 109, 110, 111, 154.

Group A courses: Comparative, memory, learning, motivation, perception, physiological, and psycholinguistics. Courses offered at Pitzer College that fall into these areas are Psychology 95, 101, 102, 106, 111, 114, 125, 126, 130, 148, 154, 188, 192, 193 and 199.

Group B courses: Developmental, personality, social, and clinical. Courses offered at Pitzer College that fall into these areas are Psychology 12BK, 70, 103, 104, 105, 107, 109, 110, 117, 122, 130, 132, 135, 145, 153, 157, 165, 171, 173, 177, 178, 181, 182, 183, 184, 185, 186, 187, 188BK, 194, 195, 197, and 198; Anthropology 75; Political Studies 185 and 186.

Courses offering field setting experience: Psychology 105, 165, 178, 186, and 187.

Students electing a **combined major** that includes Psychology must meet requirements A–D above but only five middle or upper level courses in Psychology are needed. All distribution requirements outlined under requirement D remain obligatory for students seeking a combined major.

Honors: During the spring semester of the junior year, the Psychology faculty may invite selected students to submit a research proposal for a senior thesis. Criteria for selection include an overall GPA of 3.5, a Claremont Colleges Psychology courses GPA of 3.5, and successful completion of Psychology 91 and one laboratory course in Psychology prior to

the fall semester of the senior year. At the end of the fall semester, students in Psychology 112 will be expected to present pilot data to the psychology faculty and will be continued in the Honors Program only IF the quality of the data and presentation is acceptable. In addition, students must pass Psychology 112 with a B or better to receive a recommendation from the psychology faculty to continue. The student must then enroll in Psychology 191, Senior Thesis in Psychology in the spring semester of the senior year. Students engaged in senior thesis research are expected to be on campus during the entire senior year. Students who may be eligible for senior thesis research and who are interested in semester abroad experiences should plan to take these prior to the senior year. Students who complete an acceptable senior thesis may be considered for graduation with honors in Psychology, provided that their academic performance continues to meet the aforementioned criteria.

AP Credit: Normally, students can place out of the Introduction to Psychology requirement only IF they have both received a score of “4” on the Advanced Placement Psychology Test and passed a psychology placement examination offered by the Pitzer psychology faculty during first-year orientation.

Students considering graduate work should consult with their advisors about courses that may be necessary or advisable in addition to the major requirements. This consultation should be initiated by students no later than the fall of their junior year. It is strongly recommended that students considering graduate work engage in the ongoing research projects of faculty members in Psychology.

10. Introduction to Psychology. The purpose of the course is to introduce the student to psychology as it developed from a nonscientific interest to a scientific approach to human behavior. Special attention will be given to some of the major systems, issues, and methods involved in contemporary psychology. Students will be expected to serve as participants in experiments. Enrollment is limited. Not open to cross-registration. Fall, M. Banerjee, D. Moore; Spring, H. Fairchild.

12BK. Introduction to African American Psychology. (Also Black Studies 12BK.) This course provides an introduction to African American Psychology. It includes perspectives, education, community, life span development, gender and related issues. The course emphasizes the critical examination of current research and theory. Students are expected to contribute orally and in writing. Prerequisite: Psychology 10 or permission of instructor. Enrollment is limited. H. Fairchild. [not offered 2002–03]

70. Psychological Anthropology. (See Anthropology 70.) C. Strauss. [not offered 2002–03]

75. Cognitive Anthropology. (See Anthropology 75.) Spring, C. Strauss.

91. Psychological Statistics. A pragmatic introduction to experimental design, collection, and analysis of data in contemporary psychological research. Descriptive and inferential statistics will be covered. Use of computer programs for data analysis will be emphasized. Intended for Psychology concentrators. Cross-registration by permission of instructor only. Prerequisite: Psych 10. Enrollment is limited. Fall/Spring, M. Healy.

95. Foundations of Neuroscience. (See Science: Biology 95.) Fall, N. Copp, B. Keeley, M. Duva.

101. Brain and Behavior. This course provides a basic introduction to the biological bases of human and animal behavior. Topics include: how environmental information is detected, transduced, and processed by the central nervous system; the physiological bases of learning and memory, emotions, drugs, and consciousness. Prerequisite: Psychology 10. Enrollment is limited. Fall, M. Duva.

102. Memory. This laboratory course provides an introduction to the study of human memory, with emphasis on the nature of mental structures and processes underlying memory in everyday life. Topics to be covered include autobiographical memory, eyewitness testimony, amnesia, and memory changes in childhood and old age. Prerequisites: Psychology 10, Psychology 91. Enrollment is limited. [not offered 2002–03]

- 103. Social Psychology.** We will examine major areas in social psychology such as attitudes, aggression, conflict, person perception, small group processes, and interpersonal attraction. Prerequisite: Psychology 10. Enrollment limited. Spring, J. Lewis.
- 104. Experimental Social Psychology.** An examination of experimentally-based approaches to social psychology and the conclusions derived from research related to a variety of major questions in this field. This class will present a critical review and evaluation of contemporary work and discuss the connection between experimental findings and other work within and outside the discipline. Prerequisites: Psych 10, Psych 103 or 104, and Psychology 91. Enrollment is limited. Fall, H. Fairchild.
- 105. Child Development.** Evidence pertaining to the development of the child is examined and discussed in relation to selected theoretical formulations. Facets of the child's cognitive, social, emotional, and personality development are included. Prerequisite: Psychology 10. Enrollment is limited. Pitzer students have priority. Cross-registration is provisional, depending on available space. Fall/Spring, M. Banerjee.
- 106. Perception.** This course provides an introduction to sensory systems and human perception. Coverage includes human sensory receptors, specialized animal sensory systems, and the psychophysics, phenomena, and theories of human perception. Enrollment is limited. Prerequisites: Psychology 10 and Psychology 91. Spring, M. Duva.
- 107. Theories of Personality.** This course will provide an introduction to the major theories of personality. We will trace the development of personality theories beginning with Freud's theory of psychoanalysis and concluding with recent developments in the field of personality psychology. Enrollment is limited. Prerequisite: Psychology 10. Fall/Spring, N. Rodríguez.
- 109. Laboratory in Social Development.** The goal of this course is to expose students to recent works in social and emotional development, and to teach students about the unique methodological and ethical issues involved in conducting research in this area. Students will be designing and carrying out independent research projects as part of the course requirements. Prerequisites: Psychology 10 and 105. Enrollment is limited. Spring, M. Banerjee.
- 111. Physiological Psychology.** This course is designed to provide students with a sophisticated understanding of neuroanatomy and neurophysiology and their relationship with behavioral function. We will also be addressing such issues as the organization and activation of mammalian sexual behavior, sleep regulation, nutrition, and auditory processing. Prerequisite: Psych 95 or Psych 101. Enrollment is limited. [not offered 2002–03]
- 112. Research Methods.** This course acquaints students with the principles and methods of scientific research in the field of psychology. Theoretical concerns underlying all research, specific designs used in laboratory and field settings, and data analysis techniques will be discussed. This course is intended for seniors who are interested in furthering their knowledge concerning research methodologies; it is required of seniors working on an honors thesis. Prerequisites: Psychology 10, Psychology 91, and one prior laboratory course. Enrollment is limited. Fall, N. Rodríguez.
- 114. Human Neuropsychology.** This course offers an introduction to the relationships between brain and behavior in human beings, emphasizing the neurological bases of cognition and emotion. Clinical disorders such as aphasia, amnesia, epilepsy, depression, and dementia will be discussed. Prerequisite: Psychology 10. Enrollment is limited. Fall, J. Lantz.
- 117. Children and Families in South Asia.** The main focus of this course is on the nature of child development and familial relations in the South Asian context. Topics will include family structure, childrearing patterns and philosophies, sibling relationships, and the development of gender roles. The impact of social, political, and economic forces on children and families will also be discussed. The course is especially recommended for students going to or returning from study abroad in South Asia. Enrollment is limited. Fall, M. Banerjee.
- 122. Research: An Apprenticeship Program.** (See Anthropology 122.) Fall, L. Munroe.

125. Developmental Cognitive Neuroscience. This course will focus on illuminating human development, using evidence obtained in studies of humans, animals, and connectionist networks. In particular, we will focus on cognitive, perceptual, and behavioral development from conception through the acquisition of language, and we will use information obtained using psychobiological and computational techniques to understand these changes. Prerequisite: Psych 105, Psych 101, Psych 91. Enrollment limited. D. Moore. [not offered 2002–03]

130. Bilingualism. (See Linguistics 115.) Spring, C. Fought/R. Coppieters.

132. Intercultural Communications. This course investigates aspects of communication between individuals, groups, and organizations from different cultures, with a special focus on problems encountered when sojourning and upon one's return home. Theoretical views of communicative behavior and its role in cultural identity will be discussed, followed by an examination of topical issues within this growing field. Enrollment is limited. J. Lewis. [not offered 2002–03]

135. Organizational Behavior. (See Organizational Studies 135.) Enrollment is limited. Spring, Staff.

145. Small Group Processes. (See Organization Studies 145.) J. Lewis. [not offered 2002–03]

148. Neuropharmacology and Behavior. This upper-division course will begin with a review of basic pharmacological principles, including such topics as the determinants of effective drug action at a receptor site; routes of administration, absorption, lipid solubility, catabolism, and the Blood Brain Barrier. We will also discuss fast and slow transduction mechanisms with emphasis on second messengers. Finally, this course will review what is known about the neurochemical bases of disorders such as schizophrenia, depression, mania, and autism. Prerequisite: Psychology 101. Enrollment is limited. Spring, M. Duva.

153. The Socialization of Gender: A Developmental Perspective. This course will focus on the way in which children come to be aware of, and socialized into, specific gender roles. The course will address the way in which social institutions, the cultural context, parents/family members, and peers act as socializing influences. Specific topics to be covered include parent-infant, parent-child interactions, the development of gender identity, cross-cultural differences in gender roles, and the perspectives of various psychological theories. In addition, research on the differential socialization of males and females in the following areas will be examined: emotional development, friendships, need for achievement (particularly mathematics), moral understanding, reasoning, and body image. Prerequisite: Psychology 10. Enrollment is limited. M. Banerjee. [not offered 2002–03]

154. Cognitive Development. Recent years have seen an explosion of theoretical and empirical advances that have revolutionized ideas about children's thinking. This course will trace the evolution of these ideas, from Piaget through the information processing approach to cognitive development. Prerequisites: Psychology 10 and Psychology 105. Enrollment is limited. [not offered 2002–03]

157. Psychology of Women. We will be exploring topics relating to the psychology of women in gender role socialization, psychological development, achievement behavior, language, victimization of women, and psychological disorders and their treatment. Prerequisites: Psychology 10 and Psychology 105 or 107. Enrollment is limited. Staff. [not offered 2002–03]

165. Applied Community Psychology. This course will introduce students to the major tenets of community psychology. Topics to be examined include: issues concerning mental health, homelessness, education, person-environment fit, physical environment stressors, diversity, and empowerment. Students will gain hands-on experience by interning at mental health facilities, educational settings or other related agencies. N. Rodriguez. [not offered 2002–03]

171. Research in Latino Psychology. This course will focus on theoretical and conceptual issues underlying research on Latino populations. A special emphasis will be placed on examining the role of acculturation on the psychological adjustment of Latinos. This course is intended for students who wish to further their research skills in the area of Latino psychology. Prerequisite: Psych 10 and 91. N. Rodriguez. [not offered 2002–03]

173. Asian American Mental Health. The course integrates information from psychology and the other social sciences on a variety of issues related to Asian American mental health, psychotherapy and drug therapy. The readings, lectures and class discussions are intended to increase the student's understanding of these issues and her/his ability to analyze and synthesize both quantitative and qualitative information. Enrollment limited to 25. Prerequisite: Psych 153, Asian American Psychology (Pomona). Fall, R. Tsujimoto.

177a. Seminar in Human Communication Theories. Communication is one of the fundamental aspects of human nature, and this course will explore many facets of this ability. Current research and theory in the field will be discussed, and a variety of participatory exercises will be used to highlight important issues in human interaction. Prerequisites: Psychology 10 and 103. Enrollment is limited. J. Lewis. [not offered 2002–03]

177b. Seminar in Nonverbal Communications. A review of theoretical and empirical work on the role of paralinguistic and kinetic behaviors as they occur in the context of human interaction. Primary focus will be on the psychological aspects of this research, but broader sociological and cultural concerns will also play a large role in the course. Prerequisites: Psychology 10 and Psychology 103 or 104. Enrollment is limited. J. Lewis. [not offered 2002–03]

Alan Jones

Vice President of Academic Affairs/Dean of Faculty; Professor of Psychology/Neuroscience

Pitzer faculty share an understanding that we are educating students not only to be experts in a particular profession, but also to be engaged and effective members of the international, national and local communities that they are in the process of inheriting.



- 177c. Seminar in Organizational Communication.** This seminar investigates aspects of communication within organizational systems, with a special focus on psychological characteristics, relationship dynamics, and the impact of changing technologies. Theoretical views of communicative behavior will be discussed, followed by an examination of topical issues within this growing field. Enrollment is limited. Prerequisite: Psychology 135 or permission of instructor. Spring, J. Lewis.
- 178. Applied Asian American Psychology.** An integration of theoretical, empirical and practical aspects of Asian American psychology. Students do supervised internships in community settings which serve Asian Americans. The internship, the class discussions, and the lectures foster an appreciation of psychological principles and of the diversity of Asian Americans. Enrollment is limited. Prerequisite: Psychology 153, Asian American Psychology (Pomona). S. Goto (Pomona) and R. Tsujimoto. [not offered 2002–03]
- 181. Abnormal Psychology.** This course examines the causes, assessment, and treatment of various kinds of psychological problems. Comparisons will be made among various theoretical approaches to abnormal behavior. Prerequisites: Psychology 10, and one additional psychology class. Enrollment is limited. Spring, R. Tsujimoto.
- 182. Special Topics in African American Psychology.** This course explores a variety of contemporary issues in African American psychology. Specific subject area varies from year to year. In 2001, the course focuses on health issues, with an emphasis on HIV/AIDS in Botswana and Black America. H. Fairchild. [not offered 2002–03]
- 183. Ethnic Psychology Laboratory.** This laboratory course examines the role of race, ethnicity, and culture in psychological research. Emphasis will be placed on understanding the primary theoretical and conceptual issues underlying this body of research, and in designing and conducting independent research projects. Enrollment is limited. N. Rodriguez. [not offered 2002–03]
- 184. Culture and Diversity in Psychology.** This seminar will expose students to the role of race, ethnicity, and culture in psychology. Emphasis will be placed on understanding the relative experiences of the major racial/ethnic groups living in the U.S. Enrollment is limited. Prerequisite: Psychology 10. N. Rodriguez. [not offered 2002–03]
- 185. Political Psychology.** (See Political Studies 185.) Fall, D. Ward.
- 185b. Contemporary Political Psychology.** (See Political Studies 186.) D. Ward.
- 185CH. Chicanos in Higher Education.** This seminar will examine psychological and sociocultural factors related to the retention and attrition of Chicanos in higher education. Students will also be exposed to issues concerning research design in this area. Prerequisite: Introductory Psychology and Statistics or permission of instructor. Enrollment is limited. N. Rodríguez. [not offered 2002–03]
- 186, 187. Internships in Psychology.** This course involves supervised experience in psychology which is arranged on an individual basis with cooperating institutions. Each student may enroll for either half-course or full-course credit, and may enroll for either one or two semesters. If enrollment is for two semesters, the first semester is Pass/Non-credit and the second semester, during which the student is required to complete an approved research project, is graded. Prerequisites: two middle level psychology courses or consent of instructor. Enrollment is limited. Fall/Spring, R. Tsujimoto.
- 188. Seminar in Physiological Psychology.** This class will explore how factors including the brain, genetics, appetite, exercise, nutrition, and metabolism interact in the process of body weight regulation. Prerequisite: Psych 111 or permission of instructor. Enrollment is limited. A. Jones. [not offered 2002–03]

188BK. Seminar in African American Psychology. (Also Black Studies 188BK.) Critically examines contemporary literature in African American psychology. Emphasizes the ideas of leading theorists (e.g., Na'im Akbar, Wade Nobles, Linda Myers) and the research literature on contemporary problems (e.g., teen pregnancy, gangs). Reading, writing and speaking intensive. Prerequisites: Psychology 10 and Psychology 12BK. Fall, H. Fairchild.

189. Ethical Issues in Psychology: Research, Application, Practice. In this course we will discuss ethical issues in psychological research, application, and practice. Topics to be covered include the ethical treatment of human and animal subjects, scientific misconduct, and the relationship between therapist and client. We will also be concerned with the ways in which social values affect the selection of "suitable" research areas. Half-course. Spring, N. Rodríguez.

190. History and Systems of Psychology. A study of trends in theory and methodology as evidenced in schools of thought in psychology and in the work of major figures, and the development of psychology as a field. Prerequisites: Psychology 10 and one middle-level course from each of Groups A and B. Enrollment is limited. Fall/Spring, J. Lewis.

191. Senior Thesis in Psychology. Selected seniors will be invited to conduct research and to prepare a thesis. Staff.

192. Seminar in Neuropsychology. Enrollment is limited. Prerequisite: Psychology 101 or 114. Staff. [not offered 2002–03]

193. Environmental Teratology and Toxicology. This course will explore the impact of a variety of socio-environmental teratogens (e.g., lead, pesticides, malnutrition, and drugs) on the development and functioning of physiological and behavioral systems. The impact of these agents will be addressed at the cellular, organismic and sociocultural levels. A. Jones. [not offered 2002–03]

194. Seminar in Social Psychology. This seminar examines current issues in social psychology with an emphasis on personal and social problems. An emphasis is on oral presentations and writing. Prerequisites: Junior or senior standing, major in psychology, and psychology 10 (or permission of instructor). Psychology 103 or 104 preferred. Enrollment is limited. H. Fairchild. [not offered 2002–03]

195. Seminar on Emotional Development. This course covers a broad range of issues in emotional development. Topics include: theories of emotion, biological/physiological aspects of emotions, emotion perception, emotion regulation, gender differences, socialization of emotions, and cross-cultural differences. M. Banerjee. [not offered 2002–03]

197. Seminar in Clinical Psychology. For students interested in professions such as social work and clinical psychology. Focus is preparing students for managed care—and its limited number of therapy sessions—by concentrating on those briefer therapies which are supported by research. Also covered: 1) practical research methods (since managed care demands proof of effectiveness), and 2) professional issues (e.g., licensing exams). Prerequisite: Psych 181 or instructor's permission. Enrollment limited; priority given to Pitzer psychology majors. Fall, R. Tsujimoto.

198. Seminar in Personality. This seminar will examine a variety of original works by major personality theorists. Current and controversial issues in personality research will also be examined. Enrollment is limited. Prerequisites: Psychology 10 and Psychology 107. Spring, N. Rodríguez.

199. Seminar in Child Development. The topic for this year will be development in the first 18 months of life. Students in this seminar will be expected to read current and seminal journal articles as a means of examining controversial areas in the field of infant development, such as imitation, attachment, intersensory functioning, memory, and temperament. Intended primarily for seniors. Prerequisites: Psyc91 and 105. Enrollment is limited. Spring, D. Moore.

Religious Studies

The major in Religious Studies is a cooperative program offered jointly by Claremont McKenna, Pitzer, Pomona, and Scripps Colleges. The program of study is designed to serve both as one focus of a liberal arts education and as a pre-professional foundation for students planning to pursue the study of religion beyond the baccalaureate degree. Students in the major may enroll in Religious Studies courses offered at any of the undergraduate colleges, and advanced students may, with permission, enroll in master's-level courses in their area of specialization at Claremont Graduate University.

While offering a broadly based and inclusive program in the study of religion for all liberal arts students, the Religious Studies major affords the opportunity for more specialized work at the intermediate and advanced levels in particular religious traditions, geographical areas, philosophical and critical approaches, and thematic and comparative studies.

The Department of Religious Studies recognizes the importance and legitimacy of personal involvement in the study of religion, but it does not represent or advocate any particular religion as normative. Rather, our aim is to make possible an informed knowledge and awareness of the fundamental importance of the religious dimension in all human societies globally and historically.

Pitzer Advisors: J. Parker, P. Zuckerman.

Requirements for the Major

The Religious Studies major consists of 10 courses, including one introductory course, four courses in a specialized field, two integrative courses, two elective courses outside the specialized field, and a senior thesis. Language study appropriate to the specialized field and a period of study abroad when possible are strongly encouraged.

- (i) One introductory course selected from Religious Studies 10, 20, 40 (Pomona); CMC 41, 42; or, or SC 60.
- (ii) Four courses in a specialized field at intermediate and advanced levels in one of four specialized fields: 1) Religious Traditions of South and East Asia; 2) Religious Traditions of the Mediterranean, Europe, Africa, and the Americas; 3) Philosophy of Religion, Theology, and Ethics; and 4) Contemporary and Gender Studies in Religion.
- (iii) Two integrative courses: Religion 180 (Interpreting Religious Worlds), and Religion 190 (Senior Seminar in Religious Studies).
- (iv) Two elective courses in Religious Studies outside the specialized field.
- (v) Religion 191 (Senior Thesis).

Specialized Fields of Study. The following fields of specialized study are offered to Religious Studies students. Abbreviations used in the course listings are indicated in parentheses.

Historical Religious Traditions I, Asian (HRT I): courses numbered 10–19 (introductory) and 100–119 (intermediate/advanced).

Historical Religious Traditions II, Western (HRT II): courses numbered 20–39 (introductory) and 120–139 (intermediate/advanced).

Philosophy of Religion, Theology, and Ethics (PRT): courses numbered 40–59 (introductory) and 140–159 (intermediate/advanced).

Contemporary and Gender Studies in Religion (CWS): courses numbered 60–79 (introductory) and 160–179 (intermediate/advanced).

Introductory Courses

A. Historical Religious Traditions I

10. Introduction to Asian Religious Traditions. A historical study of major religious traditions in India, China, and Japan. Comparative methodology used to examine a significant number of specific themes in all of these religious traditions. Fall, Shimkhada (CMC). [HRT I]

B. Historical Religious Traditions II

20. The Biblical Heritage. A critical introduction to the Bible, emphasizing comparative interpretation of the literature in its historical and religious context. Biblical text supplemented by secondary readings designed to illustrate different modes of interpretation. Fall, W. Whedbee (Pomona).

21. Introduction to Judaism: God, Torah, and Israel. A critical survey of Jewish thought and culture. Through readings from classical Jewish texts, the course explores the variety of Jewish beliefs and practices, including views about God, the covenant with Israel, forms of worship, scripture and its interpretation, Jewish law, sacred festivals and rituals, ethics, the land of Israel, the Diaspora, and relations between Jews and non-Jews. Fall, G. Gilbert (CMC).

22. Introduction to Western Religious Traditions. Drawing on historical and contemporary sources, this course is a study of major Western traditions, including Judaism, Christianity, and Islam. Comparative methodology used to examine significant themes and issues in each religious tradition. Fall, Staff (CMC).

C. Philosophy of Religion, Theology, and Ethics

40. Religious Ethics. How do various world religions accommodate moral reasoning to their fundamental understanding of the universe? What experiential factors and models of decision-making are at work in prescribing personal and social conduct? In asking such questions, what do we discover about our own ethical orientation, religious, or secular? Fall, J. Irish (Pomona).

41. Morality and Religion. Introduction to moral theory, e.g., reasoning about moral obligation and the possibility of its justification, in which the arguments of selected Jewish and Christian religious ethicists are emphasized. Attention given to the questions of whether and how moral obligation is religious. Fall, C. Kucheman (CMC).

43. Introduction to Religious Thought. A study of contemporary Judaism and Christianity in non-theistic as well as theistic interpretation. Spring, C. Kucheman (CMC).

D. Contemporary and Women's Studies in Religion

60. Feminist Introduction to the Bible. Analysis of a wide selection of biblical texts, using feminist strategies of interpretation. Consideration of readings of these texts by and with women from different cultural and religious traditions. Artistic representations of biblical texts produced by men of the Western tradition provide a contrast to modern and contemporary feminist biblical interpretations. Spring, Spencer-Miller (Scripps).

Intermediate and Upper Division Courses

A. Historical Religious Traditions I

100. Worlds of Buddhism. An introduction to Buddhism as a critical element in the formation of South, Central, Southeast, and East Asian cultures. Thematic investigation emphasizing the public and objective discussions of the Buddhist religion. Topics include hagiography, gender issues, soulcraft and statercraft, and the construction of sacred geography. Spring, Z. Ng (Pomona).

102. Hinduism and South Asian Culture. Explores the main ideas, practices, and cultural facets of Hinduism and Indian culture. Emphasis on the development of the major strands of Hinduism, the caste system, yoga, and Hindu relations with Sikhs, Muslims, and the West. Spring, Shinkhada (CMC).

103. Religious Traditions of China. Surveys vast range of religious beliefs and practices in Chinese historical context. Examines myriad worlds of Buddhism, Daoism, and Confucianism, and meets with ghosts, ancestors, ancient oracle bones, gods, demons, Buddhas, imperial politics, social, and more, all entwined in what became the traditions of China. Fall, Z. Ng (Pomona).

104. Religious Traditions of Japan. Surveys the vast range of religious beliefs and practices in the Japanese historical context. Examines the myriad worlds of Buddhism, Confucianism, Shinto, and the so-called New Age Japanese religions, and meets with kami, demons, amulets, charms, mountain worship, the tea ceremony, imperial politics, the social, and more, all entwined in what became the traditions of Japan. Spring, Z. Ng (Pomona).

106. Zen Buddhism. An examination of Zen Buddhism not as a mystical cult but as a mainstream intellectual and cultural movement in China, Japan, and also the modern West. Issues to be addressed include: How do iconoclastic religious reform movements develop wealthy institutions and diverse textual and artistic traditions? What is religious meaning for nuns and monks who hold that there is nothing to know? What can this mean in the modern world? Prerequisite: any one of the following Religious Studies courses 10, 100, 103, 104 or 117, or permission of instructor. Spring, J. Parker.

117. The World of Mahayana Scriptures: Art, Doctrine, and Practice. Examines Mahayana Buddhist scriptures in written texts and through their visual representations and the spiritual practices (e.g., ritual, meditation, pilgrimage) they inspired. Doctrinal implications will be discussed, but emphasis will be on the material culture surrounding Mahayana scriptures. Prerequisite: 10 (equivalent), or permission of instructor. Advanced seminar course. Fall, Z. Ng (Pomona).

118. Hindu Goddess Worship. An historical and comparative treatment of devotion to Hindu goddesses from prehistory to the modern era. Topics include concepts of gender in the divine, textual and popular goddess worship, Shaktism, Tantra, spirit possession, female saints and renunciants, and the relation of human men and women to Hindu goddesses. C. Humes (CMC). [next offered 2003-04]

119. Religion in Medieval East Asia. (Also International and Intercultural Studies 119.) This course will survey the shamanism, Buddhism, Taoism, and Neo-Confucianism of China, Japan, Korea, and Vietnam during the 10th-15th centuries. Religious texts and institutions will be examined in the context of socio-historical transformations, such as changing gender roles, church-state relations, growing merchant economies, scientific and technological developments, and foreign relations. The course also emphasizes the religious dimensions of medieval East Asian culture, including landscape painting and poetry, theater, and artistic and literary theory. Prerequisite: any one of the following Religious Studies courses 10, 100, 103 or 117, or permission of instructor. J. Parker. [offered alternate years, next offered 2003-04]

B. Historical Religious Traditions II

120. The Life of Jesus. A survey of the issues surrounding scholarly study of the life of Jesus. Readings from the gospels and from ancient, modern, and contemporary constructions of the life of Jesus. The gospels will be studied with emphasis on their dating, sources, relationships to each other, literary structure, and theological meaning. Fall, G. Gilbert. (CMC).

- 121. The Pauline Tradition.** An examination of the genuine letters of Paul in their social, cultural, and religious settings and later writings, both biblical and non-biblical, from early Christian literature claiming to represent the thought of Paul. Special attention to women's role in Pauline communities and to the impact of Pauline theology on women's lives and spiritual experiences. (Scripps) [offered alternate years, next offered 2003-04]
- 122. The New Testament and the History of Early Christianity.** The origins of Christianity and its spiritual triumph over the Roman Empire. The New Testament and other early Christian literature compare with the civic, humanitarian, and spiritual ideals of imperial Greco-Roman society. Spring, H. Jackson (Pomona).
- 123. Christianity in Africa.** The inculturation of Christianity in Africa will be examined through selected studies on the history of Christianity in Africa, including the independent church movement and the roles of women in the churches. African Christian theologies and biblical interpretations will also be studied. Spring, K. Wicker (Scripps).
- 124. Myth in Classical and Contemporary Religious Traditions.** A comparative analysis of mythological texts drawn principally from Ancient Near Eastern and Mediterranean cultures. Emphasis will be placed on the interplay and tension between myth and ritual with attention to the adaptation of mythological themes in Western drama, literature, and theology. (Pomona) [offered alternate years, next offered 2003-04]
- 125. Greek Religion.** Survey of Greek religion in original documents in translation from Homer to cults and philosophies of the Hellenistic period. Identical to Classics 125. (Pomona) [offered alternate years, next offered Spring 2004]
- 126. Gnosticism.** An introduction to the religious movement known as Gnosticism: its origins in the Hellenic and Roman Near East; its radical Hellenization of Christianity; its evolution into a world religion in the form of Manichaeism; its rediscovery in recent manuscript finds in Egypt and Central Asia; and its influence on modern literature and philosophy. Spring, H. Jackson (Pomona).
- 127. Saints and Society.** A history of the idea of Christian sanctity in late antiquity and the Middle Ages and its relationship to the institutional development of the Roman church as well as to the evolution of the Christian society. Identical to History 105. Spring, K. Wolf (Pomona).
- 128. The Religion of Islam.** An introduction to the Islamic tradition: its scripture, beliefs, practices; development of Islamic law, theology, philosophy, and mysticism. Special attention will be paid to the emergence of Sunnism, Shi'ism, and Sufism as diverse expressions of Muslim interpretation and practice and to Islam in the modern world. Z. Kassam (Pomona). [offered alternate years, next offered 2003-04]
- 129. Jewish and Christian Origins.** G. Gilbert (CMC) [offered alternate years, next offered Spring 2004]
- 130. Medieval Spain and Morocco.** A history of the Iberian peninsula and the Maghrib from the third through the fifteenth century. The principal theme of the course—the interrelationships between Christians, Muslims, Jews, and other peoples encountered at home and abroad—will be presented within a framework of political history. Identical to Hist. 100-Y. (Pomona) [offered alternate years, next offered 2003-04]
- 131. Building God's House.** A survey of early synagogues and churches, along with related examples of Greco-Roman temples and shrines, through their architecture and art work. The course will explore the contributions archaeological data make to the understanding of Judaism and Christianity and how each religious tradition physically and ideologically constructs sacred space. (CMC) [offered alternate years, next offered Spring, 2004]

132. Messiahs and the Millennium. An examination of traditions predicting the end of the world and the agents expected to bring about apocalyptic change. The course traces the origins and development of apocalyptic thought, explores how people have described and planned for Armageddon, and surveys the contemporary responses to the “end of time.” Spring, G. Gilbert (CMC).

134. Classical Mythology. (See Classics 121. Spring, S. Glass.

C. Philosophy of Religion, Theology, and Ethics

138. American Religious History. This course examines the role that religion has played in the history of the United States, and asks students to explore critically how peoples and communities in various places and times have drawn upon religion to give meaning to self, group, and nation. The course will cover a wide range of traditions, including Protestant Christianity, Roman Catholicism, and Judaism, as well as regional, denomination, and racial-ethnic dimensions within these groups. Fall, Staff (CMC).

140. The Idea of God: Modern Theologies of Belief. An exploration and assessment of twentieth century European and North American theologians. How do they describe the human condition? Are their descriptions convincing? Do their ideas of God, religion, and morality match our own? Are they asking questions we would ask, and do their responses give expression to our beliefs, religious or secular? Fall, J. Irish (Pomona).

141. The Experience of God: Contemporary Theologies of Transformation.

An exploration and assessment of African American, Asian, ecological, feminist, liberation, and process theologies. What do these theologies have in common? How do they differ? Do they speak from our experience? What insights do they have for our pluralistic, multicultural society? J. Irish (Pomona). [offered alternate years, next offered Fall 2003]

143. Philosophy of Religion. Can God’s existence be proved? Is religious faith ever rationally warranted? Are religious propositions cognitively meaningful? Can one believe in a good, omnipotent God in a world containing evil? Readings from historical and contemporary sources. Fall, S. Davis (CMC).

144. Life, Death, and Survival of Death. A study of philosophical and theological answers to questions about death, the meaning of life, and survival of death. Spring, S. Davis (Pomona).

145. Religion and Science. Examines the historical encounters between science and religion and provides a systematic analysis of their present relationship. The goal is for the student to produce an appropriate synthesis of science and religion. Readings from ancient, modern, and contemporary science, philosophy of science and theology. Evolution, mechanism, reductionism, indeterminacy, incompleteness, and the roles of faith and reason in science and religion. Spring, G. Henry (CMC).

146. The Holocaust. An interdisciplinary examination of the antecedents, realities, and implications of the Nazi attempt to exterminate the Jews. Identical to CMC Philosophy 105. Fall, J. Roth (CMC).

147. Perspectives on the American Dream: Philosophical, Literary, Religious, Historical. An interdisciplinary examination of American ideals, past and present, as they appear in theory and in practice. Fiction and nonfiction readings by a variety of important historical and contemporary writers. Fall, J. Roth (CMC).

148. Sufism. Whether Sufism is viewed as an Islamic expression of a perennial and universal mystic quest or as a uniquely Islamic phenomenon engendered by the Qur’an, several questions need to be considered: What is the Muslim mystics’ view of reality? How is the soul conceptualized in relation to the divine being? What philosophical notions did they draw

upon to articulate their visions of the cosmos? How did Muslim mystics organize themselves to form communities? What practices did they consider essential in realizing human perfection? Sufis will speak for themselves in translation. [offered alternate years, next offered 2003-04]

149. Islamic Thought. A survey of the development of Islamic philosophy through a critical reading of the works of key Muslim philosophers from the early period to Ibn Rushd (Averroes). Z. Kassam (Pomona). [offered alternate years, next offered 2003-04]

151. Spirit Matters: In Search of a Personal Ecology. An exploration of religious and scientific ways of knowing. How do they diverge and/or converge? How do their characteristic assumptions, metaphors, hypotheses, and practices mirror and shape our experience? How do we imagine and exercise personal agency in a world understood at once spiritually and scientifically? Spring, J. Irish. (Pomona).

155. Religion, Ethics, and Social Practice. How do our beliefs, models of moral reasoning, and communities of social interaction relate to one another? To what extent do factors such as class, culture, and ethnicity determine our assumptions about the human condition and the development of our own human sensibilities? Discussion and a six hour per week placement with poor or otherwise marginalized persons in the Pomona Valley. Spring, J. Irish (Pomona).

159. Researching the Holocaust: Historical and Philosophical Perspectives. Interdisciplinary, team-taught exploration of research and reflection on current issues and debates of Nazi Germany's attempt to annihilate the Jews. In a seminar-style inquiry designed for students who want to take their previous Holocaust studies to a more advanced level, attention focuses on film and internet resources, as well as on recent books and articles. Spring, Petropoulos/Roth (CMC).

D. Contemporary and Women's Studies of Religion

160. Feminist Perspectives on the Gospels. [next offered 2003-04]

163. Women and Gender in the Jewish Tradition. Examines the representation of women and gender in Jewish tradition and how women from the biblical period to the present have experienced Judaism. Special attention to the articulation of these issues in biblical and rabbinic texts, the influence these texts have had on shaping Jewish attitudes and practices, the particular religious activities practiced by women, and the opportunities and questions raised by developments in contemporary Judaism including liturgical revisions and the ordination of women as rabbis. Spring, G. Gilbert (CMC).

164. Engendering and Experience: Women in the Islamic Tradition. Exploration of normative bases of the roles and status of women and examination of Muslim women's experience in various parts of the Muslim world in order to understand the challenges facing Muslim women. Focal themes are the construction of gender, sexuality, seclusion, and spirituality. Spring, Z. Kassam (Pomona).

165. Sex and Religion. (See Sociology 188). Spring, P. Zuckerman.

166A. The Divine Body. An examination of the topic in philosophical and mystical texts from different religious traditions. For juniors and seniors. Presentations and discussion. Fall, H. Jackson (Pomona).

167. Theory and Practice of Resistance to Monoculture. This course examines models of resistance to monoculture as imposed by (neo)imperial and capitalist relations and selected European scientific truth systems. Readings and experiential exercises survey systems that survive monoculture and provide resources for egalitarian relations, spiritual values, and sustainable societies, such as Curanderismo, Santeria, Buddhism, Chinese science, Wicca, and other traditions. J. Parker [not offered 2002-03]

168. Culture and Power. This course introduces different theories of the relation of culture to power within and between societies, as well as to such processes as cultural nationalism, cultural imperialism, and cultural appropriation. Attention is given throughout the course to the interaction of gender, race, class, sexual orientation, religion, nation, and other factors in the distribution and circulation of power. Course topics will include the recent “culture wars” and PC debates in the U.S.; canonical debates in literature and religion; cultural nationalism in Japan; and the spread of “western” culture, science, and religion through mass media, imperialism and neo-imperialism, capitalism, and other means. Prerequisite: IIS 10 or WS/ID 26, or an introductory course in one of the ethnic studies programs, or permission of instructor. J. Parker. [not offered 2002–03]

175. Visions of the Divine Feminine: An Exploration of the Goddess in World Religions from Ancient to Modern Times. Examines how different cultures have conceived of the Divine as gendered (e.g., as feminine). Study of numerous world myths originating from ancient Sumeria to modern America. Main themes include the nature of myths and their relations to reality, the significance of myths for women’s and men’s role modeling, feminist theories of religion, including the patriarchal inversion of myths, and the role of the physical body in spiritual experience. Advanced seminar course. Fall, Staff (CMC).

176. Women’s Religious Experience in Early Christianity. Selected readings from early Christian literature through the fourth century examine the range of religious behaviors available to women in early Christianity. Special emphasis on texts written by women and texts that deal with the role of the physical body in spiritual experience. Prerequisite: Scripps 60 or permission of instructor. Spring, K. Wicker (Scripps).

181. Rationalizing Religion: Social Scientific Approaches to Religion. This seminar explores a wide range of modern European and American efforts to explain religion by conceiving of it as a product of human society rather than the result of divine revelation. Each week we will read, write about, and discuss one “classic” in the field. Our goal will be to develop an appreciation for the complexity of the subject as well as to test and shape our own ideas about religion as a social phenomenon. Fall, Wolf (Pomona).

E. Integrative Courses and Reading and Research Courses

180. Interpreting Religious Worlds. An examination of contemporary theoretical frameworks drawn from a variety of disciplines (philosophy of religion, history of religions, ritual studies, anthropology, sociology, psychology, and political science) for the study and analysis of religious phenomena. Spring, Z. Kassam (Pomona).

190. Senior Seminar in Religious Studies. Advanced readings, discussion, and seminar presentations on a variety of areas and topics in the study of religion. Fall, Staff.

191. Senior Thesis. Required of all senior concentrators in Religious Studies, except for CMC Senior concentrators. Normally one course credit, based on one-half credit per semester. Fall/Spring, Staff (Pomona).

199. Independent Study. A reading program for juniors and seniors. Permission of instructor required. Course or half-course. Fall/Spring Staff.

Course of Related Interest

Anth 88. China: Gender, Cosmology and the State. Spring, E. Chao.

Anth 112. Introduction to China, Tibet, and Nepal. Spring, E. Chao.

Anth 150. Religion, Myth, Ideology. Spring, L. Thomas (Pomona).

Eng 89C. Medieval Mystics, Medicine and Misogyny. Spring, Cleves (Pomona).

Eng 186. Poetry and the Bible.

Hist 11. The Medieval Mediterranean. Fall, Wolf (Pomona).

Engl 186. Poetry and the Bible. Spring, Walker (Scripps).

Science

A joint program with Claremont McKenna and Scripps Colleges.

The Joint Science Program offers courses of study for students interested in enlarging their understanding of natural phenomena and also courses for students desiring a major in Biology, Chemistry, Management-Engineering, Physics, Science and Management, or some interdisciplinary combination of these areas. For example, interdisciplinary majors in Biology-Chemistry and Biology-Physics are available. Premedical and environmental emphases through the above majors are two particular strengths of the Joint Science Program.

For students interested in the biological bases of behavior, a major in **Neuroscience** is available. This major provides preparation for graduate work in biology, psychology, neuroscience, as well as preparation for medical school or a profession in the health sciences. See **Neuroscience** for major requirements.

In a world of growing scientific and technological complexity, the Joint Science Department recognizes the need to provide instruction in science for those students not concentrating in science. Thus, the courses specifically designed to meet the Pitzer Science Requirement for nonscience majors are numbered in the 50s, 60s, and 70s.

Additional courses in science are offered at Harvey Mudd College and at Pomona College.

Advisors: See listing following each sub-heading.

Requirements for the Major in Science

Requirements for a major in Biology, Chemistry, and Physics include an individual senior research thesis. The senior thesis usually consists of a laboratory project directed by a member of the Joint Science faculty. The research project is normally initiated in the fall semester. During the spring semester, project research is culminated and results are summarized in a written thesis and formal presentation. Seniors meet weekly throughout both semesters to discuss and present reports on their research projects and to hear lectures by a variety of speakers. Some seniors engage in one-semester library research projects; these students register for the project during the semester when the thesis is written.

Biology entails the study of the entire process of life from its beginning, through its development, reproduction, and to its cessation and decay. Many of the new developments and discoveries in this dynamic field are the result of interdisciplinary cooperation between biologists, chemists, physicists, and computer scientists. These researchers have added considerably to our understanding of the basic principles and mechanisms of living systems at cellular, molecular, organismic, population, and ecological levels. Career opportunities for those who major in biology are numerous. Besides being one of the traditional preparatory fields for those pursuing careers as health care professionals, Biology is an excellent choice of major for those interested in secondary education, ecology, or the burgeoning genetic engineering industry. And, of course, the areas of academic and industrial research are open to those who pursue a Ph.D. in the discipline.

Courses required for the Biology major:

Biology 43, 44;

Chem 14, 15 (or Chem 29);

Chem 116, 117;

Math 30 (should be taken before Physics);

Physics 30, 31 (or 33, 34);

Six (6) advanced courses in biology (including three laboratory courses) chosen in consultation with the Biology faculty, so as to obtain depth in one area of biology (e.g., cellular/molecular, organismal, or population-level) or breadth across all areas, and Biology 190L. Students doing a two-semester thesis normally take Biology 188L during the fall semester of their senior year. Biology 191, Senior Library Thesis in Biology, an extensive library research thesis, is required of all majors in Science not completing Biology 188L or 190L.

Combined Major: Students wishing to complete a combined major in biology must complete the following courses: Biology 43-44; Chemistry 14-15 (or Chem 29); five (5) advanced courses in biology, including at least two laboratory courses; Senior thesis (1 or 2 semesters).

Students wishing to continue their education in biology-related graduate or professional school programs may need to supplement this basic curriculum with additional course work in science. **Suggested programs are available, and Joint Science faculty should be consulted for advice at the earliest possible opportunity.**

Human Biology: Many fields, including those in the health professions and medical social sciences, increasingly require training in both the biological sciences and the social sciences. The Human Biology Major is designed to fill this need. Biology courses in such areas as genetics, evolution, animal behavior, anatomy and physiology are most appropriate, while courses in the social sciences will depend more heavily on the student's career goals. For instance, students interested in ethnobotany might select courses in plant systematics and cultural anthropology; those interested in physical therapy would find neurophysiology appropriate; students interested in medicine and cross-cultural health and healing would take such courses as science, politics and alternative medicine; sociology of health and medicine; healers, doctors and the brain, etc. It is expected that the students will formulate a coherent program.

Courses required for the Human Biology major:

Biology 43 and 44;

Chemistry 14, 15 (or Chem 29);

Four (4) additional courses in biology; at least three from among courses of the following types: physiology, evolution, behavior, genetics, comparative anatomy, ecology. Two of the courses should have a laboratory

Option 1: Students who are interested in Human Biology should take seven (7) courses in appropriate areas from at least two of the following three fields: anthropology, psychology, sociology. One of these seven courses must be in biological anthropology. A senior thesis in Human Biology must be completed. A course in statistics is strongly recommended. All courses are to be chosen in consultation with Human Biology faculty: Newton Copp, Daniel Guthrie, Sheryl Miller, and Ann Stromberg.

Option 2: Students who are interested in medicine and cross-cultural health and healing should choose seven (7) courses in appropriate areas from at least three of the following fields: anthropology, psychology, sociology, political studies, international and intercultural studies. One appropriate practicum or internship course must be included. A senior thesis must be completed. A course in statistics is strongly recommended. All courses are to be chosen in consultation with Human Biology Cross-Cultural Health and Healing faculty: Mario Maldonado, David Sadava, Sharon Snowiss, and Ann Stromberg.

Chemistry:

Courses required for the Chemistry major:

Option 1 (chemistry and a strength in a second area):

Chemistry 14, 15 (or 29), 116, 117, 121, 122, 126 and/or 127, 190L or 188L and 190L;

Physics 30, 31 (or 33,34);

plus two advanced courses in a second field chosen in consultation with their faculty advisors, and mathematics through Math 32. (Students doing a two-semester thesis usually take Chemistry 188L during the first semester.)

Option 2 (intensive-level chemistry):

Chemistry 14, 15 (or 29), 116, 117, 121, 122, 126, 127; 188L and 190L;

Physics 33, 34;

plus two advanced courses in chemistry or interdisciplinary fields involving chemistry, and mathematics through Math 32. Recommended: one computer science course, Mathematics 111, and Physics 35.

Biology-Chemistry. This is a combined major at the interface of biology and chemistry which partially overlaps the requirements for those two individual majors. It is particularly appropriate for students interested in graduate work in biochemistry or molecular biology. It also provides a strong background for students interested in medical, dental, or veterinary graduate work.

Courses required for the Biology-Chemistry major:

- Biology 43, 44, 157, 170, 177;
- Chemistry 14, 15 (or Chem 29), 116, 117, 121, 122, 126, 127;
- Physics 30, 31 (or 33, 34);
- Mathematics 30, 31;
- Senior Thesis 190L or 191 or 188L and 190L.

Environmental Science. Environmental Science entails the study of the natural environment and can lead to career opportunities with governmental agencies, environmental monitoring and consulting organizations, and wildlife conservation groups. Students should consult with advisors concerning their specific educational and professional goals.

Courses required for the Environmental Science major:

- Biology 43, 44;
- Chemistry 14, 15 (or 29);
- Statistics (biostatistics preferred);
- five advanced courses in Biology—these must include Ecology (normally Bio 146), Natural Resource Management, a course in Field Biology, two additional electives in Biology (chosen in consultation with the faculty advisor (one of the electives may be substituted by Organic Chemistry); Geology 50 or 130; a one or two semester science thesis; a semester abroad or a summer program in field ecology is strongly recommended.
- In addition to the above courses, students must take one course exploring the relationships between humans and the natural environment (e.g., Ethnoecology, Environments Workshops, or Native Americans and Their Environment).

Neuroscience: The major in Neuroscience requires 16 courses including a core program and electives drawn from one of two tracks as listed below. Particular combinations of electives should be discussed with a faculty member in neuroscience. This major provides preparation for graduate work in biology, psychology, neuroscience, and the health sciences, although admission to particular graduate programs is likely to require some additional course work.

I. Common Core:

- Foundations in Neuroscience (Bio/Psych/Philo 95)
- Introductory Biology with Lab (Bio 43L/44L, Joint Science, Bio 40/41M, Pomona; Bio 52/54, HMC)
- Introductory Chemistry with Lab (Chem 14L/15L or Chem 29L, Joint Science; Chem 1a/b, Pomona; Chem 21/22 + 25/26, HMC)

II. Cellular and Molecular Track:

Required

- Organic Chemistry with lab (Chem 116L, Joint Science; Chem 110a, Pomona; Chem 56/58, HMC)
- Neurobiology (Bio 149, Joint Science; Bio 178, Pomona; Bio 115, HMC)
- Molecular Biology (Bio 170L, Joint Science; Bio 113 and 111, HMC)
 - or Cell Biology (Bio 157L, Joint Science; Bio 163, Pomona)
 - or Biochemistry (Chem 177, Joint Science; Chem 182, HMC; Chem 115, Pomona)
- Math (one course in Calculus or Statistics, e.g. Psych 103, Scripps; Math 57, Pomona; Psych 91, Pitzer; Psych 114, CMC; Biology 175, Joint Science)
- Senior Thesis – two semesters

Electives (five courses — no more than two from Group B)

Group A

Topics in Neurobiology (Bio 186n, HMC)
 Neurobiology Laboratory (Bio 115L, HMC)
 Neuropharmacology (Psych 148, Pitzer)
 Animal Behavior (Bio 125, Pomona; Bio 154, Joint Science)
 Neuroethology (Neurosci 102, Pomona)
 Comparative Endocrinology (Bio 144, Pomona)
 Physiological Psychology or related courses (Psych 146L, CMC; Psych 143, Pomona; Psych 171, Pomona)
 Neural Networks (Computer Sci 152, HMC)

Group B

Cell Biology (if not in core)
 Molecular Biology (if not in core)
 Biochemistry (if not in core)
 Genetics (Bio 143, Joint Science)
 Developmental Biology (Bio 151L, Joint Science; Bio 169, Pomona; Bio 122, HMC)
 Animal Physiology (Bio 131 or 132, Joint Science; Bio 140, Pomona; Bio 101, HMC)
 Organic Chemistry - second semester (Chem 117, Joint Science; Chem 110b, Pomona; Chem 105/111, HMC)
 Physical Chemistry (one semester of Chem 121/122, Joint Science; Chem 156 or 158a/b, Pomona; Chem 51/52, HMC)
 Physics (one semester of Physics 30/31 or 33/34, Joint Science; Physics 51a/b, Pomona; Physics 23/24/51, HMC)

III. Cognitive and Behavioral Track:

Required

Introductory Psychology (Psych 30, CMC; Psych 10, Pitzer; Psych 52, Scripps; Psych 53, HMC; Psych 51, Pomona)
 Cognitive Neuroscience + lab (Psych 123 and 123L, Scripps; Psych 171, Pomona; under some circumstances)
 Physiological Psychology + lab (Psych 146L, CMC; Psych 111, Pitzer)
 Research methods + lab (Psych 100/101L or 110/111L, CMC; Psych 104/104L, Scripps; Psych 159, Pomona)
 Math (one course in statistics, e.g. Psych 103, Scripps; Math 57, Pomona; Psych 91, Pitzer; Psych 114, CMC; Biology 175, Joint Science)
 Senior Thesis – two semesters

Electives (four courses: no more than two from group B; one may be from the Cell/Molecular Track)

Group A

Human Neuropsychology (Psych 114, Pitzer)
 Perception (Psych 106, 115b, Pitzer; Psych 160, Pomona)
 Neural and Behavioral Development (Psych 128, Pitzer)
 Sensation and Perception (Psych 124, Scripps; Psych 115a/115b, Pitzer)
 Memory (Psych 102, Pitzer; Psych 162, Pomona)
 Behavioral Neuroscience (Psych 65, CMC)
 Seminar in Physiological Psychology (Psych 188, Pitzer)
 Seminar in Neuropsychology (Psych 192, Pitzer)
 Biological Basis of Psychopathology (Psych 180W, Pomona)

Group B

Abnormal Psychology (Psych 70, CMC; Psych 181, Pitzer; Psych 128, Scripps; Psych 131, Pomona; Psych 180W, Pomona)
Developmental Cognitive Neuroscience (Psych 125, Pitzer)
Cognition (Psych 126, Pitzer; Psych 105 or 161, HMC)
Seminar in Cognition (Psych 180F or 180I or 180J, Pomona)
Philosophy of Mind (Phil 185M, Pomona; Philo130, Scripps; Phil 135, CMC)
Child Development (Psych 110, Scripps; Psych 104, HMC; Psych 108, Pomona)
Seminar in Child Development (Psych 199, Pitzer)
Psychology of Women (Psych 102, Scripps; Psych 125, Pomona)
Adolescent Development (Psych 111, Scripps)
Cognitive Development (Psych 154, Pitzer; Psych 120, Scripps; Psych 120, HMC)
Child Psychopathology (Psych 150, CMC)
Culture and Psychobiology of Pain (Neuro 110/Psych 144, Pitzer)

IV. Recommended

Math 31, or any advanced statistics courses (e.g. Math 57, 154, or 158 at Pomona, Psych 143, Scripps)

Physics: The physics major places a strong emphasis on computation and numerical techniques while still retaining the core material common to all physics majors. Many problems which are not readily solvable using traditional analytic methods will be incorporated into the program, and solutions will involve numerical integration, computer modeling, and other numerical techniques introduced in the classroom and laboratory.

Courses required for the Physics major:

Physics 33, 34, 35, 100, 101, 102, 114, 115;

A one- or two-semester thesis in Science (190L or 191 or 188L and 190L)

Mathematics 31, 32, 111, and 174;

Chemistry 14

One computer science course chosen in consultation with their faculty advisors.

Courses required for the **Science and Management** major:

Chemistry 14, 15 (or 29), Physics 33, 34 (for physics and chemistry tracks) or 30, 31 (for other tracks), Mathematics 30, Computer Science 50 (or equivalent), a writing course, Economics 51, 52, 86, 160 161,151 (CMC), Psychology 135, a one- or two-semester science thesis, and Internship or Practicum; and additional courses in one of four tracks: chemistry, physics, biotechnology, environmental management. This major is designed to train students in science and to provide a grounding in managerial skills as well as in the liberal arts, in addition to Pitzer core requirements. For details of each track, contact the Joint Science Department.

Course requirements for the **Management Engineering** major:

Mathematics 30, 31, 32, 111 (CMC) or equivalent; Chemistry 14, Physics 33, 34, 35, 101 or 106 or 107; Economics 51, 52, 86, and one advanced course; Organizational Studies/Social Science: any two of the following: OS 100 or 105; Sociology 25, 130, or 150; Psychology 135. Highly recommended: Chemistry 15, a course in computing, and an introductory engineering course. Chemical engineers should take organic or physical chemistry.

A five-year program, offered in conjunction with other institutions, allows students to receive both a Bachelor of Arts Degree in Management Engineering from Pitzer and a Bachelor of Science Degree in Engineering from the second institution. The first three years of study are undertaken on the Pitzer campus. After this, students enroll in the engineering programs at other institutions. Upon completion of the two-year engineering program, graduates simultaneously receive an engineering degree from the second institution and a Bachelor of

Arts degree from Pitzer. Formal programs exist with Columbia University, Washington (St. Louis), University of Southern California, Rensselaer Polytechnic, and Boston University. Other students typically transfer to such schools as U.C. Davis, U.C. Santa Barbara, U.C. San Diego, Cal Poly SLO, University of Arizona, and Cornell. It is essential for students to plan courses carefully and early in the program. Details of specific course requirements, recommendations, and general program expectations may be obtained from J. Higdon or other members of the faculty of Joint Science.

Special Options:

Honors in Science: To be eligible for departmental honors in one of the science majors listed in this catalogue, students must:

- a) achieve a minimum grade point average of 3.5 in courses in the major;
- b) write a two-semester thesis considered of honors quality by the department (the department will base its decision on such issues as original contribution by the student, written presentation, data interpretation, effort, and initiative);
- c) attain an average GPA of 3.5 or better in Science 188L and 190L, including a grade of A- (3.5) on the written thesis and satisfactory participation in the two semesters of Senior Honors Seminar, including attendance, posters, and oral presentations.

AP Credit in Science:

Biology—An AP score of 4 or 5 on the AP Biology exam will be granted one elective course credit towards graduation, but will not be counted towards a biology major requirement. Placement in upper-level biology courses is only done by examination by the Biology Department.

Chemistry—An AP score of 4 or 5 on the AP Chemistry exam will be granted one elective course credit towards graduation. Decisions on possible placement into Chemistry 15 (or 29) will be determined on an individual basis after consultation (and examination for 29) by the Chemistry Department.

Physics—An AP score of 4 or 5 on the AP Physics exam will be granted one elective course credit towards graduation, but will not count towards a major requirement in Physics or Engineering. Decisions on waiver of courses and placement will be determined on an individual basis after consultation by the Physics Department.

Astronomy

The Astronomy Program is offered as a joint program with the Physics Departments at Harvey Mudd College and Pomona College. Courses are offered within the Physics Program and are intended for students who have an interest in the subject or those who may wish to pursue astrophysics at the graduate level.

The Joint Science Department in cooperation with HMC and Pomona maintains facilities at the Table Mountain Observatory, located about an hour from campus in the San Gabriel Mountains. Equipment includes a 40-inch telescope with a photometer, CCD camera, IR camera, and CCD spectrograph.

66L. Elementary Astronomy. A survey of modern astronomy, emphasizing the interrelationships among phenomena. The subject matter includes the solar systems, stars and stellar systems, galaxies, and cosmology. Enrollment limited. Laboratory fee \$30. S. Nafilan. [not offered 2002–03]

118. Introduction to Astrophysics. Introduction to astrophysics with emphasis on topics of interest to students with a background including introductory physics. Topics include solar physics, stellar structure and evolution, and galactic structure. Prerequisite: Physics 33 or 34 or equivalent. Offered jointly with HMC and Pomona (HMC 62, Pomona 62). Spring, Staff.

119. Observational Astronomy. Observations of astronomical objects using various electronic equipment. Projects conducted at Table Mountain Observatory. Data reduction and evaluation stressed. Prerequisites: Physics 33, 34, and 66 or 118. Offered jointly with HMC and Pomona (HMC 101, Pomona 101). Fall, A. Esin.

120. Star Formation and the Interstellar Medium. Theoretical and observational aspects of star birth and the use of radio and infrared diagnostics. Studies of the interstellar media and the role of supernovae. Prerequisites: Physics 35, 66, or 118, and Math 111 or equivalent. Half course. Offered jointly with HMC and Pomona. Spring semester every other year. Staff.

128. Cosmology and Extragalactic Astrophysics. The large scale structure of the universe, evolution of the universe, and the Big Bang theory. Topics include dark matter, galaxy formation, and the cosmic background radiation. Prerequisites: Physics 35, 66 or 118, and Math 111 or equivalent. Half course. Offered jointly with HMC and Pomona (HMC 121, Pomona 121). Every other year. Staff.

129. High-Energy Astrophysics. Analysis of the results of new ultraviolet, X-ray, and gamma-ray observations, and the astrophysical processes that produce high-energy photons. Topics include active galactic nuclei, black holes, neutron stars, and supernovae. Prerequisites: Physics 35, 66, or 118 and Math 111 or equivalent. Half course. Offered jointly with HMC and Pomona (HMC 122, Pomona 122). Every other year. Staff.

130. Stellar Structure and Evolution. A rigorous treatment of stellar atmospheres and radiative transfer, and thermodynamics of the stellar interior. Topics include spectral line formation, stellar evolution, and observational stellar data. Prerequisites: Physics 35, 66, or 118, and Math 111 or equivalent. Half course. Offered jointly with HMC and Pomona (HMC 123, Pomona 123). Every other year. Staff.

Biology

43L. Introductory Biology. This course covers the basic principles of cellular and chemical biology. These are then used as background for a discussion of genetics, evolution, and animal behavior. Laboratory fee: \$50. Fall, G. Edwalds-Gilbert, R. Justice, D. Sadava, Z. Tang.

44L. Introductory Biology. Topics discussed in lecture, and demonstrated in laboratory, include structure, function, and evolution of plant and animal forms, physiology of plant and animal systems, and the principles of ecology. Required field trips. Laboratory fee: \$50. Spring, D. Guthrie, D. McFarlane, M. Preest.

56L. Genetics of Human Disease. The course will examine various aspects of human heredity and social and ethical implications of the Human Genome Project. Topics include basic genetic mechanisms, the identification and characterization of “disease genes”, and the social and political uses of genetic information. Enrollment limited. Laboratory fee: \$30. Spring, G. Edwalds-Gilbert.

57L. Concepts in Biology. This course is an introduction to college-level biology and deals with evolution, ecology, inheritance, biotechnology, anatomy, and physiology. Course work will include lectures, student-lead discussions, and laboratories. Discussions will cover topics such as the biology and ethics of gene therapy, conservation, science and the media, and use of animals in research. Laboratory fee: \$30. Spring, M. Preest.

62L. Environmental Science. A course dealing with environmental and organismal structure and human interactions with the environment. The course broadly covers resources and pollution, as well as political, economic, and psychological approaches to environmental problems. Enrollment limited. Laboratory fee: \$30. Fall, D. Guthrie.

64L. The Living Sea. Over three quarters of the Earth’s surface is covered in oceans, and much of the world’s life exists in the seas. Moreover, humans are having a greater impact on sea life than in any other time in human history. This course will explore the unique habitats of the marine environments and the plants and animals that live there. We will look at the

chemical, physical and geological interactions that create the habitats and enable organisms to live where they do. Finally, we will take a look at human interaction with these habitats: Fisheries management, pollution, aquaculture and whaling policies will be among the topics covered. Laboratory fee: \$30. Fall, Staff.

68L. Discovery, Innovation, and Risk: Structures. An exploration of the relationships between structure and function in nature. Topics address general principles of biology, chemistry and physics and include vaccines, airplanes, molecules, and bridges. Technological consequences of understanding structure/function interactions are emphasized. A design project is included. Enrollment limited. Laboratory fee: \$30. [not offered 2002–03]

69L. Discovery, Innovation, and Risk: Energy. This course deals with selected scientific, technological and historical issues related to the origins, production, and use of energy by natural systems and by people. Topics include photosynthesis, electricity, fossil fuels, the electrification of Los Angeles, and origins of the gasoline industry. Enrollment limited. Laboratory fee: \$30. [not offered 2002–03]

71. Biotechnology. An examination of the basic concepts of molecular biology and their applications for human welfare. Topics include cell biology and division, genetics, DNA and proteins, DNA manipulation, immunology, reproduction, and agriculture. Exercises include chromosome analysis, genetic screening, cloning, and testing for mutagens. Enrollment limited to 45. Laboratory fee: \$30. Fall, D. Sadava.

73. Human Heredity and Reproduction. A study of reproductive biology, embryological development, and genetic mechanisms as one human generation continues to the next. Topics include sex differences and determination, genetic diseases, prenatal influences, and fetal transplantation with emphasis on the ethical and social implications of recent technological developments. Enrollment limited. Laboratory fee: \$30. Staff. [not offered 2002–03]

75L. Environment of Southern California. An introduction to the physical and biological aspects of this area's environment, their interrelationships, and human impact. Topics include geology, earthquakes, weather and climate, biological communities of the deserts, mountains, and coast and land management issues. A mandatory weekend field trip will be done. Enrollment limited. Laboratory fee: \$30. [not offered 2002–03]

95. Foundations of Neuroscience. An introduction to the nervous system and behavior that explores the philosophical and historical development of the most fundamental issues in neuroscience. Emphasis will be placed on the experiments and methodology that most influenced our understanding of the nervous systems, and the close relationship between technological advances and the development of neuroscience. Topics include study of the mind/body problem, localization of brain function, neural representation of knowledge, and consciousness. Laboratory study of the chemical, electrical, and cognitive functions of the nervous system will be included. Fall, N. Copp, B. Keeley, M. Duva.

131L. Vertebrate Physiology. Lectures and laboratory exercises focus on mechanisms of physiological regulation in vertebrate species with a special emphasis on humans. Topics to be covered include circulation, respiration, regulation of extracellular water and electrolytes, the senses, and neural and hormonal communication. Prerequisites: Biology 43, 44; Chemistry 14, 15. Enrollment limited. Laboratory fee: \$50. Spring, N. Copp.

132L. Comparative Physiology. An investigation of fundamental physiological processes including circulation, respiration, movement, digestion, and neural and endocrine communication, in animals with an emphasis on vertebrates. Some topics in the physiology of plants will also be discussed. Attention will be given to how an organism's physiology reflects adaptation to its environment. Prerequisite: Biology 43, 44; Chemistry 14 and 15. Laboratory fee: \$50. Fall, M. Preest.

141L. Vertebrate Anatomy. Morphology, ontogeny, and evolution of vertebrate organ systems, with emphasis on the evolutionary aspects of vertebrate development. The laboratory includes dissection of major vertebrate types and examination of basic histologic and embryologic materials. Prerequisites: Biology 43, 44. Enrollment limited. Laboratory fee: \$50. Fall, D. Guthrie.

143. Genetics. A course giving an overview of the mechanisms of inheritance at the molecular, cellular, and population levels. Prerequisites: Biology 43, 44; Chemistry 14, 15. Enrollment limited. Fall, A. Dowsett.

145. Evolution. A course focusing on the underpinnings of the modern synthetic theory of evolution. Topics will include historical development of evolutionary thinking; major events in the history of life; molecular mechanisms of evolution; speciation; systematics; biogeography; evolutionary ecology and evolutionary aspects of behavior. Prerequisites: Biology 43, 44 or permission of instructor. Enrollment limited. Fall, D. McFarlane.

146L. Ecology. An exploration of the factors and interrelationships in influencing the distribution and abundance of organisms. Theoretical models and empirical data are applied to questions of biogeography, life histories, population regulation, community structure and resource management. Laboratory component will include an introduction to computer modeling in ecology, and the processing of quantitative data from field and laboratory investigations. Prerequisites: Biology 43, 44. Enrollment limited. Laboratory fee: \$50. Fall, D. McFarlane.

149. Neurobiology. This course will examine the structure, function and organization of nervous systems. Topics will include signal transduction, electrophysiology, the role of trophic factors, development of the nervous system, and neural networks. Consideration will also be given to neuropathologic conditions such as Parkinson's and Alzheimer's diseases. Prerequisites: Biology 43, 44; Chemistry 14, 15. Enrollment limited. Fall, N. Copp.

150. Biomechanics. This course considers the forces of nature that influence the way organisms survive, grow, and reproduce. Mechanical phenomena will be investigated in terms of their relevance to organismal design and ecology. Prerequisites: Biology 43, 44. Staff. [not offered 2002–03]

151L. Developmental Biology. Lectures, discussions and laboratory exercises explore the current state of our understanding of how complex organisms arise from single cells. Topics will include reproduction, growth, differentiation and pattern formation at the organismal, cellular and molecular levels. Prerequisites: Biology 43, 44; Chemistry 14, 15. Enrollment limited to 18. Laboratory fee: \$50. Spring, R. Justice.

154. Animal Behavior. Lectures, discussion and videos covering the biological approach to behavior. Topics include the physiological, neurological, genetic, evolutionary and ecological approaches to behavior, with an emphasis on behavioral ecology. Enrollment limited to 50. Prerequisites: Biology 43, 44 or permission of instructor. Spring, D. Guthrie.

157L. Cell Biology. This course is concerned with the molecular aspects of the cells of higher organisms; emphasis on, and reading of, current research. The laboratory includes autoradiography, histology, fractionation of cell organelles, and protein purification. Time will be available for individual projects. Discussion three hours; laboratory four hours. Prerequisites: Biology 43, 44; Chemistry 14, 15, and permission of instructor. Enrollment limited. Laboratory fee: \$50. Fall, G. Edwards-Gilbert/Spring, Z. Tang.

158. Cell Cycle, Diseases and Aging. Introduces properties of cell-division cycle. Explores mechanisms of aging and diseases including cancer based on principles of cell cycle control. Elaborates on signaling pathways and molecular nature of the regulation fundamental to all eukaryotes. Emphasizes the advancements and current understanding of the field. Lectures, paper presentations, and discussions. Prerequisite: Biology 143. Fall, Z. Tang.

- 159. Natural Resource Management.** A course designed to allow students to appreciate the importance of the role of science in understanding environmental systems. Lectures will consist of an intensive analysis of natural resource problems and the impacts of human activities on these resources. Appropriate for biology or environmental studies concentrators with upper-division standing. Prerequisites: Biology 44. Enrollment limited. Spring, E. Morhardt.
- 160. Immunology.** A course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity, and autoimmunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers may supplement the material. Prerequisites: Biology 43, 44; Physical Science 14, 15; some advanced work in biology. Enrollment limited. [not offered 2002–03]
- 165. Advanced Topics in Environmental Biology.** Readings and discussion of current technical journal articles in active areas of environmental biology. Topics are chosen for their current relevance and technical interest. Students present papers for class discussion, and conduct a formal literature review on the topic of their choice. Prerequisites: Biology 43, 44 or equivalent. Enrollment limited. Fall, E. Morhardt.
- 166. Animal Physiological Ecology.** This is an animal physiological ecology course that will emphasize physiological interactions of animals with their biotic and abiotic environments. Information about the physiology and ecology of animals will be integrated from the tissue, organ, and whole organism levels. We will cover a series of topics that illustrate both the diverse and conservative nature of physiological systems. Prerequisites: Bio 43-44 and Bio 131, 132, or 146. Enrollment limited to 24. [not offered 2002–03]
- 169L. Marine Ecology.** A course designed to expose students to the study of the ecology of marine organisms. Lectures will cover various aspects of marine environments. Laboratories and field trips will include ecological sampling procedures and a survey of local marine plants and animals. Prerequisites: Biology 43, 44. Enrollment limited. Permission of instructor required. Laboratory fee: \$50. Spring, Staff.
- 170L. Molecular Biology.** An introduction to the molecular biology of viruses, prokaryotic cells, and eukaryotic plant and animal cells. Lecture topics will include DNA structure, replication, mutation, recombination, transposition, recombinant DNA, protein synthesis from the viewpoints of transcription, translation, and regulation, and virus structure and function. Laboratory experiments will include DNA isolation from prokaryotes and eukaryotes, restriction and ligation, cloning and isolation of recombinant DNA, and methods of protein analysis. Prerequisites: Biology 43, 44; Chemistry 14, 15, 116. Enrollment limited. Laboratory fee: \$50. Fall/Spring, Staff.
- 171. Biology of Cancer.** Examination of cellular and molecular phenomena, using the cancer cells as the focus. Topics discussed will include patterns of cancer in populations, the cell cycle, stages in cancer formation, mutagenesis and carcinogens, tumor viruses and oncogenes, heredity and cancer, immune system and cancer, and biological rationale for treatments. Prerequisites: Biology 43, 44 and Chemistry 15. Enrollment limited. Spring, D. Sadava.
- 175. Applied Biostatistics.** A hands-on introduction to choosing, applying, and interpreting the results of statistical methods for life scientists. The course will include traditional parametric statistics, such as t-tests, analysis of variance, correlation and regression analysis, together with powerful non-parametric randomization tests. Data presentation and experimental design will be addressed, together with a miscellanea of less-common statistical techniques that find use outside of the laboratory setting. Enrollment limited. Fall, Staff.
- 176. Tropical Ecology.** Examination of the many facets of tropical biodiversity and community structure, with an emphasis on tropical rainforests and conservation issues. Prerequisites: Biology 43, 44. Enrollment limited. Spring, D. McFarlane.
- 177. Biochemistry.** (See Chemistry.)

178. Biophysics. (See Physics.)

179. Introduction to Modeling for the Biological Sciences. This course will provide a broad, hands-on introduction to mathematical and computer modeling for the biological sciences. Students will learn how to create computer models in order to analyze the behavior of a variety of biological systems. Topics will include population biology, genetics, ecological systems, biological disposition of drugs and toxins, cell physiology, and the spread of diseases and epidemics. No prior experience with computer programming is assumed. Prerequisites: one semester of calculus, one semester of intro biology. This course may be taken for upper-division credit towards the biology or physics major. Enrollment limited. [not offered 2002–03]

188L. Senior Research Thesis in Biology. See special description at end of Science section.)

190L. Senior Experimental Thesis in Biology.

(See special description at end of Science section.)

191. Senior Library Thesis in Biology. (See special description at end of Science section.)

192. Independent Study in Biology. Students who have the necessary qualifications, and who wish to investigate in depth an area of study not covered in regularly scheduled courses, may arrange with a faculty member for independent study under his or her direction. A limited opportunity open to all students with permission of instructor. Full or half-course. First or second semester. Time arranged. The faculty and the areas in which they are willing to direct independent study are given below.

N. Copp: Animal behavior, vertebrate and invertebrate physiology, neurobiology.

G. Edwards-Gilbert: Cell and molecular biology; pre mRNA splicing in yeast.

D. Guthrie: Evolutionary studies, field ecology, ornithology, zooarchaeology.

R. Justice: Developmental, molecular, and cell biology; molecular genetics of fruit fly tumor suppressor genes.

D. McFarlane: Evolutionary ecology; biogeography; late Quaternary paleoecology and extinctions.

J. Emil Morhardt: Vertebrate ecology and physiology; environmental management.

M. Preest: Physiology and ecology of animal energetics; thermal biology of terrestrial ectotherms; osmoregulatory physiology; herpetology; muscle physiology.

D. Sadava: Cell biology; cancer mechanisms.

Z. Tang: Cell and molecular biology, biochemistry; cell cycle control in yeast.

E. Wiley: Molecular biology; genetics, chromatin structure in the ciliate *Tetrahymena*.

Chemistry

14L, 15L. Basic Principles of Chemistry. A study of the structure of matter and the principles of chemical reactions. Topics covered include atomic and molecular structure, chemical bonding, thermodynamics, equilibria, electrochemistry, kinetics, descriptive inorganic and organic chemistry, and spectroscopy. Three lectures and one four-hour laboratory per week. (Chemistry 14 is a prerequisite to 15.) Laboratory fee: \$50 per semester. Fall/Spring, A. Fucaloro, M. Hatcher-Skeers, K. Purvis, Staff.

29. Accelerated General Chemistry. A one semester accelerated General Chemistry course as an alternative to the year-long Chemistry 14 and 15 sequence for students with a strong chemistry background. This course will cover atomic and molecular structure, spectroscopy, chemical bonding, thermodynamics, electrochemistry, kinetics, equilibria, transition metals, nuclear chemistry and descriptive inorganic chemistry. Three lectures and one four-hour laboratory per week. Prerequisites: 4 or 5 on the Chemistry Advanced Placement test

(or completion of comparable honors chemistry course in high school), Mathematics 30 (or concurrent) and permission of instructor. Students must sign-up with instructor during Spring semester pre-registration to be eligible. Laboratory fee: \$50. Spring, M. Hatcher-Skeers, K. Purvis.

51L. Topics in Forensic Science. This course will explore chemical and physical methods used in modern crime detection. Topics as diverse as microcopy, toxicology, serology, fingerprinting. Document examination, DNA analysis, and arson investigation will be examined. Students will use case studies, collaborative work, and online resources extensively throughout the course. Enrollment limited. Laboratory fee: \$30. Fall, T. Poon.

68L. Discovery, Innovation, and Risk: Structures. (See Biology 68L) N. Copp.
[not offered 2002–03]

69L. Discovery, Innovation, and Risk: Energy. (See Biology 69L.) A. Zanella, N. Copp.
[not offered 2002–03]

70L. Land, Air and Ocean Science. This course is an introduction to basic principles of environmental science with application to air and water pollution. Topics including global warming, the ozone hole, acid rain, energy production, sustainable development, etc., will be discussed. We will concentrate on both the scientific explorations and the political implications of such issues. Enrollment limited. Laboratory fee: \$30. K. Purvis
[not offered 2002–03]

116L, 117L. Organic Chemistry. The chemistry of organic compounds developed from considerations of bonding, structure, synthesis, and mechanisms of reaction. Selected application of those principles to biological systems. Prerequisite: Chemistry 15 or equivalent. (Chemistry 116 is prerequisite to 117.) Laboratory fee: \$50 per semester. Fall/Spring, K. Black, T. Poon, Staff.

121, 122. Principles of Physical Chemistry. A course designed to investigate physiochemical systems through classical thermodynamics, statistical thermodynamics, kinetics, quantum mechanics, and spectroscopy. Prerequisites: Chemistry 15, Physics 31 (or 34), and Mathematics 31. (Chemistry 121 is prerequisite to 122.) Enrollment limited. Fall/Spring, A. Fucaloro, M. Hatcher-Skeers.

126L, 127L. Advanced Laboratory in Chemistry. A survey of advanced laboratory techniques including physical and chemistry methods, analytical chemistry (especially instrumental methods), and synthesis and characterization of compounds. Prerequisites: Chemistry 15, 117, Physics 34 (or 31) and Mathematics 31. Chemistry 126 is prerequisite for 127, except with permission of instructor. Chemistry 121, 122 recommended as co-requisite. Enrollment limited. Laboratory fee: \$50. Fall/Spring, A. Fucaloro, M. Hatcher-Skeers.

130L. Inorganic Synthesis. This laboratory course will include a variety of synthetic techniques or inorganic compounds. Emphasis will be on transition metal complexes, including organometallic compounds, and some main group compounds will also be prepared. Students will use appropriate spectroscopic methods and chromatography to characterize products. Use of original journal references will be stressed. Prerequisites: Chemistry 117 and 121 (or concurrent). Half-course. Enrollment limited to 12. Laboratory fee, \$50. [not offered 2002–03]

134. Introduction to Molecular Modeling. This course provides an introduction to both the theory and practice of current molecular modeling methods. Students use molecular mechanics, molecular orbital theory, and molecular dynamics to study chemical systems ranging from small organic structures to large biomolecules. The computational work is carried out using Spartan, Macro Model and Gaussian software. One-half course credit. Prerequisites: Chemistry 117, 121. Enrollment limited to 12. [not offered 2002–03]

136. Modern Molecular Photochemistry. This course will explore the interaction of light with molecules and the chemical and physical changes that result. Emphasis will be placed on modern applications of photochemistry in the areas of synthesis, mechanistic studies, medicine, and materials science. One-half course credit. Prerequisite: Chemistry 117. Enrollment limited. Spring, T. Poon.

139. Environmental Chemistry. This course is designed to apply the fundamental ideas of chemistry to environmental concepts. Major topics include water, air and land pollution, industrial ecology, and chemical techniques for environmental analysis and remediation. One-half course credit. Prerequisite: Chemistry 116. Spring, K. Purvis.

172. NMR Spectroscopy. Examines fundamental concepts in nuclear magnetic resonance spectroscopy with a focus on techniques used for organic structure elucidation as well as “in vivo” spectroscopy and magnetic resonance imaging. Hands on experience with data collection and analysis. Lecture. Prerequisites: Chemistry 117, 122. One-half course credit. Fall, M. Hatcher-Skeers.

175. Introduction to Medicinal Chemistry. This course will emphasize the chemistry and biochemistry vital to drug design and drug action. Clinically important compounds will be used as examples throughout the course. Structure/activity and rational drug design concepts will also be discussed. Prerequisite: Chemistry 117. (Half course) Staff. [not offered 2002–03]

177. Biochemistry. A study of structure and function in living systems at the molecular level. Discussion centers on intermediary metabolism, cellular control mechanisms, and energy flow, with particular emphasis on how this information is developed. Prerequisites: Biology 43, 44; Chemistry 116, 117; or permission of instructor. Enrollment limited. Fall, M. Hatcher-Skeers.

188L. Senior Research Thesis in Chemistry.
(See special description at end of Science section.)

190L. Senior Experimental Thesis in Chemistry.
(See special description at end of Science section.)

191. Senior Library Thesis in Chemistry.
(See special description at end of Science section.)

192. Independent Study in Chemistry. Students who have the necessary qualifications, and who wish to investigate in depth an area of study not covered in regularly scheduled courses, may arrange with a faculty member for independent study under his or her direction. A limited opportunity open to all students with permission of instructor. Full or half-course. First or second semester. Time arranged. The faculty and the areas in which they are willing to direct independent study are given below. Fall/Spring.

K. Black: Organic chemistry; reaction mechanisms studied by computational techniques.

A. Fucaloro: Physical chemistry, especially emission and absorption, molecular spectroscopy, electron impact.

M. Hatcher-Skeers: Applications of nuclear resonance spectroscopy in determining the structure of DNA and other biological macromolecules.

T. Poon: Synthesis and characterization of natural products.

K. Purvis: Chemistry of urban air pollution, primarily aerosols; public policy aspects of air pollution.

A. Zanella: Metal-ion promoted reactions, electron-transfer, heavy metal pollutants and environmental chemistry.

Physics

30L, 31L. General Physics. A first-year general physics course introducing mechanics, sound, fluids, wave motion, heat, electricity, magnetism, atomic physics, relativity, and nuclear physics. This course is designed for majors in fields other than physics, chemistry, or engineering. Previous calculus experience or Math 30 taken concurrently, or permission of the instructor is required. (Physics 30 is a prerequisite to Physics 31.) Laboratory fee: \$50 per semester. Fall/Spring, Staff.

33L, 34L. Principles of Physics. A first-year general physics course designed for physics, chemistry, and engineering majors. Topics include Newtonian mechanics, gravitation, fluids, wave motion, electrical measurements, DC and AC circuits, Maxwell's equations and light. Prerequisites: Previous calculus experience or Math 30 and 31 taken concurrently or permission of instructor. (Physics 33 is a prerequisite to Physics 34.) Laboratory fee: \$50 per semester. Fall/Spring, A. Landsberg, J. Higdon.

35. Modern Physics. An introductory modern physics course designed as a continuation for 33, 34. Topics include thermodynamics, relativity, atomic physics, elementary quantum mechanics, chemical bonding, solid state physics, band theory and appropriate applications. Prerequisites: Physics 34 and Math 32. Mathematics may be taken concurrently. Fall, S. Gould.

58L. What's the Matter? Students in this course will examine ordinary objects and discuss what aspects of their composition determine their usefulness. The class will discuss how materials are described, classified and tested, and look at them from the perspectives of physics, chemistry, materials science, geology, economics, and psychology. Laboratory fee: \$30. [not offered 2002–03]

74L. Distinguishing Sense from Nonsense: Innumeracy and Pseudoscience in Society. This course will provide students with a critical framework for identifying both the proper uses and the abuses of the "scientific method" and statistical analyses. The distinction between science and pseudoscience, common statistical paradoxes, and the fallibility of human thought processes will be discussed, along with some of their related social and legal ramifications. Applications will include such topics as astrology, the nature of coincidence, medical testing issues, psychic phenomena, near-death experiences, statistical issues relating to race and gender, etc. Enrollment limited. Laboratory fee: \$30. Spring, A. Landsberg.

76L. Sport Science. A study of the scientific principles behind the dramatic improvements in athletic performance. The class will examine the kinematics, dynamics, physiology and engineering required of, or available to, today's athlete. Examples include projectile motion, rotational motion, aerodynamics, properties of materials, and human physiology. Enrollment limited. Laboratory fee: \$30. [not offered 2002–03]

79L. Energy and the Environment. Examination of the options available for meeting projected U.S. and global energy requirements. Consideration of resources and conversion and consumption patterns, thermodynamic limitations; immediate and long-range engineering options; environmental consequences. Topics include conservation, fossil fuel, nuclear, geothermal, and solar energy systems. Enrollment limited to 45. Laboratory fee: \$30. [not offered 2020-03]

100. Computational Physics & Engineering. This course is a comprehensive introduction to the application of computational techniques to physics and engineering. It provides direct experience in using computers to model physical systems and it develops a minimum set of algorithms needed to create physics and engineering simulations on a computer. Such algorithms are employed to solve nontrivial, real world problems through the investigation of seven major projects. Students will use computer mathematical software such as Maple, Mathematica, or MatLab.. No prior computer course is assumed. Prerequisites: Physics 33, 34; Mathematics 30, 31. Enrollment limited. Spring, J. Higdon.

- 101. Intermediate Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, and oscillators. Numerical analysis, Lagrangian methods, and non-linear approximation techniques will be used. Prerequisites: Physics 33 and Mathematics 111 (CMC) or 82 (HMC) or 40 (Pomona). Enrollment limited. Fall, A. Landsberg.
- 102. Intermediate Electricity and Magnetism.** An upper division course in electrodynamics using analytical, but emphasizing numerical techniques to solve problems. Topics include electrostatic solutions using Laplace's and Poisson's equations, polarization, magnetostatics, magnetization, Maxwell's equations, electromagnetic waves and electromagnetic radiation. Prerequisites: Physics 34, Physics 100 or equivalent, Math 32 or permission of instructor. [not offered 2002–03]
- 106. Introduction to Circuits and Applications.** An introduction to modern electronic circuit theory and practice for the engineering or science student. Topics include electrical measurement devices, semiconductor properties, and circuits using diodes and transistors. Both analog and digital circuits will be covered. Operational and differential amplifiers will be built. Prerequisites: Physics 33, 34. Enrollment limited. [not offered 2002–03]
- 107. Materials Science.** An introductory examination of materials and their properties. Topics covered include: atomic packing and crystal structure, elastic and plastic deformation of metals, strengths of materials, ceramics, polymers, electric properties of semiconductors, piezo-electricity, paramagnetism and ferromagnetism. Prerequisites: Physics 33, 34. Enrollment limited. Spring, S. Gould.
- 108. Programming for Science and Engineering.** A comprehensive introduction to programming using MatLab, the primary programming language of scientific and engineering computations. Topics include control constructs, internal and external procedures, array manipulations, user-defined data structures and recursions. These elements are used to develop some computational techniques needed in engineering. No prior computing experience required. Enrollment limited. Fall, J. Higdon.
- 114. Quantum Mechanics: A Numerical Methods Approach.** Introductory upper level quantum mechanics using analytical, but emphasizing numerical methods to solve problems. Both Schrödinger's wave mechanics and Heisenberg's matrix formulation of quantum mechanics are used. Topics include: eigenvectors and eigenvalues tunneling, Koenig-Penney model, harmonic oscillator, WKB approximation, spin and Pauli matrices, hydrogen atom and Htree-Falk approximation, Dirac notation, eigenvalue perturbation method: non-degenerate, degenerate and time-dependent, Fermi's Golden rule and variational approximation. Prerequisites: Math 111 (CMC), Physics 100, or equivalent or by permission of instructor. Fall, S. Gould.
- 115. Statistical Mechanics with Numerical Approach and Application.** This course covers, at the junior-senior level, statistical mechanics and thermodynamics. Standard topics include the laws of thermodynamics, kinetic theory, classical statistical mechanics and its connection to thermodynamics, quantum statistical mechanics and its applications. In addition, numerical techniques are implemented, and used to solve realistic thermodynamics problems in the computer lab. Prerequisites: Physics 33, 34, 100 or equivalent; Mathematics 111. Enrollment limited. Spring, S. Gould.
- 178. Biophysics.** A study of the action of various living systems such as the eye, ear, muscle, nerve, etc., from the point of view of mechanics, thermodynamics, and electrical theory. Prerequisite: Biology 43, 44, Chemistry 14, Physics 30, 31, or permission of instructor. Math 30 is recommended. Enrollment limited. [not offered 2002–03]
- 179. Introduction to Modeling for the Biological Sciences.**
(See description under Biology). A. Landsberg. [not offered 2002–03]

188L. Senior Research Thesis in Physics. (See special description at end of Science section.)

190L. Senior Experimental Thesis in Physics. (See special description at end of Science section.) Letter grades only, Staff.

191. Senior Library Thesis in Physics. (See special description at end of Science section.)

192. Independent Study in Physics. Students who have the necessary qualifications, and who wish to investigate in depth an area of study not covered in regularly scheduled courses, may arrange with a faculty member for independent study under his or her direction. A limited opportunity open to all students with permission of instructor. Full or half-course. First or second semester. Time arranged. The faculty and the areas in which they are willing to direct independent study are given below. Fall/Spring.

S. Gould: Scanning probe microscopy; physics of sports.

J. Higdon: Astrophysics, fluid dynamics, biophysics.

A. Landsberg: Nonlinear systems; pattern formation, bifurcation theory, chaos, Josephson Junctions.

S. Naftilan: Binary stars, stellar atmospheres, cool stars.

188L. Senior Research Thesis in Biology, Chemistry, or Physics. Seniors may apply to do laboratory or field investigation with a faculty member. The topic should be chosen by the end of the junior year. In this course, library and lab materials are developed, research begun, and seminar discussion held with faculty members and students in the major field. (This is the first course for students doing a two-semester senior project). Laboratory fee: \$50. Fall/Spring, Staff.

190L. Senior Experimental Thesis in Biology, Chemistry or Physics. Senior laboratory or field investigation research is culminated and results are summarized in a written thesis and formal presentation. This is the second-semester course for those doing a two-semester research thesis. Laboratory fee: \$50. Fall/Spring, Staff.

191. Senior Library Thesis in Biology, Chemistry or Physics. An extensive library research thesis required of all majors in science who are not completing 188L/190L. Students are required to complete both a substantive written thesis and make a formal presentation. There is no laboratory or fieldwork component. Students doing a one-semester library thesis register for this course during the semester in which the thesis is written and due. Fall/Spring, Staff.

Science, Technology, and Society

Science, Technology, and Society (STS) is an interdisciplinary field that studies (1) the conditions under which the production, distribution, and utilization of scientific knowledge and technological systems occur, and (2) the consequences of these activities upon different groups of people. The disciplines out of which STS emerged were the history and philosophy of science and technology, science and technology policy studies, and sociology, and these origins shape the primary modes of analysis in STS. More recently, anthropology, literary studies, and cultural history have all left their mark in fundamental ways on STS. The intercollegiate program brings together courses taught in a variety of departments. It is divided into three principal areas: History of Science and Technology; Philosophy of Science and Technology; and Political, Cultural, and Social Perspectives on Science and Technology. The latter covers such topics as national science policy, how science and technology affect people, and how computers affect society, as well as more specific subjects such as the Internet, pollution, and genetic engineering.

Students majoring in STS are well prepared to pursue graduate study in related field and also have a solid foundation for work as science journalists, policy researchers and advisors, science educators, and advocates of change around issues such as gender and science, renewable energy, and the social effects of the information revolution. In addition, STS is an excellent academic background for students intending to pursue careers in medicine, law, business, and education.

Pitzer advisors: J. Grabiner, T. Ilgen, B. Keeley, D. Segal, S. Snowiss, R. Volti, A. Wachtel; A. Zanella (Jt. Science).

Requirements for the Major

(A) Core Courses:

- (1) History of Science (two courses). This requirement will normally be met by taking two of the following: STS 80 (Science and Technology in the Ancient and Medieval Worlds), STS 81 (Science and Technology in the Early Modern World), and STS 82 (Science and Technology in the Modern World).
- (2) Philosophy of Science and Technology (one course). This requirement will normally be met by taking STS 103.
- (3) Political and Cultural Perspectives on Science and Technology (one course). This requirement will normally be met by STS 1 (Introduction to Science, Technology, and Society); STS 25 (Technology and People); or HMC Anthropology 111 (Introduction to the Anthropology of Science and Technology).

(B) All STS majors must take at least five courses in sciences and mathematics, of which at least one must be a mathematics course at the level of first-semester calculus or higher (this requirement may be fulfilled by taking an advanced course in statistics or principles of computing). Three of the remaining four courses in the natural sciences (which may include physiological psychology) must be taken in one discipline, and at least one must have a laboratory requirement. No more than two Joint Science courses listed as "Natural Science" may be used in fulfillment of this requirement. In exceptional cases, sufficiently advanced mathematics courses may be substituted with the advisor's approval for any but the laboratory science course.

(C) All STS majors must take at least five additional STS courses. Three of these must be chosen, after consultation with their advisors, within one of the three areas of STS, as defined in (A), and so that these courses provide depth of knowledge in a well-defined field. Two others may be in any area of STS and may include a senior thesis if elected by the student.

(D) The final required course is the integrative seminar (STS 190), which is given in the fall of each year (all students must have completed the core courses before taking the seminar).

Core Courses

1. Introduction to Science, Technology, and Society. General introduction to the interactions among science, technology, and society. Examines different concepts of rationality and the values that underlie scientific and technological endeavors. Evaluates the role of value conflict in technology controversies, such as the social impact of the information revolution or responsibility for industrial disasters. (Bhopal, *Exxon Valdez*, etc.). Fall, T. Campbell (PO).

11. Introduction to the Anthropology of Science and Technology. An introduction to science and technology as cultural phenomena, this course is a hands-on initiation to anthropology. While applying basic anthropological methods in the academic environment, students gain an understanding of science and technology as culturally, socially, and historically specific ways of constructing knowledge. In other words, rather than taking for granted the ways in which we make knowledge, this course makes those ways “strange.” Fall, M. DeLaet (HMC).

25. Technology and People. This course explores the social causes and consequences of technological change. It will present theoretical approaches to the study of technology in conjunction with studies of particular aspects of work, communication, warfare, and medicine. No particular technical expertise is needed: students should simply have an interest in the social, political, economic, and cultural dimensions of technological change. Enrollment is limited. Fall, R. Volti.

80, 81, 82. History of Science. The conceptual and institutional development of the scientific enterprise. The changing content of scientific thought in its intellectual context provides the major focus, but substantial attention is also directed to the relation between scientific developments and social and economic conditions.

80. Science and Technology in the Ancient and Medieval Worlds.
[next offered Fall 2003-04];

81. Science and Technology in the Early Modern World. Fall, J. Eisberg (HMC);

82. Science and Technology in the Modern World. Spring, J. Grabiner.

103. Philosophy of Science and Technology. (Also Philosophy 103) Examination of the nature of scientific theory, explanation, and confirmation. Special attention to measurement, probability, laws, and paradigms. Lecture and discussion. Fall, B. Keeley.

STS 190. Senior Integrative Seminar. Students read and discuss seminal and provocative works on STS. Each student conducts independent project in area of interest and competence. Discussions of research in progress, oral presentations of final product, written paper. Fall, P. Smith (Pomona).

STS 191. Senior Thesis. Exercise in thought, research, and effective prose writing, in which senior students are expected to demonstrate competency in working with select data, ideas, techniques, and sources that characterize and inform their major area of study within STS. Staff.

STS 199. Independent Study. Staff.

History of Science and Technology

Anth 153. *History of Anthropological Theory*. Fall, E. Chao.

Astr 6. *Archeoastronomy and World Cosmology*. Fall, B. Penprase (Pomona)

Hist 80. *Science and Technology in the Ancient and Medieval World*.

[not offered 2002–03]

Hist 81. *Science and Technology in the Early Modern World*. Fall, J. Eisberg (HMC).

Hist 82. *Science and Technology in the Modern World*. Spring, J. Grabiner.

Econ 155. *History of Economic Thought*. H. Botwin. [not offered 2002–03]

Geol 125. *Earth History*. S. Davies-Vollum (Pomona).

Hist 176. *Public Women, Private Lives*. P. Smith (Pomona).

Hist 180. *Alchemists, Magicians, and Scientists*. P. Smith (Pomona).

Math 1. *Mathematics, Philosophy, and the Real World*. Fall, J. Grabiner.

Math 108. *History of Mathematics*. J. Grabiner. [not offered 2002–03]

Philosophy of Science and Technology

Phil 40. *Ancient Philosophy*. Fall, R. McKirahan (Pomona).

Phil 60. *Logic*. Fall, J. Atlas; Spring, B. Reed (Pomona).

Phil 155. *Bioethics*. (CMC).

Phil 157. *Environmental Ethics*. (CMC).

Political, Cultural, and Social Perspectives on Science and Technology

Anth 111. *The Anthropology of Science & Technology*. Fall, M. DeLaet (HMC).

Bio 68L. *Discovery, Innovation and Risk: Structures*. (Also Chem 68L).

N. Copp/A. Zanella (Jt. Science). [not offered 2002–03]

Bio 69L. *Discovery, Innovation and Risk: Energy*. (Also Chem 69L).

N. Copp/A. Zanella (Jt. Science). [not offered 2002–03]

Bio 71. *Biotechnology*. Fall, D. Sadava (Jt. Science).

Bio 112. *Ecology of Terrestrial Communities*. W. Wirtz (Pomona).

Bio 159. *Natural Resource Management*. Spring, E. Morhardt (Jt. Science).

CS 10. *Introduction to Computing*. Staff (Pomona).

Econ 171. *Environmental and Resource Economics*. (CMC)

Engr 201. *Economics of Technical Enterprise*. D. Remer (HMC).

Engr 202. *Engineering Management*. Staff (HMC).

ES 140. *The Desert as a Place*. P. Faulstich. [not offered 2002–03]

Hist 179. *Disease, Identity and Society*. A. Aisenberg (Scripps).

Jpnt 176. *Modern Japanese Literature for Science Lovers*. K. Kurita (Pomona).

Math 10G. *Mathematics in Many Cultures*. Spring, J. Grabiner.

Neur 110. *Culture and the Psychobiology of Pain*. M. Maldonado.

Phys 17. *Physics in Society*. T. Moore (Pomona).

Phys 80. *Topics in Physics*. (HMC).

Pol 135. *Policy Implementation and Evaluation*. D. Menefee-Libey (Pomona).

Pol 138. *Organizational Theory*. R. Worthington (Pomona).

Post 162. *The Year 2012: Utopia or Oblivion*. S. Snowiss/H. Senn.

[not offered 2002–03]

Post 176. *Environmental Policy*. Fall, K. Purvis.

Post 181. *The Politics of Water*. J. Sullivan. [not offered 2002–03]

Post 184. *Science, Technology, and Politics*. T. Ilgen. [not offered 2002–03]

Psyc 76. *The Psychology of Health and Medicine*. (Pomona).

Psyc 190. *History and Systems of Psychology*. Fall/Spring, J. Lewis.

Soc/Econ 10. *Cars and Culture*. Spring, R. Volti/H. Botwin.

Soc/Econ 13. *Economy and Society*. Fall, R. Volti.

Soc 122. *Sociology of Health and Medicine*. Fall, F. Carrillo.

Soc Sc 147. *Enterprise and the Entrepreneur*. (HMC).

Sociology

The Sociology major is designed to help students develop an understanding of and an appreciation for the principal sociological perspectives, theories, and research methodologies of the discipline. Sociologists study people and their relationships in social and cultural contexts, as well as analyze those social institutions and structures of power involved in the shaping of human experience.

Pitzer Advisors: D. Basu, J. Calderón, P. Nardi, A. Stromberg, R. Volti, P. Zuckerman

Most of our sociology courses are organized in two broad categories: foundation courses that are fundamental to the discipline of sociology (Category A) and courses that address social issues and social policies (Category B). Courses numbered over 100 are considered upper division courses and they have prerequisites or require the permission of the instructor [see individual course descriptions]. Another set of courses (Category C), open only to senior majors, is designed to allow students to practice the craft of sociology by engaging in an original research project (quantitative, qualitative, and/or theoretical). Students will normally complete the research as part of the requirements of the Senior Seminar (199a). Another option is to complete a research project or thesis as an Advanced Independent Research Study (199b) under the direction of a Pitzer sociology faculty member.

Requirements for the Major

Students who wish to graduate with a full major in sociology must satisfactorily complete a minimum of ten graded courses:

- (i) The introductory course: Sociology 1;
- (ii) One theory course: Sociology 110 or 112 [students who are considering graduate work in sociology or a related field such as social work are strongly encouraged to take both theory courses];
- (iii) Two methods courses: Sociology 101 and Sociology 102 [students in the Ontario Program may use the methods course taught in that program in place of Sociology 102, and any Statistics course can be used to fulfill Sociology 101];
- (iv) Two other courses from Category A;
- (v) Three courses from Category B, two of which must be upper division; and
- (vi) One course from Category C.

Independent studies cannot be used to fulfill these requirements.

Double Major: Students must complete the requirements of both majors, including any theses or honor requirements. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Combined Major: Students who wish to graduate with a combined major in sociology must satisfactorily complete eight graded courses: Soc. 1; either Soc. 110 or 112; both Soc. 101 and 102; three courses from Categories A and B; one course from Category C. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Minor: Students who wish to graduate with a minor in sociology must satisfactorily complete six graded courses:

- (i) Intro course—Sociology 1
- (ii) One theory course: Sociology 110 or 112;
- (iii) One methods course: Sociology 101 or 102 [If a student has already taken a statistics course in another field, then either the qualitative course (102) or any other sociology course should be substituted];
- (iv) Two courses from Category A; and
- (v) One course from Category B.

Independent studies cannot be used to fulfill these requirements.

No more than two courses can be counted to fulfill the requirements in another major or minor, or be transferred from another institution.

Honors: Students who have a minimum GPA (cumulative and in sociology) of 3.5 may request that their senior research project be considered for honors. Two sociology faculty members must evaluate the research project and make a recommendation to the Sociology Field Group. In the case of combined majors, one faculty member from each field must evaluate the project. Eligible students should begin thinking about an honors thesis at the end of their junior year, and discuss their ideas for a thesis with two faculty members at the beginning of their senior year.

(A) Foundations of Sociology [prerequisites in brackets]:

1. Sociology and Its View of the World
14. Social Stratification
33. Population and Society
34. Sociology of Education
35. Race and Ethnic Relations
36. Sociology of Deviance
40. Introduction to Urban Sociology
59. Sociology of Gender
70. Media and Society
101. Quantitative Research Methods [Soc. 1]
102. Qualitative Research Methods [Soc. 1]
110. History and Development of Sociological Theory I. [Soc. 1]
112. History and Development of Sociological Theory II. [Soc. 1]
114. Sociology of Religion [Soc. 1]
122. Sociology of Health and Medicine [Soc. 1; at least sophomore standing]
153. Sociology of Work and Occupations [Soc. 1]
156. Sociology of the Family [Soc. 1]

(B) Social Issues and Policies:

10. Cars and Culture
13. Economy and Society
25. Technology and People
28. Sociology of Aging
- 30CH. Chicanos in Contemporary Society
64. Gay and Lesbian Social Issues
65. Health and Health Care in the Third World
71. Sociology of Popular Music
127. China and Japan: Economy and Society [Soc. 1]
134. Urban Life in Los Angeles [Soc. 40]
135. Comparative Immigration [Soc. 1]
142. Transatlantic Black and Asian Experience
- 145CH. Restructuring Community [Soc. 30CH]
- 155CH. Rural and Urban Social Movements [Soc. 1]
171. Women, Health, and Medicine [some prior work in social sciences]
175. Fieldwork in Health Care [Soc. 122 and written permission]
181. Violence in Intimate Relationships [some prior work in social sciences and written permission]
188. Sex and Religion

(C) Practicing the Craft of Sociology:

- 199a. Senior Seminar
- 199b. Advanced Independent Research Study or Thesis

- 1. Sociology and Its View of the World.** An introductory course in sociology concerned with what the discipline of sociology does, how it views the world, its differences from and similarities to other social sciences, and the various sub-fields of sociology. The main themes pursued will be the comparison of social structures, social change, power and authority, social organization, and the individual and society. This course is required for all upper-division work (course numbers 100 and above) in Sociology. Enrollment is limited. Fall, R. Volti/P. Zuckerman; Spring, T. Anderson.
- 10. Cars and Culture.** (Also listed as Economics 10/110.) More than any other object, the automobile reflects 20th century values and aspirations. In this course we will explore the place of the automobile in contemporary culture. We will consider how it has been shaped by economic, political, and social forces, and how it has itself been an economic, political, and cultural force. Enrollment is limited. Spring, R. Volti/H. Botwin.
- 13. Economy and Society.** The social and cultural dimensions of economic structure and behavior are presented in this class. The class will begin with a historical narrative of economic change and will be followed by an examination of economic organization and distribution. The course will conclude with a consideration of possible interactions of economic and social change in the future. Fall, R. Volti.
- 14. Social Stratification.** This course examines conflicting perspectives on the nature, causes, and consequences of social stratification and inequality. Attention is paid to how individuals and groups are differentiated, ranked, and evaluated. Enrollment is limited. Spring, J. Calderón.
- 25. Technology and People.** This course explores the social causes and consequences of technological change. It will present theoretical approaches to the study of technology in conjunction with studies of particular aspects of work, communication, warfare, and medicine. No particular technical expertise is needed: students should simply have an interest in the social, political, economic, and cultural dimensions of technological change. Fall, R. Volti.
- 26. Contemporary Social Issues.** Major social issues in modern U.S. society that have achieved the status of “social problem” are examined, e.g., youth violence and crime, poverty, race and ethnic discrimination, educational reform, and the environment. Although characteristics and possible solutions of each problem are examined, the role of society in their perpetuation is emphasized. Enrollment is limited. Fall, F. Carrillo.
- 28. Sociology of Aging.** Sociology of aging examines many issues concerning age and aging in society. How does the personal experience of aging vary for individuals who differ in social opportunities? How do cultural differences (ethnicity, class, gender, sexual orientation) affect aging? How is society affected by the rapidly increasing population of very old people? How is “generational conflict” created by interest groups in an era of scarce resources? How accurate is our taken-for-granted “knowledge” about aging? Students are also introduced to the core theoretical perspectives and research tools in the sociology of aging. Spring, K. Lyman.
- 30CH. Chicanos in Contemporary Society.** Sociological analysis of the theoretical and methodological approaches used to study the Chicano/a and Latina/o communities. Socioeconomic conditions, education, cultural change, the family, gender relations, and political experiences are examined. Spring, G. Ochoa (Pomona).
- 33. Population and Society.** If you think that population studies involve little more than dry statistics, prepare to change your mind. This course will not only introduce you to the theories, data, and methods of demography but will also demonstrate how major population processes and trends are shaped by and in turn influence crucial economic, social, and environmental phenomena. We will consider, for example, how population dynamics

contribute to environmental degradation, how development, family planning, women's status, and fertility are related in developing nations, how social inequalities influence health and death throughout the world, and why patterns of population aging and immigration spark controversial policy discussions here in the U.S. Enrollment is limited. A. Stromberg [not offered 2002–03]

34. Sociology of Education. Contemporary educational issues such as inequality and stratification, socialization, and race and gender in the context of social, historical, and philosophical trends in society are examined in this course through a sociological perspective. Service learning option: Students have the opportunity to volunteer at a nearby school. Fall, T. Anderson.

35. Race and Ethnic Relations. This course examines major concepts and theories in the study of race and ethnic relations. Attention is given to the social construction of race as it relates to interethnic conflict, immigration patterns, and the intersections of class, race, and gender. Enrollment is limited. Spring, J. Calderón.

36. Sociology of Deviance. How do we decide when a member of our society is “different” or “bad”? Why are some behaviors considered normal under some circumstances, and deviant under other circumstances? What is crime? How do we explain why some people defy societal norms and values? This course will study both classical theories of deviance, as well as controversial issues, in an effort to better understand the ways in which deviance is socially constructed. P. Zuckerman. [not offered 2002–03]

40. Introduction to Urban Sociology. An introductory course to urban sociology, that examines urbanization and urbanism. It looks at the causes and consequences of these processes in order to demonstrate how environmental considerations converge and interact with the factors of class, race, gender, lifestyle, economics, politics, and culture. The course is aimed to acquaint students to the history, theories, and applications of urban sociology in contemporary society. Enrollment is limited. D. Basu [not offered 2002–03].

45. Immigrant America. Contemporary American immigration, unlike immigration in the early 20th century, stems largely from Asia and Latin America. This has led to the creation of a multiethnic and multilingual society that is reshaping U.S. society. Comparisons between early 20th century and current immigration are made to better understand the dynamics of contemporary immigration. Enrollment is limited. Spring, F. Carrillo.

59. Sociology of Gender. This course focuses on the social construction of gender through an investigation of socialization, patterns of social interaction, and the institutions that sustain particular gender ideologies and roles. The causes and consequences of gender inequality will be explored with emphasis on the possibilities of social change in gender roles and relationships. Fall, T. Anderson.

64. Gay and Lesbian Social Issues. This course is an introduction to the growing interdisciplinary field of lesbian, gay, and bisexual studies. The course addresses such topics as the history of same-sex relationships, media images, hate crimes and violence, heterosexism, historical and contemporary gay political and social movements, and the impact of AIDS and HIV infection. P. Nardi. [not offered 2002–03]

65. Health and Health Care in the Third World. This course focuses on health, health services, and traditional healing practices in the developing countries. It is designed especially for but not limited to students preparing for external studies in Third World countries. Class readings provide a comparative perspective on epidemiology, the organization of health care delivery systems, and traditional healers and practices while students' individual projects will focus on the region/country of their study abroad program. Enrollment is limited. Half-course credit. A. Stromberg. [not offered 2002–03]

70. Media and Society. This course will be a critical exploration—on both the “personal” and the “objective” level—of the phenomenon conventionally labeled “mass communication,” and how it constructs meanings and images. We will examine the origin, history, and functions of “mass communication,” including such media as films, television, newspapers, and computers, and its pervasive effects on our social life. Enrollment is limited. Spring, T. Anderson.

71. Sociology of Popular Music. This course concentrates primarily (but not exclusively) on reggae, dancehall, hip hop and house. Through them we examine the societal conditions in which music emerges; authenticity and appropriation; the production, representation, and consumption nexus; and the tensions between the local and global in the music making process. Fall, D. Basu.

101. Quantitative Research Methods. This course introduces sociology students to the methods sociologists use in analyzing data (using SPSS) and in collecting data: research designs, survey methods, experimental designs, and content analysis. Prerequisite: Sociology 1; a basic math course is recommended. For sociology majors only. Fall, P. Nardi.

102. Qualitative Research Methods. This course addresses qualitative research methods such as participant-observation, interviewing, content analysis, and life histories. Students spend much of the semester conducting field research of their own design. Theoretical and ethical issues involved in conducting social research are also emphasized. Prerequisite: Sociology 1. Enrollment is limited. Fall, J. Calderón; Spring, Staff.

110. History and Development of Sociological Theory I. This course will look at some of the most important and influential social theorists (both classical as well as contemporary) that have contributed significantly to the discipline of sociology. Reading and writing intensive. Prerequisite: Sociology 1. Fall, P. Zuckerman.

112. History and Development of Sociological Theory II. This course will look at some of the most influential and important social theorists (classical and contemporary) that have contributed significantly to the discipline of sociology. Material will *not* repeat that covered in Soc 110. Reading and writing intensive. Prerequisite: Sociology 1. Spring, P. Zuckerman.

114. Sociology of Religion. Why are people religious? Is religion on the rise? How do social factors influence religious life? This course will analyze religion from a sociological perspective. We will assume that no religion is “truer” than any other, that all religious texts are human creations, and that religion is ultimately a social construction. In the words of Peter Berger, “religion is to be understood as a human projection, grounded in the specific infrastructures of human history.” Prerequisite: Sociology 1. P. Zuckerman. [not offered 2002–03]

122. Sociology of Health and Medicine. An examination of health, illness, and health-care providers and institutions from a sociological perspective. Topics to be considered include social factors in diagnosing and defining illness; social epidemiology; the socialization, organization, and work of physicians and other care providers; the doctor-patient relationship; and the organization of health services and role of alternative medicine in the U.S. and other societies. Particularly suitable for students considering careers in medicine, public health, medical social work, and other healthcare fields. Prerequisite: Sociology 1; at least sophomore standing. Fall, F. Carrillo.

127. China and Japan: Economy and Society. (also listed as Economics 127). This course will explore the evolution and consequences of economic policies in China and Japan. The political, social, and cultural settings of both countries will be considered, especially in regard to the ways in which they have affected economic performance. Prerequisite: Sociology 1. Enrollment is limited. R. Volti/J. Lehman [not offered 2002–03].

142. The Transatlantic Black & Asian Experience. (formerly Soc 41) A course designed to aid the understanding of the Black and Asian experience in the United States and in Britain. The course provides a contextualized comparative analyses of several key aspects of the Black

and Asian experience in each nation. We will concentrate on the impact of “racialization” in the institutions, media, and popular culture of each nation as well as forms of resistance and resilience historically demonstrated by Asian and Black people in both countries. Prerequisite: Sociology 1 or 35. Fall, D. Basu.

145CH. Restructuring Communities. (Also Chicano Studies 145CH.) This course examines how Latino and multi-racial communities have become mosaics of competing land interests and demographic transformations. Attention is given to current literature on growth coalitions and urban restructuring. The class will study examples of building community and participatory action research. Prerequisite: Sociology 1 or Sociology 30CH. Fall, J. Calderón.

149. Self and Society. This course is designed to provide an overview of how the social environment affects human behavior and how the individual affects the social environment, and will immerse students in the theories and research associated with Social Psychology, not only through reading and writing, but also through personal experience. The main goal is that you come to understand how, through our everyday interactions with one another, we make and re-make our social worlds, and how these worlds make and re-make us. Prerequisite: Soc. 1. Spring, T. Anderson.

153. Sociology of Work and Occupations. The world of work and occupations is examined in this course, including the historical development of work, paid and unpaid work, occupational patterns of race, class, and gender, mobility, professionalization, and organizations that affect work including labor unions. Particular attention will be paid to technology, skill, alienation, and job satisfaction. Prerequisite: Sociology 1. Spring, R. Volti.

155CH. Rural and Urban Social Movements. (Also Chicano Studies 155CH.) This course will examine the emergence of social movements, the process of their formation, and the varied strategies for their mobilization. Particular attention will be paid to the Chicano, Civil Rights, Farm Labor, and union movements. Students will draw practical experience from organizing a memorial and alternative spring break with the United Farmworker’s Union. Prerequisite: Sociology 1 or 30CH. Enrollment is limited. Spring, J. Calderón.

156. Sociology of the Family. The family is an important sphere of personal life, but it is also a social institution that varies in form and meaning over time and with the social divisions of class, race, and ethnicity. This course examines the social forces that shape contemporary family patterns in the U.S. including current politics of the family, changing roles of family members, and future trends. Prerequisite: Sociology 1. Staff. [not offered 2002–03]

175. Fieldwork in Health Care. This seminar provides the opportunity for students to work in health care settings in the Inland Valley or greater Los Angeles area as well as in a pediatric orthopedic clinic in Calexico. All class members will make at least one field trip of two days (Friday and Saturday) to the Calexico clinic. Seminar readings and students’ research will address various issues in health care delivery in the U.S. and other nations. Preference is given to students who have had Sociology 122, Sociology of Health and Medicine, or other relevant preparation. Enrollment is limited; written permission of the instructor is required. Spring, A. Stromberg.

181. Violence in Intimate Relationships. This course focuses on the correlates and consequences of violence toward children, spouses, lovers, elderly family members, and acquaintances. Prevention and treatment strategies are also discussed. Historical and cross-cultural materials are included, but the emphasis is on contemporary U.S. data. Students enrolled in the class are required to work several hours a week in a shelter or other appropriate agency. Prerequisite: previous courses in social sciences (Women’s Studies and GFS background desirable but not essential) and written permission of instructor. Enrollment is limited. A. Stromberg. [not offered 2002–03]

188. Seminar: Sex and Religion. Sex and religion are two of the most powerful and passionate aspects of human existence. How are they related? How are they in conflict? This course will focus primarily on sexuality in the realms of Christianity, Judaism and Islam, with other religious traditions only being discussed peripherally. Reading and discussion intensive. Prerequisite: Sociology 1. Spring, P. Zuckerman.

199a. Senior Seminar. This is a capstone seminar for senior sociology majors. The seminar is designed to bring seniors together to discuss and assess their understanding of sociology as a discipline. Specifically, the seminar will engage small teams of students in research and the preparation of grant proposals, often in partnership with a local non-profit organization. It is hoped that by the end of the course, students will have had a challenging opportunity to practice the craft of sociology and to gain the skills needed to prepare a competitive grant proposal. Spring, section 1: A. Stromberg; section 2: P. Zuckerman.

199b. Advanced Independent Research Study or Thesis. An original research project or thesis (quantitative, qualitative, and/or theoretical) will be completed that engages senior sociology students in the practice of sociology. Staff.

Spanish

See Modern Languages, Literatures, and Cultures, p.120



Mita Banerjee

Associate Professor, Psychology

A most rewarding aspect of teaching at Pitzer is getting to share in our students' lives. We get to share in their future goals and ambitions, and celebrate their many triumphs and achievements out in the world.

Theatre and Dance

Dance

Dance is an interdisciplinary art form that involves elements of theatre, music, design, and the visual arts in a variety of cultural contexts. Instruction is available to students who wish to study dance as one of the liberal arts, as well as to those who aspire to professional careers in dance performance or related fields. The Dance Program challenges students to develop concentration skills, observational and analytical abilities, and capacities for working with broad aesthetic concepts and fine details while developing their creative instincts. Solid foundations in modern, ballet, composition, and repertory are designed to build strong technique and a sense of artistic expression, while exposure to non-Western dance forms encourages students to better understand other cultures through their performance traditions.

Requirements for the Major in Dance

Within the dance major, there are two areas of emphasis: Performance Studies and Movement Studies. The performance emphasis, which requires technique study at the advanced level, culminates in a senior choreography/performance project, while the movement studies emphasis culminates in a senior project/written thesis which may or may not involve performance. Although encouraged to take technique throughout their four years, movement studies concentrators are not required to perform at the advanced level of technique and are advised to combine their work in dance with other disciplines. The department also offers a minor in Dance.

The following courses are required for all majors:

1. At least one full credit Modern Dance Technique (appropriate level)
2. At least one full credit Ballet Technique (appropriate level);
3. Dance 130: Laban Movement Analysis (or SC Dance 103);
4. Dance 160: Anatomy and Kinesiology (or SC Dance 163);
5. Dance 132: History of American Concert Dance or Dance 135: Traditions of World Dance (or SC Dance 101);
6. Music 51: Western Music, Beethoven to Present;
7. One full credit non-western theatre, music or dance (i.e., Theatre 115D. Theatre and Dance of Asia; Music 42A. West African Drumming and Dance; Dance 150. Exploration of Cultural Styles; Theatre 19. Kabuki);
8. Dance 192. Senior Project

Performance Emphasis: Additional Required Courses

1. Dance 140. Composition (or SC Dance 159 or 160);
2. Dance 180 or 181. Repertory;
3. Theatre 2. Visual Arts of the Theatre;
4. Theatre 20A or 20B. Theatre Crafts.

In addition, Performance majors are required to fulfill two production crew assignments during their four years.

Movement Studies Emphasis: Additional Required Courses

1. Dance 140. Composition or Dance 180. Repertory;
2. Theatre 2. Visual Arts of the Theatre or Theatre 20A or 20B. Theatre Crafts.

In addition, Movement Studies majors are required to fulfill one production crew assignment and one teaching or service project during their four years.

Minor in Dance:

The following courses are required for a minor in Dance:

1. One full credit, intermediate level or above, of Modern Dance Technique (Dance 50a,b; 119a,b; 120a,b; 12a,b; or 122a,b);
2. One full credit, intermediate level or above, of Ballet Technique (Dance 51a,b; 123a,b; or 124a,b);
3. Dance 130 (Laban Movement Analysis) or SC Dance 103;
4. Theatre 2 (Visual Arts of the Theatre);
5. One full credit of Composition or Repertory (Dance 140, 180, 181, or SC Dance 159);
6. Dance History (Dance 135, 132, or SC Dance 101);
7. One crew assignment.

Courses (*Please refer to Pomona College catalogue for course descriptions.*)

10a,b. Introduction to Modern Dance Technique and Theory. Fall/Spring, Staff.

12a,b. Ballet I. Fall/Spring, M. Jolley.

50a,b. Modern Dance Technique II. Fall/Spring, Staff.

51a,b. Ballet II. Fall/Spring, V. Koenig, guest artists.

119a,b. Modern Dance II Technique and Theory. Fall/Spring, Pennington, guest artists.

120a,b. Modern Dance III Technique. Fall/Spring, Pennington, guest artists.

121a,b. Modern Dance IV Technique and Theory. Fall/Spring, Pennington, guest artists.

122a,b., Modern Dance IV Technique. Fall/Spring, Pennington, guest artists.

123a,b. Ballet III Technique and Theory. Fall/Spring, V. Koenig, guest artists.

124a,b. Ballet III Technique. Fall/Spring, V. Koenig, guest artists.

130. Laban Movement Analysis. Fall, L. Cameron.

132. History of American Concert Dance. Spring, J. Fisher.

135. The Traditions of World Dance. [next offered 2003-04]

140a,b. Composition. Fall, L. Cameron/M. Jolley.

150a,b. Exploration in Cultural Styles. Fall/Spring, Staff.

150c. Music and Dance of Bali. Fall, Staff.

160. Anatomy and Kinesiology. Spring, M. Jolley.

180a,b. Dance Repertory. Fall/Spring, L. Cameron, guest artists.

181a,b. Dance Repertory. Fall/Spring, L. Cameron, guest artists.

192. Senior Project. Spring, L. Cameron.

199. Selected topics in Dance. Course or half-course. Fall/Spring, Staff.

Related Courses*Theatre*

1. Introduction to Acting. Fall/Spring, Staff.

13. Corporeal Mime. Fall/Spring, T. Leabhart.

17. Make-up. Fall/Spring, S. Linnell.

19a. Fundamentals of Kabuki Studio. Spring, Pronko, Tomono.

111 115D. Theatre and Dance of Asia. Spring, L. Pronko.

190. Senior Seminar. Fall, Staff.

Art

51a,b. Introduction to the History of Art. Fall/Spring, J. Emerick, G. Gorse.

Music

4. Materials of Music. Fall, Staff.

50. Western Music from the Middle Ages to the Time of Beethoven. Fall, A. Cramer.

Theatre

A joint program offered by the Pomona College Theatre for The Claremont Colleges. The Pomona College Theatre embodies the liberal arts education. Through the synthesis of body, mind, and spirit, theatre celebrates the community of world cultures. In an atmosphere of freedom, discipline, and passion, students, faculty, and staff encounter intellectually and artistically great creations of the human spirit both in the classroom and in production.

Theatre at Pomona College serves students from the five undergraduate colleges. It includes the study of performance, design and technology, dance, directing, theatre history, and dramatic literature. Theatre students become proficient in devising creative solutions to complex problems. They also develop sensitivity to the interpersonal relationships inherent in the collaborative process. Thus, they are prepared for a wide variety of careers in organizations and enterprises that value these qualities.

While encouraging such development in all its students, the department also prepares concentrators for further study on the graduate or professional level. Many graduates of the department have become successful members of the professional community as actors, directors, designers, writers, teachers, and administrators. The department presents several major productions each year. Student performers and production personnel are drawn from majors and non-majors alike from all five colleges.

Requirements for the Major in Theatre

Theatre majors may choose a General Emphasis, Performance Emphasis, Design Emphasis, or Dramaturgy Emphasis (history, criticism, theory, and dramatic literature).

- (i) Core courses: Theatre 1 or 3, 2, Dance 10a, 10b or equivalent course; Theatre 13 or 19, or Dance 150; Theatre 20A or 20B, three of the Theatre History 115 series, 190; and 191.

In addition, all majors must complete four crew assignments. Cumulative credit is available as TH52-Theatre Production.

- (ii) Additional required courses:

- (a) General Emphasis: Completion of all core courses listed above plus four crew assignments. TH 191 must be taken as full credit.
- (b) Performance Emphasis: Theatre 12, 17, any three courses in the Studio Acting TH 100 series, and TH 192.
- (c) Design Emphasis: TH 17, TH 20A or TH 20B (whichever one was not taken as part of the core requirements), TH 80A, TH 80B, TH 81, TH 193, and TH 199.
- (d) Dramaturgy Emphasis: Any three of the TH 115 History series not already taken as part of core requirements, TH 130, TH 140, and TH 194.

Academic credit is available for students involved in performance and/or production activities under faculty supervision. (See TH 51 and/or TH 52).

Students majoring in theatre are expected to participate actively in the departmental production program, which normally includes four major productions, a dance concert, and a number of student-directed productions. Majors are also expected to attend the workshops, lectures, and other events sponsored from time to time by the department as part of their extra-curricular enrichment. Alexander Technique is an important aid in actor voice and movement training.

Pre-enrollment: Due to limited space, written permission is required for enrollment in all theatre courses. Signed permission slips may be obtained in the theatre office from the department secretary or course instructor beginning the week of pre-enrollment.

Course Descriptions

- 1. Introduction to Acting.** An introduction to acting techniques. The basics of voice, movement, relaxation, text analysis, characterization, and sensory and emotional-awareness exercises. Detailed analysis, preparation, and performance of scenes. Required for concentrators; prerequisite for many advanced theatre courses. Fall/Spring, C. Davis, Staff/Staff.
- 2. Visual Arts of the Theatre.** The visual principles underlying the design of theatre productions; theatre architecture, staging conventions, historic and contemporary design, environmental theatre. Attendance at professional theatre productions in the L.A. area, films, slides, readings, and projects in three-dimensional design. Prerequisite for advanced theatre courses. Fall/Spring, S. Linnell, J. Taylor.
- 3. Acting for (Non) Actors.** Based on revolutionary pedagogical and theatrical precepts of Paulo Freire and Augusto Boal, an exploration of acting as an essential social art, a tool for social change, a channel for personal transformation, a means of artistic liberation, and an exploration into the connection between the performer's life (marked by gender, ethnicity, age, and nationality) and the larger community. Readings and intensive exercises in the nature and function of performance. Original group-constructed final project. Fall, Staff.
- 12. Intermediate Acting.** Scene study and voice work. Rehearsal and studio performance of selected scenes. Gain an understanding of the actor's work of character analysis through the use of objectives, inner monologues, and character research. Prerequisite: Theatre 1 or 3. Fall/Spring, C. Davis/Staff.
- 13. Corporeal Mime.** The basic vocabulary of mime: counterweights, figures of style, walks, and triple designs. Developing mastery of the technique and improvisation with the form. May be repeated for credit. Half credit. [not offered 2002–03]
- 14. Corporeal Mime.** Same course as Theatre 13, plus reading of critical texts, discussion, and three brief papers. Full credit. [not offered 2002–03]
- 17. Make-up.** An intensive workshop in design and application techniques of stage make-up. Course taught from the actor's and designer's point of view. Half-course. Fall/Spring, S. Linnell.
- 19. Fundamentals of Kabuki: Studio.** A study of the basic patterns of Kabuki dance, utilizing the Kihon Renshu or fundamental exercises of Hanayagi Chiyo. Half-course. Fall, L. Pronko/T. Tomono.
- 20A. Theatre Crafts: Costumes, Scenery, and Properties.** An introduction to the production areas of the theatre, with emphasis on the theories, materials, and techniques of creating costumes, scenery, and properties. Production laboratory required. Fall, J. Taylor/Staff.
- 20B. Theatre Crafts: Lighting, Sound, and Management.** An introduction to the production areas of the theatre, with emphasis on the technical aspects of lighting, the design and technical aspects of sound, and the fundamental principles of stage and theatre management. Production laboratory required. Spring, J. Taylor/Staff.
- 51. Theatre Performance.** Rehearsal and public performance of Pomona College productions. Enrollment dependent upon casting each semester. Cumulative credit. P/NC. Fall, B. Bernhard, L. Pronko, Staff/Spring, C. Davis, Staff.

52. Theatre Production. Participation in the production aspects (scenery, properties, costumes, lighting, sound, and management) of Seaver Theatre productions. Cumulative credit. P/NC. Fall/Spring, S. Linnell/J. Taylor.

53. Alexander Technique. The Alexander Technique is a pragmatic method for exploring the basis of human movement, understanding how we interfere with our own coordination, and how we can change unconscious physical habits. Journals and outside practice periods are a part of the course. Fall/Spring, S. Robbins.

80A. The Scenographic Imagination: Set Design. Scenography is the integrated approach to set and lighting design for the theatre and related fields such as film, television, and entertainment design. This course explores the set design component of scenography; developing the conceptual, graphic, and three-dimensional skills involved in the set design process. Play going, extensive project work, and exposure to computer graphics serve to significantly broaden the course experience. Laboratory required. No prerequisites. Spring, J. Taylor.

80B. The Scenographic Imagination: Lighting Design. Scenography is the integrated approach to set and lighting design for the theatre and related fields such as film, television, and entertainment design. This course explores the lighting design component of scenography; developing the conceptual, graphic, and technical skills involved in the lighting design process. Play going, extensive project work, and exposure to computer graphics serve to significantly broaden the course experience. Laboratory required. No prerequisites. Fall, J. Taylor.

81. Costume Design. An introductory course to the basic design principles of costume for both the actor and dancer. Line, shape, color, texture and value provide the basis for developing both period and contemporary costumes. The course uses analytical and technical drawing skills to develop costume designs. Students will have the opportunity to see and critique professional and theatre and dance department productions. Production laboratory required. Spring, S. Linnell.

90. Theory and Practice of Performance Art. This course involves equal parts academic and practical work. Students will read about important contemporary performance artists like Meredith Monk, Rachel Rosenthal, Tim Miller, Ping Chong and Reza Abdoh; see films and live performances of their work; and create solo and group work of their own to be shown near the end of the semester. [not offered 2002–03]

91. Musical Theatre. The study and performance of musical theatre songs, movement, audition techniques, warm-up, and acting styles. [not offered 2002–03]

100A. Acting Studio: Realism. Intensive work on the rehearsal and studio performance of selected scenes from dramatic literature. Primary focus on representational drama. Continued work on vocal, physical, and imaginative skills. Prerequisite: Theatre 1 or 3 and 12. Spring, B. Bernhard.

100B. Acting Studio. Style—Shakespeare. Continuation of the scene-study approach with emphasis on presentational plays from major theatrical periods, including the Greeks, Shakespeare, and Molière. Prerequisite: Theatre 1 or 3 and 12. [not offered 2002–03]

100C. Acting Studio: The Mask in Theatre. This course involves equal parts theatrical and practical work. Students will read Greek plays, Commedia dell'arte, and modern plays conceived for masks, and use them in performance of scenes from these three genres. Theories of masked acting will be studied as they inform performance, with special emphasis on Jacques Copeau's research on masks as tools in actor training. Prerequisite: Theatre 1 or 3 and 12. T. Leabhart. [not offered 2002–03]

100D. Acting Studio: Selected Topics in Acting. This course will provide the student with additional approaches to advanced acting not specifically related to Realism or period style not covered in Theatre 100A, B, and C. [not offered 2002–03]

100E. Acting Studio: Acting for Film and Television. This course develops technical and conceptual techniques for the interpretation and performance of comedy and drama for film, television, and emerging technologies. Students will audition, rehearse, and perform on camera for a variety of scenes from film and theatre. Students will analyze and critique their on-camera work as well as the work of classmates and established actors. Prerequisites: Theatre 1 or 3 and 12. Staff.

115A. Ancient Greek Theatre. Examines Greek theatre from its origins to its decline, and will establish the religious, social and political influences that gave rise to this distinctive form of performance. We will study the work of Aeschylus, Sophocles, Euripides, and Aristophanes, as well as ancient and contemporary criticism and transmogrifications of their plays. [not offered 2002–03]

115B. Elizabethan and Jacobean Theatre. Engages in a critical examination of the theatre of Tudor and Stuart England. Particular emphasis will be given to the study of the rich language in the dramatic literature of the English Renaissance. Plays by Kyd, Marlowe, Dekker, Shakespeare, Jonson, Ford and Webster, among others, will be read, viewed, and staged. Historic and critical texts will also be read in order to place the plays within a vibrant theatrical, social and cultural context. [not offered 2002–03]

115C. Theatre of 17th-Century Europe. An examination of dramatic literature and theatre practice in Spain, Italy, and France during a “golden age” of theatrical activity. Literature to be studied includes plays by Racine, Moliere, Corneille, Calderon, Terso de Molina, Lope de Vega, Cervantes, Machiavelli, and others. In order to appreciate the aesthetics of the plays, and the ways they interpreted their societies, history readings will be consulted as well. Fall, L. Pronko.

115D. Theatre and Dance of Asia. The theatre, drama, and dance of Asia, with special emphasis on the theatre and dance of India, Bali, China, and Japan. Spring, C. Davis.

115E. Women Playwrights. A study of plays by women from the 12th century to the present, including Hroswitha, Centlivre, Kennedy, Churchill, Fornes, Wong, and Moraga. Survey of basic and relevant feminist dramatic theory and criticism. Performances of script-in-hand staged reading, as well as some creative writing. Not recommended for freshmen. No prerequisites. [not offered 2002–03]

115F. African-American Theatre History. A historical survey of African-American theatre from its beginnings to its present state, and the cultural and social influences that helped shape it. Examines the development of African-American theatre from its African roots to minstrelsy, to the plays of integration and protest, to more recent studies of revolutionary theatre, performance art, and other performance events. [not offered 2002–03]

115G. Theatre of Revolution: The Russian Avant Garde. A study of major works and movements in Russian modernist drama and stage design, including: Psychological Realism, the Ballets Russe, Futurism, Constructivism and Socialist Realism. Student work will include in-class individual and group presentations of staging and design. K. Platt/J. Taylor. [not offered 2002–03]

- 130. Introduction to Directing.** Introduction to the basic skills and responsibilities of directing for the stage. Emphasis on detailed text analysis, directorial concept, play selection, auditioning and casting, design concept, blocking, actor coaching, rehearsal strategies, and production management. Workshop scenes presented and evaluated. Prerequisites: Theatre 1 or 3 and 2. Spring, Staff.
- 140. Writing for the Stage.** Introduction to the techniques of creative writing for theatre: structuring the basic idea, the development of character and situation, and rewriting. Fall, Staff.
- 190. Senior Seminar.** A comparative analysis of dramatic and performance theories on play texts, and performances including the Natyashastra, Zeami, Aristotle, Artaud, Craid, Boal, Radical Street Theatre, and feminist theatre, among others. Synthesis of student's prior work in the perspective of theoretical writings. Seniors only. Fall, B. Bernhard.
- 191. Senior Thesis.** Individually planned reading and writing project leading to the completion of a critical, analytical, or historical thesis. Fall/Spring, Staff.
- 192. Senior Project in Performance.** Individually planned reading, writing, and rehearsal, leading to the production of a work for public performance. Fall/Spring, Staff.
- 193. Senior Project in Design.** Individually planned reading, creative activity, and writing centered around the design of a work for public performance. Prerequisite: permission of instructor. Fall/Spring, S. Linnell, J. Taylor.
- 194. Senior Project in Dramaturgy.** Individually planned reading, writing, and creative activity in the area of dramaturgy leading to the production of a work for public performance. Fall/Spring, Staff.
- 199. Special Projects in Theatre.** Reading, research, or production projects. Course or half-course. For advanced students only. Fall/Spring, Staff.

Women's Studies

See Gender and Feminist Studies, p.79



Academic Standards and Regulations

Standards and Regulations

Graduation Requirements. In order to graduate, students must satisfactorily complete 32 courses (of which at least 16 must be taken while registered at Pitzer), meet the educational objectives of Pitzer College, including the completion of a major (see p.12), and attain at least a 2.00 “C” Grade Point Average (GPA) overall and in their field of major. Grades earned from courses accepted for transfer credit are not included in the calculation of grade point averages.

Transfer students may not count more than 16 courses taken outside of The Claremont Colleges toward the 32 required for graduation.

New Resource students may transfer up to 24 courses towards the 32 required for graduation, however no more than 16 of those can be transferred from a 2-year college.

Graduation Procedures.

- 1) The “Major/Educational Objectives” form must be on file in the Registrar’s Office by midterm of the first semester of the junior year.
- 2) The “Application for Graduation” form must be on file in the Registrar’s Office by midterm of the first semester of the senior year.
- 3) The “Degree Verification” form must be on file in the Registrar’s Office by midterm of the second semester of the senior year.

Transfer Credits. In order to be eligible for transfer credit, coursework must be completed on the campus of another regionally accredited college or university in the United States, and a grade of “C” or better must be earned. A faculty member in the appropriate discipline must approve each transferred course. Transfer credit approval forms are available in the Registrar’s Office.

All academic credits (semester and quarter units) transferred into Pitzer College will be translated into equivalent Pitzer course credits on a *cumulative* basis according to the following conversion: four semester units or six quarter units equal one Pitzer course. Please check with the Registrar’s Office to confirm transfer credit totals.

Transfer credit is not allowed for coursework taken abroad while on leave status during the fall or spring semester. Approval of transfer credit must be obtained from the External Studies office prior to coursework taken abroad during the fall or spring semester. Transfer credit for work done abroad during the summer may be granted credit when prior approval is obtained from the appropriate field group and the Registrar’s Office.

Of the 32 courses required for graduation, no more than 16 will be accepted as transfer credit. New Resources students may transfer up to 24 courses, with a maximum of 16 from a two-year institution. Transfer credit does not calculate into a student’s Pitzer GPA.

Changes in Major Requirements. Students are bound by the major requirements which are in force (as stated in the catalogue) at that point when they formally declare their major. If changes are subsequently made in the major requirements, students may choose to satisfy either the old or new requirements upon consultation with their major advisors.

Preregistration and Registration. Preregistration occurs toward the end of each semester for the following semester. Students must consult their faculty advisors during preregistration and registration periods. Registration is complete when students have completed and secured advisor approval, in writing, of the necessary registration material, including a course list, when the registration form has been processed by the Registrar's Office, and when the student has paid tuition and other fees. Students who do not enroll by the applicable deadline are assessed a late fee. It is presumed that students in residence who fail to preregister are not returning to the College.

Enrollment in Courses Offered by Other Claremont Colleges. Academic interchange among the undergraduate Colleges and The Claremont Graduate Institutions provides opportunities for curricular enrichment and active membership in the wider community of The 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) First-year students normally register for their entire program at their college of residence for the first semester. Exceptions may be made in fields of study not available at their own college. During the second semester, first-year students may register for one course outside their college of residence.
- b) Sophomores normally may register for no more than one course per semester outside the college of residence.
- c) Juniors or seniors normally may register for no more than one-half of their total program in any one semester outside the college of residence.
- d) Registration for courses in joint programs are not considered outside registrations. Intercollegiate courses designated by the letters "AA," "BK," "CH" or "G" affixed to the course number are counted as Pitzer courses.
- e) Exceptions to the above must be approved by the faculty advisor.

Courses taught in the following joint programs do not count as off-campus courses even if they are taught on other campuses: American Studies; Art History; Asian Studies; Asian American Studies, Black Studies; Chicano Studies; Classics; Media Studies; Gender and Feminist Studies/Women's Studies; Languages; Linguistics; Mathematics; Music; Philosophy; Religious Studies; Science; Science, Technology, and Society; and Theatre/Dance.

Course Load. The equivalent of four courses each semester is the normal student load. Three to five courses is the permissible range during any given semester, and ten courses during any one academic year. However, a tuition surcharge of \$220 will be made for each course over five per semester. This surcharge is assessed after the final date to drop classes without a recorded grade and is nonrefundable.

To take more than five courses in one semester, students must petition the Academic Standards Committee. However, students in their sophomore, junior, or senior year who have attained a cumulative Grade Point Average of at least 3.00, have no incompletes, and have the consent of their advisors may register for up to six courses in any semester without petitioning the Academic Standards Committee.

Students are classified as part-time if registered for fewer than three courses in any one semester. The Registrar's Office must be notified of part-time student status by the last day for entering classes. No adjustment in charges is made for students who become part-time after that time.

Adding, Dropping, and Withdrawing from Courses. Students may not enroll in a full-semester course after registration is closed except by petition to the Academic Standards Committee and with consent of the instructor and advisor.

With the signed approval of the instructor and faculty advisor, a course may be dropped and expunged from students' records if proper application is filed with the Registrar by the date specified in the College Calendar as the "final day to drop classes." Faculty signatures are not required during the first two weeks of the semester to drop classes.

Students may withdraw from a course after the deadline for dropping courses, but no later than the last day of classes, only if work in the course has been satisfactory (defined as "C" if the course is being taken "Pass/Non-Credit," "D" or above for all other courses), and only with the signed approval of the course instructor and faculty advisor. For these approved withdrawals, students' transcripts will show "W" (Withdraw Passing). Students may not withdraw from a course after the last day of classes. Withdraw forms must be on file in the Registrar's Office by the last day of classes. The last day for Graduating Seniors to withdraw from a course in the spring semester would be one week prior to "The Last Day of Classes." Check the Academic Calendar for the exact date.

Repeating Courses. There are a few courses in the catalogue specifically identified as being repeatable for credit (for example Creative Writing). All other courses for which a student has received a prior passing grade are not repeatable for credit. If a student repeats a course that is not repeatable for credit, the course will appear on the student's academic transcript, although academic credit will not be given for the course. Repeating a course does not remove the original course from the transcript. Both the grade for the original course and the repeated course will be posted and will calculate into the student's grade point average.

Auditing Courses. Alumni and students regularly enrolled at The Claremont Colleges may audit courses with the consent of the instructor. Such arrangements will not be officially recorded and the auditor will not receive credit. Persons not regularly registered at The Claremont Colleges may audit courses, provided they obtain the instructor's permission and pay the regular auditor's fee (see page 222).

Independent Study and Internships.

Purpose:

- Independent Study is a way of exploring an area in more depth between a faculty director and a student who already know one another or when the project falls in an area with which the student has had some prior familiarity.
- Low priority should be given to requests that duplicate existing courses.

Academic Components:

- In order to receive course credit, independent studies and internships must contain an academic component. Merely completing hours at a placement or in an extracurricular activity is not sufficient to gain academic credit.
- The independent study form should clearly give a detailed description of the study, the academic work to be completed, and how it will be evaluated. For example, faculty directors and students should specify reading lists (or at least the first set of assignments if the remaining readings are to be determined at a later date), the project to be completed (e.g., paper, video, artwork), and frequency of meetings with the faculty director.

Limits:

- No more than *three* different independent studies should be offered by a faculty member each semester, and no more than *five* in the summer.
- Independent study credit may be given only for work accomplished during the semester or summer the student is receiving credit.
- Students cannot take more than *two* course credits in independent studies in any one semester, unless approved by the faculty advisor and the Academic Standards Committee. Descriptions should show a clear separation of content when two independent studies are arranged in the same semester. An independent study normally carries one course or half-course credit; independent studies designed to be more than one course credit must be approved by the Curriculum Committee.

Field of Study:

- An independent study is given credit only in the field(s) of appointment of the faculty member offering it and should reflect the teaching or research interests of the faculty member.
- An independent study cannot be used to fulfill the Educational Objectives of the College, unless approved by the faculty advisor and the Curriculum Committee. In the case of the Natural Sciences objective, approval must also be given by a faculty member in Science.

Deadlines:

- Independent study forms must be submitted no later than one week before the last date to add full or half courses. Summer independent studies must be submitted no later than the deadline specified in the Academic Calendar. Any received after the last meeting of the Curriculum Committee must be approved by an Associate Dean or Dean of Faculty.
- Any independent study forms submitted late must include a completed “petition to add” form with evidence that the independent study has been in progress. Approval from the Curriculum Committee to add an independent study after the last date to add courses is subject to an assessment by the Committee that the goals of the study can still be achieved in the remaining part of the semester and have not been affected by the late start. Consideration of a late independent study by the Curriculum Committee should not be interpreted as a preliminary statement of approval.

Guidelines for Internship and Community Service Independent Study.

To earn academic credit for an internship or community service placement, students must negotiate an independent study with a faculty member, and that independent study must have an academic component. As with independent studies in general, the faculty member will serve as director. An independent study is most successful when the faculty member and student already know each other and when the project falls in some area with which the student and faculty director have some familiarity. As with all independent studies, academic credit is given only in the field of appointment of the faculty director, unless otherwise approved by an apposite field group.

There are several levels of learning that can take place as a result of such a placement. Students can gain a better understanding of their academic discipline, gain critical thinking skills, enhance ethical values, gain both personal and professional skills, and explore possible career fields. It is the responsibility of both students and faculty directors to ensure that learning takes place in all or at least several of these areas.

It is important to design and develop such an independent study with an academic component. Merely completing hours at a placement is not sufficient to gain academic credit. The academic component normally involves the completion of a project (e.g., paper, video, artwork) that combines subject area learning with the placement experience.

To request credit for an internship or community service placement, students must submit a Directed Independent Study Form which is available from the Registrar. This form is due no later than one week prior to the last day to add classes.

The Curriculum Committee uses the following information to approve the independent study:

Detailed project description. This provides a general outline of the project including where the placement is going to take place, how long students will work at the placement, and what activities they will be working on. Placements should consist of a structured environment with adequate on-site supervision that exposes students to new opportunities for learning. Positions that allow for new experiences often provide the best forum for learning. A general guideline for a time spent at the placement is 6-12 hours a week for the entire semester. Anticipated academic objectives for the placement should also be included in this section.

Activities to be completed. This encompasses the academic activities that the students will participate in during the semester. These activities are intended to ensure the accomplishment of the proposed academic objectives and could include readings, meetings with faculty, or field notes. These activities should be structured to ensure that all dimensions of learning are addressed during the placement.

Means of evaluation. This refers to how the academic performance is evaluated. Normally, students submit a project (e.g., paper, video, artwork) that combines prior course work, new subject area learning, and the placement experience. In addition, it is recommended that the site supervisor provide a written evaluation of the student's performance during the placement.

Evaluation and Grading. The final grade in each course is determined by the instructor and is based on the students' accomplishments in the course. Examinations may be given at the discretion of the instructor with or without previous announcement. It is the students' responsibility to be present at all examinations and to submit class assignments 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.

Grading System. Students' work is usually graded on the following grading system: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Sometimes it is graded P (Pass) or NC (Non-Credit). A grade of "P" is given for work of "C" or better.

Students may take only one course (other than a seminar or program of independent study) each semester on a P/NC basis. To do so, students should obtain the instructor's signature on a P/NC form available from the Registrar's Office. The deadline for filing the completed form with the Registrar is the date designated in the catalogue as the last day to drop classes without a recorded grade.

Instructors may designate some or all of their courses as courses which are offered on a P/NC basis, but students in such courses must be given a letter grade commensurate with the quality of their work if they apply to the instructor by the last day to drop classes without a recorded grade. If students take such a course and do not request a letter grade, then that course does count as the one course (other than a seminar, tutorial, or program of independent study) which can be taken on a P/NC basis during that semester.

Students who elect the P/NC option should be advised that in some cases they may experience difficulty in transferring their academic records to other undergraduate or graduate institutions or meeting their requirements in certain majors. Students are advised to check the requirements of those specific institutions or majors before deciding on the P/NC option.

The letter “N” is not a grade but is used to signify that students are doing satisfactory work at the end of the first semester of a single course that spans two semesters; “N” indicates that students will continue a two-semester course and will receive a grade at the conclusion of the course.

Grade Point Average (GPA). Students’ GPA is computed by adding the grade points given for each grade received (a grade of A is given 4.00 points; A–, 3.7; B+, 3.3; B, 3.0; B–, 2.7; C+, 2.3; C, 2.0; C–, 1.7; D+, 1.3; D, 1.0; D–, 0.7; F, 0.0) and dividing the result by the total number of graded courses taken. In order to graduate, students must have at least a C average (a 2.00 GPA) based on grades received in courses taken at The Claremont Colleges and including those received in those External Studies programs for which grades enter the students’ GPA. In addition, students must achieve at least a C average (a 2.00 GPA) in their field(s) of major. Grades in courses taken elsewhere are excluded from the computation of grade point averages, although the courses themselves may be accepted for transfer credit toward the work required for graduation.

Students who do not maintain a grade point average of sufficient quality to ensure eventual graduation are subject to dismissal. The Academic Standards Committee normally dismisses students whose records indicate an inability to regain within a reasonable length of time a grade point average which will qualify them for graduation. Students whose academic records are otherwise less than satisfactory may receive notification from the Academic Standards Committee on behalf of the faculty.

In accordance with Veteran’s Administration policy, students receiving veterans’ benefits who are on academic probation for two semesters will not be allowed to continue receiving these benefits. Notification of such students’ progress would be sent to the Veterans’ Administration, as well as the conditions the student must meet to be taken off academic probation.

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

Incompletes. An “Incomplete” grade 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 by the first day of the following semester. Students withdrawing from the College, on leaves of absence, or on external studies (other than Pitzer programs), will have only one semester following their departure to complete such work. An earlier date may be set for completion by the instructor. If the work is not completed by the agreed-upon date, the course is automatically terminated with the grade submitted by the faculty member on the basis of work previously completed.

Grade Changes. It is expected that the grade awarded at the end of the formal course period or of a previously approved “Incomplete” interval, will be the final grade in the course. With the approval of the Academic Standards Committee, instructors may change a grade up to one year from the date on which the grade was originally awarded. The grade may be changed only for reasons of clerical error or other seriously extenuating circumstances. The completion of additional course work beyond the normal final date for such completion falls under the rules governing “Incompletes” and is not, in itself, considered justification for a change of grade. Petitions to change a grade (other than a previously approved “Incomplete”) must be submitted to the Academic Standards Committee within the allowable one-year time period; appeal procedures are outlined in the Faculty Handbook which is available from the Dean of Faculty.

Student Classification. Students' class level is determined on the following basis: students who have successfully completed eight courses are classified as a sophomore; sixteen courses, a junior; twenty-four courses, a senior.

Student Records. The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) establishes guidelines protecting the privacy of student records and gives college students the right (subject to certain exceptions) to review their "education records" and to challenge their contents in order to ensure that they are not inaccurate or misleading.

The act places clear limits on the release of information from the record: except as provided in the law, material may be released only at the students' specific written request. Certain information known to be generally available from a variety of sources is classified as "directory information" and may be released at any time unless students have requested that it be withheld. Such directory information includes name, mailbox number, telephone number, enrollment status, class year, major(s) and/or minor(s), participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and most recent previous educational institution or agency attended.

Students requesting recommendations in regard to admission to an educational institution, an application for employment, or the receipt of an honor may waive their right of access to these recommendations. Students requesting a letter of recommendation may be asked to indicate to the writer whether they waive right of access.

A full statement giving details of the law and outlining policies regarding student records is available in the Dean of Students' Office. Students wishing to see their records should make their request to the Registrar.

Athletic Eligibility. For students to be eligible for participation in intercollegiate athletics at Pitzer College, students must be enrolled in at least three full-credit courses (12 semester units) during the semester of participation. The Academic Standards Committee, in consultation with the Registrar and the Faculty Athletic Representative, will declare ineligible for intercollegiate athletic competition any student whose academic performance the committee deems seriously deficient (below a 2.00 GPA or on academic probation). Such ineligibility shall be reviewed at the conclusion of each semester of ineligibility.

Physical Education Classes. Pitzer students may enroll in physical education classes at the other colleges. These courses will not count as credit towards graduation and are graded on a P/NC basis only, however they will appear on the transcript.

Second B.A. Students who have a B.A. will be required to be in attendance at Pitzer College for at least four semesters, to complete 16 courses at The Claremont Colleges, and to complete satisfactorily all the requirements of the Educational Objectives of the College. Students with a Pitzer College B.A. may add an additional major by completing satisfactorily all requirements of that major.

Other Regulations

Medical Requirements. The medical certificate required of all admitted students must be turned in to the Student Health Service in the Baxter Medical Building by August 1st and includes a health history, a physical examination, a tuberculin skin test, a chest x-ray within the preceding six months for those with a positive tuberculin test, and proof of immunization against measles, mumps, rubella, diphtheria and tetanus. Immunizations to prevent hepatitis B, meningococcus, varicella (for those who have not had chickenpox) and polio are also recommended.

Pitzer students are required to have medical insurance. Students will be automatically enrolled in the Claremont Colleges' Students' Accident and Sickness Medical Expense insurance unless they provide proof of other medical insurance coverage to the Office of Student Affairs prior to the first week of the semester.

Failure to meet these medical requirements may result in the suspension of privileges of registration and class attendance until the requirements have been met.

Leaves of Absence and College Withdrawal. Students may sometimes find it desirable or necessary to interrupt their college education for a time. When a financial, medical, or other problem makes it impossible or unwise for students to continue in college, they may apply to the Registrar for a leave of absence or withdrawal for personal reasons.

A leave of absence permits students to return to Pitzer without applying for readmission to the College. Leaves will normally be approved for no more than two semesters. If students decide not to return to the College after a leave of two semesters, they will automatically be withdrawn from the College and must reapply for admission to return thereafter. Students may request an extension of a leave for one additional semester in case of extenuating circumstances.

For information on refunds in case of leaves or withdrawal, please refer to the section on "Refund Policies" on p.224.

College Governance

Pitzer's governmental structure makes it virtually unique among American colleges. The College has never had the traditional student government which restricts student participation to limited areas. Instead, students are represented on all the standing committees of the College including those which deal with the most vital and sensitive issues of the College community. This system offers interested students an active educational experience, though it demands time, energy, and a real commitment on the part of those who participate.

Standing committees are responsible primarily for the formulation, review, and implementation of policy relating to the educational program and student life.

In most instances, policy decisions of the standing committees are made in the form of recommendations to College Council, which is the primary legislative body of the school, made up of the faculty, staff representatives, and 16 student representatives, eight of whom are elected by the student body and eight chosen from the student members of the standing committees.

The standing committees are, briefly, as follows (see the *Faculty Handbook* for further details):

Faculty Executive Committee. The primary executive committee of the College, responsible for faculty appointments, promotion and tenure, facilities planning, and the smooth and effective functioning of College affairs.

Academic Planning Committee. Responsible primarily for the long-term planning of the educational program of the College and, as part of that task, for proposing new faculty positions and the formulation of new programs and majors.

Academic Standards Committee. Responsible for assuring that students adhere to the academic standards of the College, for considering student requests for waivers of academic requirements, and for approving the completion of degree requirements.

Budgetary Implementation Committee. Responsible for constructing the annual budget of the College and recommending to College Council policy regarding enrollment, financial aid, annual increments in staff and faculty salaries, fringe benefits, and expectations relating to inflation and investment income.

Campus Life Committee. This Committee is responsible for working with relevant student, faculty, alumni and trustee groups to develop and implement annually, a comprehensive plan for enhancing the intellectual, cultural, artistic and social life of the campus. In addition, it oversees programs and support structures that foster the development of a closer intellectual community on campus.

Curriculum Committee. Responsible primarily for coordinating and reviewing the annual curriculum of the College, for recommending on an annual basis the addition of courses, for approving special majors and independent studies, and for approving new program and major requirements.

Diversity Committee. Responsible for assisting the College in meeting its commitment to affirmative action in student, faculty, and staff recruitment and for assisting the College in creating an environment which is maximally supportive to students from underrepresented groups and which embraces and values diversity.

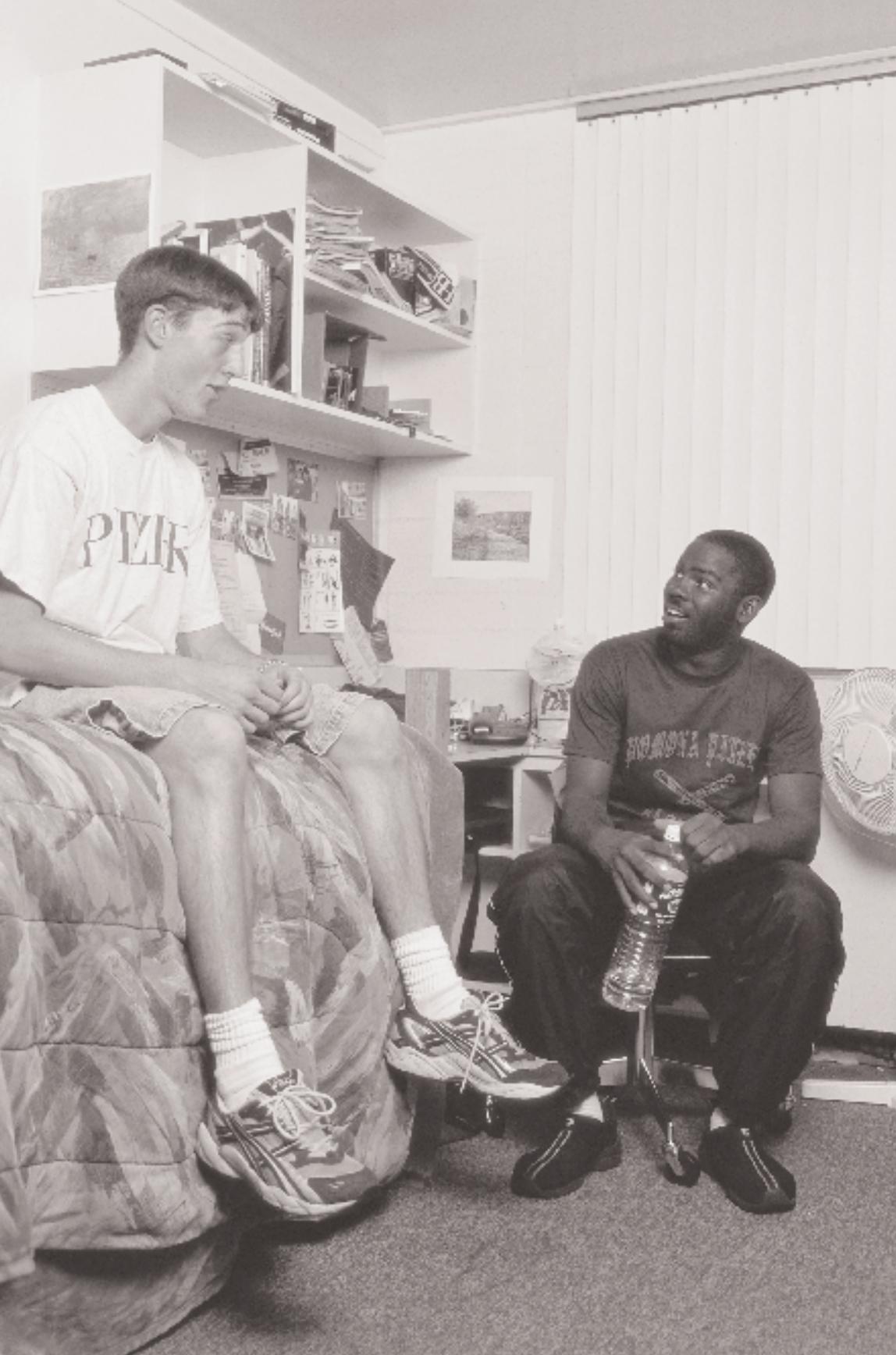
External Studies Committee. Responsible for formulating policy relating to the College's External Studies program, for overseeing the program, and for approving students for participation.

Judicial Committee. Responsible for interpreting and enforcing the student code of conduct.

Research and Awards Committee. Responsible for allocating funds for faculty and student research and for approving candidates for special student fellowships (e.g., Watson and Fulbright).

Student Appointments Committee. Responsible for selecting students to serve as the non-elected representatives on the other standing committees. Students who would like to participate in College governance are urged to apply to the Student Appointments Committee through the Dean of Students' Office in the spring semester for appointments for the following year. In addition, vacancies on standing committees usually arise throughout the year, so students should inquire at any time if they are interested in participating. Participation in College governance is one of the most exciting educational opportunities the College offers. Through participation, students play a central role in shaping the College.

Student Senate. Responsible for discussing and making policy recommendations to College Council pertaining to student life and community issues. Members of the Student Senate are elected by the student body and serve as the student voting representatives to College Council and as the elected student representatives to the College's Standing Committees. Students can also make direct recommendations concerning student life issues to the President by means of a proposition signed by 30 percent of the Pitzer community and then approved by both a Proposition Board and the community as a whole.



Life On Campus

Pitzer: A Residential College

Pitzer College is committed to the belief that residential life is an important component of the educational experience.

The College brings together students of widely varying backgrounds in a common pursuit of learning. Residential life enables them to share their intellectual and academic pursuits as well as their personal diversity. It provides opportunity for individual growth through community involvement and interpersonal relationships. Few learning situations in life are more challenging or rewarding.

Pitzer has three residence halls. Sanborn and Holden, two-story buildings with eight corridors, house approximately 190 students each. Mead, made up of six three-story towers connected by catwalks, houses 230 students in eight-person suites. Two double rooms and four single rooms are connected to a small living room. All three residence halls have central living rooms, recreation space, kitchen and laundry facilities, and a limited number of small study rooms. Sanborn also is home to the Writing Skills Center and the Sanborn Art Studio. In addition, Mead Hall has a study-library equipped with basic reference books, library tables, and lamps. All student rooms have been wired to include internet access.

Each Residence Hall has a Hall Director and a staff of Resident Assistants. A Hall Council is set up annually for each residence hall as a forum for addressing and meeting the needs of the community. They also provide valuable information and programs for the residential community.

Thematic living units have long been a feature of Pitzer residential life. They function to draw together people who have a common interest. Thematic groups could include community outreach, recreation, study halls and international corridors. Some thematic suites may be available to new students. Please check with the Residential Life Office for details.

Single rooms are reserved for upper-class students, and new students are assigned doubles (and roommates) by the Residential Life Office. Rooms are furnished with a bed, desk, chair, bookshelves, dresser, draperies, and closet space. Four students share semi-private bathroom facilities.

Housing During Vacations. Semester rental charges are only for the period when classes and examinations are scheduled. Residence halls are closed during the winter vacation period.

Off-Campus Housing. Students can request to live off-campus for a given academic year by submitting a formal application to the Residential Life Office no later than April 1 of the preceding year. Initial decisions will take place prior to Room Draw for students falling under the following priority status:

1. Married students, or students with children.
2. Students 24 years of age and older.
3. Students who live with family within fifteen miles of Pitzer College.
4. Seniors.

Students not having priority status will be placed on a waiting list maintained in the Residential Life Office. If there is not adequate space in the residence halls, applications from these students will be considered. In this case, off-campus status is granted primarily to upperclass students. Seniors who enter into a residency agreement waive their right to automatic off-campus status. Based on class rank, their applications will be granted *only* if there is not adequate space in the residence halls, or if they meet any of the criteria for priority status.

All students are financially responsible for room and board charges unless notified in writing that they have been granted off-campus status. Students who abandon or do not claim their assigned space can be located to other spaces within the college housing at the discretion of the Coordinator of Housing Operations. Students granted off-campus status based on false or misleading information will have their status reversed and will be responsible for all applicable room and board fees.

Students granted off-campus status are granted this status for one academic year. Students wishing to be considered for off-campus status for the following year must reapply within the published deadline.

Student Belongings. The College does not assume responsibility for loss or damages to personal property. If students are not insured by other means, the College advises the purchase of student property insurance.

For more specific information concerning housing policies, regulations, and procedures, students should consult the Student Handbook, a copy of which is given to all students when they enter each year.

Food Services. A spacious self-service dining room is located on the first floor of McConnell Center where most students in residence eat. Full board is 16 meals per week—brunch is served on weekends. Also available are meal plans with other options. Students are assumed to be on full board unless they sign up for one of the other options. (A limited number of students may apply for exemption from any board plan.) Cooking in individual rooms is in violation of health and fire codes and is strictly prohibited. Food, coffee, and other refreshments are also available at the Grove House and the Gold Student Center.

Motor Vehicles. Undergraduate students living on or off campus who plan to own or maintain an automobile, motorcycle, motor scooter, or motorbike on the campuses of The Claremont Colleges 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. First-Year students are encouraged to not bring their cars to the College. Parking is limited on the campuses of all The Claremont Colleges. College regulations governing the use of motor vehicles are set forth in the Student Handbook, and students maintaining motor vehicles in Claremont are responsible for familiarizing themselves with these regulations.

Code of Student Conduct. The Pitzer College Code of Student Conduct is based on the principle of responsible community membership. Students bear full personal responsibility for provisions regarding academic dishonesty, as well as their compliance with local, state, and federal laws. In addition, they are also expected to govern their conduct with concern for other individuals and for the entire College community.

Actions that violate the Code of Student Conduct and that may result in disciplinary action are outlined in the Student Handbook. It is the responsibility of every student to become familiar with and follow the policies and procedures of Pitzer College.

When individuals fail to exercise discretion in personal affairs or fail to respect the rights of others and to live up to their obligations to the community, they may be counseled informally or asked to attend a meeting called by a member of the Dean of Students' staff. For more serious situations, the College Judicial Council may hear cases. This Council is a student/faculty group empowered through the College bylaws to hear cases of alleged violations of the Code of Student Conduct. The College reserves the right to dismiss students for cause at any time. Specific judicial procedures are described in full in the Student Handbook.

Pitzer Resources

Pitzer provides a variety of special resources and facilities:

Academic Support Services. If you have a physical disability or a documented learning disability such as dyslexia, attention deficit disorder, hyperactivity disorder, etc., and would like to request accommodation, please make an appointment to meet with Rochelle Brown (Mead Hall, x73553). Further information regarding documentation, services available and individual advocacy can be found in this office.

Arboretum. The John S. Rodman Arboretum, created over the last ten years by students and faculty and still growing, is an alternative campus providing examples of ecologically sustainable landscapes.

The Arboretum consists of two connected areas. One area lies along the northern border of the campus, stretching from Mills Avenue on the west to the Pitzer Service Road on the east. This area includes a collection of trees and shrubs native to southern California, four types of southern California plant communities (lower elevation riparian, southern oak woodland, pinyon-juniper woodland, and higher elevation riparian), a citrus grove, a desert garden, the Grove House Garden, the Ellsworth Garden, and the Pitzer Farm Project (which includes a community vegetable garden as well as an experimental garden, a demonstration garden, and a small fruit orchard.)

The second area, known as the Arboretum Natural Area or the Pitzer Outback, stretches from Claremont Blvd., to the HMC soccer field, and from Foothill Blvd. to the Pitzer playing fields. It contains about five acres of alluvial scrub, a mixture of coastal sage scrub and chaparral characteristic of washes below the canyons of the southern California mountains and considered to be one of the most endangered types of ecosystem in the state. The College considers this somewhat disturbed natural area as an area to be preserved from development and restored to its pre-disturbance condition to the extent possible. Restoration work was begun by students and faculty in 1989 and will continue for many years.

Courses utilizing the Pitzer Arboretum include Art 103 (Environments Workshop) and 122 (Reading and Painting the Landscape); Anthropology 12 (Native Americans and Their Environments); and others.

Audio-Visual/Instructional Technology. The Office of Audio Visual (AV) is a center for the storage, location, development, and use of audio-visual resources. Students and faculty members are encouraged to use films, maps, slides, tape recordings, videotapes, and other non-print media to assist classroom and research presentations. In addition, a large inventory of information and equipment in these media is available for use by Pitzer students in the preparation of individual projects for classroom or thesis work.

Career Services—Mead Hall x18519. The purpose of the Career Services office is to assist students in exploring their career options and to provide them with the tools and skills they will need to locate internships and jobs. Students are encouraged to use the office as soon as they arrive at Pitzer. The office provides a wide array of services including career counseling, mock interviews, graduate school information, alumni contact names, resume writing, job search and interviewing advice, and career-related workshops and seminars. Students can participate in the Claremont Colleges on-campus recruiting program, exposing them to numerous employers in various industries. The resource library houses an extensive collection of career and occupational resource books and directories. It also contains fellowship files and full-time, part-time, work-study and summer job listings.

Comprehensive internship listings can be accessed through the Career Services office. Internships affirm Pitzer's commitment to connecting knowledge and action. They also provide opportunities to link Pitzer students to local communities thus raising their awareness of social responsibility.

A student-directed group, the Pitzer Volunteer Group, operates under the auspices of the Career Services office. This group acts to encourage and foster student involvement in various community service projects.

Community-Based Learning Programs. Pitzer has a number of community-based learning opportunities available through the following organizations located on-campus:

Center for California Cultural and Social Issues (CCCSI). CCCSI supports research and education that contributes to the understanding of critical community issues and enhances the resources of community organization. Summer internships are available, as well as faculty projects and other monetary awards during the academic year. Contact: Susan_Phillips@pitzer.edu or call x78183.

Claremont Education Partnership. The Claremont Education Partnership is a mutual agreement between the Presidents of the Claremont Colleges and the Board of Education for the Claremont Unified School District to promote increased cooperation between the Claremont Colleges—individually and collectively—and the schools of the Claremont Unified School District. Contact: Tim_Mahar@cucmail.claremont.edu or x79220.

Claremont International Studies Education Project (CISEP). The primary mission of the Claremont International Studies Education Project (CISEP) is to improve in measurable ways the quality of instruction offered to students at all levels, from K to post-secondary, in the Eastern Los Angeles County and Western San Bernardino County region. It does this by creating a more supportive context for teachers to expand their knowledge of International Studies and World History while learning to use that knowledge most effectively in relation to the relevant State Board of Education approved academic content standards in History-Social Science. CISEP is co-sponsored by academic centers at Pitzer College, Scripps College, and Claremont Graduate University. Contact: Jackie_Purdy@pitzer.edu or x79399.

Claremont Tutorial Centers (NCNW). Created to provide neighborhood centers in Claremont that help elementary and junior high school students develop the academic skills and knowledge necessary for success in school and life. Pitzer students currently tutor children at Vista Valle and Claremont Village apartments. Contact: Lissa_Petersen@pitzer.edu or x74692.

The Community-Based Spanish Program. Integrates classroom instruction with practical learning experiences in the local Spanish-speaking community. This application of what is learned in class in a vibrant community context heightens the development of fluency and promotes a new depth of intercultural understanding (summer is 2.5 credits; academic year is 5 credits/semester; 1 course credit concurrently with Pitzer in Ontario students). Contact: Ethel_Jorge@pitzer.edu or x72802.

Jumpstart. Through one-to-one mentoring, Pitzer students working for Jumpstart improve the school readiness skills of below average preschoolers, specifically in the areas of language, literacy, and social skills. The Jumpstart mission is to build school success, family involvement and future teachers—one child at a time. Contact: Jennifer_Duffie@pitzer.edu or x79290.

Leadership in Environmental Education Partnership (LEEP). This program trains college students to teach outdoor environmental education to a diverse group of elementary school children from neighboring communities. Contact: Paul_Faulstich@pitzer.edu or x18818.

MACER/MACET. See under Teacher Education, p.24. Contact: Susan_Warren@pitzer.edu or x78144.

Pitzer in Ontario Program. See under External Studies, p.19. Contact: Marie_Sandy@pitzer.edu or call 983-4233.

Pitzer Volunteer Group. PVG, a student-led group, part of Career Services, that coordinates and implements numerous community service projects. Contact: Teresa_Flores@pitzer.edu or x18519.

Computer Facilities. The Bernard Hall computing facility includes two open-use laboratories with both Macintosh and IBM compatible PCs. These machines are intended primarily for use in electronic communications, instruction, and research. All have multi-media capability and are directly attached to the Pitzer College network with internet access. Both labs have 24-hour accessibility.

The Parson Foundation Computer Machine Room in Broad Hall houses Network, E-mail, Web, FTP file and print servers for use by the Pitzer community. All buildings on campus are inter-connected with a fiber-optic based network which provides access to computers located at the other Claremont Colleges, the Honnold Libraries' electronic services (including their on-line catalogue and various bibliographic databases), and a high speed connection to the Internet.

The Kenneth and Jean Pitzer Computer Classroom in Broad Hall houses 18 PC workstations. The Social Sciences Statistics Laboratory in Broad Hall houses 10 PC computers for the use of Social Science faculty and students in statistical research and instruction. The Fletcher Jones/Booth Ferris Language Laboratory houses 16 computers for use in language instruction. Broad Hall room 214 provides a full service multi-media classroom, including data/video projection teaching station laptop PC, document camera, DUD player, video/audio play and record, etc.

Normal computer usage of these facilities (including access to the Internet) is available without charge to Pitzer students and faculty. Laser printing and color printing are available for a nominal fee.

The Ecology Center. The Ecology Center, located upstairs in the Grove House, sponsors activities, workshops and lectures, serves as a clearinghouse for environmental information, provides opportunities for community-based internships in environmental fields, acts as a campus watchdog, and houses a resource center. The College has adopted the following *Statement of Environmental Policy and Principles*: Pitzer College strives to incorporate socially and environmentally sound practices into the operations of the college and the education of our students. Pitzer exists within inter-reliant communities that are affected by personal and institutional choices, and the College is mindful of the consequences of our practices. A Pitzer education should involve not just a mastery of ideas, but a life lived accordingly. We are thus committed to principles of sustainability, and dedicated to promoting awareness and knowledge of the impacts of our actions on human and natural communities.

Gold Student Center. Opened in 1995, the 12,000 square foot Gold Student Center includes a fitness room for aerobics, weight training, simulated rock climbing, martial arts, and yoga. A snack bar, terrace area, party room, and video game room offer round-the-clock entertainment possibilities for students. Surrounding the building are a swimming pool; a playing field which is used for soccer, softball, and ultimate frisbee; two sand volleyball courts; and a basketball court. A variety of services are available to students, faculty, and staff.

Grove House. Originally built as the home of a Claremont citrus grower, the Grove House was saved from potential demolition by moving it to the Pitzer Campus, north of Mead Hall, in 1977. Here at Pitzer the house has a new lease on life, serving as a campus social center. Built in 1902, during the height of what has been termed the American Arts and Crafts Movement, it is an impressive architectural example of the California bungalow style, characteristic of that period. Restored and furnished in a manner appropriate to its heritage, the Grove House provides students and faculty with comfortable spaces to meet, study, or have lunch. The Grove House kitchen offers a daily menu including a homemade lunch entree, sandwiches, bagels, fresh baked cookies, coffee, tea, and an assortment of fresh juices. Other spaces in the house include The Ecology Center, The Bert Meyers Poetry Room, the Hinshaw Art Gallery, a women's center, a guest room, and meeting room. The house also regularly hosts a variety of events, including poetry readings and band performances.

W.M. Keck Science Center. This modern and spacious building of 50,000 sq. ft. provides a teaching location for most of the science courses offered by the Joint Science Department of Pitzer, Scripps, and Claremont McKenna Colleges. These classroom and laboratory facilities are fully equipped with modern instruments for student use. Chemistry experiments and projects may be conducted with the use of sophisticated analytical tools such as visible/ultraviolet, infrared, atomic absorption and nuclear magnetic resonance spectrophotometers, gas chromatographs, and a high-performance liquid chromatograph, a GC-mass spectrometer, fluorescence spectrophotometer, and a diode-array UV-visible spectrophotometer. Biology students have access to such advanced equipment as a scintillation counter, thermal cycler for PCR, UV/vis spectrophotometer, ultracentrifuges, electrophoresis apparatus, fluorescence microscope with camera attachment, and sterile room for tissue culture work. The department owns a field vehicle and field equipment for marine, freshwater, and terrestrial studies in ecology and environmental science. Physics students have access to 2 astronomical observatories where students can conduct research. The department also possesses an atomic force microscope used to study service properties of materials and microstructures of biological systems. Physics students learn to master experimental analyses through computerized data acquisition techniques. The Joint Science Department offers and encourages our students to apply for financial support for research during the summer. Our summer research program has a history of producing student-faculty co-authored papers that appear in professional journals. A biological field station is adjacent to the campuses.

Marquis Library and Reading Room. For the convenience of students who wish to use a quiet on-campus study room with basic reference materials, a study lounge and browsing library has been established in Mead Hall. Books may be taken out for a limited time. The Library subscribes to *The Los Angeles Times* and *The New York Times* as well as journals such as *The Economist*, *Newsweek*, *The New Yorker*, and *The Nation*. Reserve class materials and a computer connecting with the main library (Honnold) are also available.

Media Studies Facilities. Pitzer College maintains a video production space that includes portable SVHS and miniDV video cameras, Super 8 and 16mm cameras, external microphone, light kits and camera support packages. Post Production facilities include a 16mm film flatbed, Super 8 editors and seven Final Cut Pro non-linear digital editing systems supporting enhanced effects, and titling, animation and digital sound editing features.

Jean M. Pitzer Archaeology Laboratory. The laboratory is a resource used to enrich courses in archaeology, human paleontology, and folk arts. It contains many prehistoric and contemporary artifacts, as well as casts of hominid and other primate skeletal specimens. In the laboratory, students have the opportunity to gain direct experience handling, comparing and analyzing the evidence for human physical and cultural evolution. Students may also study the diversity of human material culture, both past and present.

Ruth and Lee Munroe Laboratory for Cross-Cultural Research.

The laboratory is the site for Anthropology 122, Research: An Apprenticeship Program. Over the past several years, this lab-based course has generated six articles (authored by a total of nine undergraduate students) that have been published in professional anthropology and psychology journals.

Pitzer Resource Centers. Various spaces at the College have been designated as resource centers and study rooms where students and faculty can meet informally, read current literature in their fields, and find information about speakers and other events.

Art and Environmental Studies Resource Center. Avery Hall P-2.

Fletcher-Jones Language and International/Intercultural Studies Resource Center. Broad Hall 209.

Social Sciences Resource Center. Broad Hall 117.

Psychology Laboratory. The Psychology Laboratory on the first floor of Broad Hall provides classroom and research facilities for psychology. One-way vision rooms may be used for observing children's behavior and social interactions in small groups and for monitoring interviewing techniques. Additional small rooms are available for individual research projects. In addition, the Pitzer Physiological Psychology Laboratory in the basement of Scott Hall is used for studies examining relationships between the structure and function of the brain and the behaviors and physiological functions that it controls. Finally, the Psychology Statistics Laboratory in Broad Hall is a state-of-the-art microcomputer classroom in which students can learn to use several types of software designed for the statistical analysis of psychological data.

Tutoring Assistance. Tutoring assistance is provided free of charge to Pitzer students. If you would like to become a tutor, visit or call Rochelle Brown, Office of Student Affairs, Mead Hall, x73553.

Writing Skills Center. Sanborn Hall C-1. The goal of the Pitzer Writing Skills Center is to provide a place where students may go when they need help with a variety of college writing tasks. The Center staff is available to help students understand the entire process of writing an essay, report, or research paper from the generation of ideas to the final draft. Drop-in hours are posted at the beginning of each semester. Writing tutors, both faculty and student staff, are also available by appointment. Visit our Web site at http://www.pitzer.edu/academics/writing_center.

Intercollegiate Resources

The following are freely available to and used widely by students at all The Claremont Colleges:

Huntley Bookstore. Huntley Bookstore is owned and operated by the Claremont University Center for the benefit and convenience of the students, faculty and staff of The Claremont Colleges. Huntley provides required and recommended texts for courses, as well as an extensive selection of general reading books, both hardbound and paperback, school and art supplies, sundries, gifts, cards, magazines, clothing and other items with college insignia. Huntley Computer Sales provides hardware and software solutions and supplies, with favorable academic pricing for both PC and Apple configurations. Service performed by certified technicians is available for Apple, Hewlett Packard, and other PC units. A full service ATM is located in the foyer of Huntley Bookstore. For more information and to order textbooks, computers, and general merchandise, visit the web site <http://www.huntley.claremont.edu>.

Intercollegiate Department of Asian American Studies (IDAAS).

The Intercollegiate Department of Asian American Studies (IDAAS) contributes to the intellectual and cultural life of The Claremont Colleges with its focus on the experiences of Americans of Asian and Pacific Islander heritage. Their curriculum includes courses in art, history, literature, politics, psychology, sociology, and interdisciplinary study. The department also hosts an annual program of seminars, speakers and conferences. The IDAAS office is located in Avery 214 on the Pitzer College campus.

Intercollegiate Department of Black Studies (IDBS).

The Intercollegiate Department of Black Studies (IDBS) organizes and coordinates a curriculum in Black Studies taught by faculty whose individual appointments are with both the Department and one of The Claremont Colleges. Black Studies courses are part of each College's curriculum. The IDBS office is located in Avery 212 on the Pitzer College campus.

Rancho Santa Ana Botanic Garden.

Rancho Santa Ana Botanic Garden is a privately endowed and independently operated institution, affiliated with Claremont Graduate University. The garden is dedicated to collection, cultivation, education and research in the fields of botany and horticulture, with particular emphasis on native California flora. The garden is actively engaged in the preservation and display of Californian plants, and in the development of suitable landscaping materials for dry climates. A graduate program in systematic and evolutionary botany as well as a wide range of natural history classes for the general public are conducted throughout the year. Rancho Santa Ana Botanic Garden is well known for its unique, living collection of native California plants, arranged and landscaped on 86 acres including Indian Hill mesa. The grounds are open to visitors from 8:00 a.m. until 5:00 p.m. daily. Guided tours are offered on Saturday and Sunday afternoons at 2:00 p.m. in the spring and by appointment to groups of all ages throughout the year. The administration building at the Garden houses a herbarium of 1,000,000 specimens and a fine botanical library. Rancho Santa Ana publishes a scholarly journal, entitled *Aliso*, and a quarterly *Friends* newsletter for its supporting members.

Robert J. Bernard Biological Field Station of The Claremont Colleges.

The 85-acre Robert J. Bernard Biological Field Station serves as a natural outdoor laboratory for many disciplines at Pitzer College and all of The Claremont Colleges. Unique for our urban surroundings, the Station is within a short walking distance of the Pitzer campus. Station land supports coastal-sage-scrub, chaparral, oak-sycamore, and grassland vegetation types as well as parcels in various stages of ecological succession. Aquatic studies can be made on a lake-marsh ecosystem and several seasonal ponds. As a real-world laboratory, the Station meets many ecological, environmental, and experimental classroom and research needs of students, faculty, and the larger community.

Chicano Studies. The primary goal of the Chicano Studies Center is to ensure that Chicano/Latino students at The Claremont Colleges have a positive and rewarding academic experience and attain their baccalaureate degree. The Center is responsible for tutorial services, the resource center, sponsor program, freshman retreat, and academic and personal support programs that are conducive to a successful college experience.

The Center has two components: the Chicano Studies Intercollegiate Department and the Chicano Student Affairs Office. The department provides a curriculum of instruction in the fields of psychology, sociology, history, political science, fine arts, gender and feminist studies, literature, and Spanish. The Chicano Student Affairs Office provides a full range of academic and personal supportive services designed to promote the academic success of Latino students at The Claremont Colleges. The Center is located at 655 N. Dartmouth Avenue. (909) 621-8044.

The Libraries of The Claremont Colleges. Most of the books Pitzer students need are centrally located in the Honnold/Mudd Library complex which houses the main social sciences and humanities collections. Collections in the sciences may be found in the Norman F. Sprague Science and Engineering Library at Harvey Mudd College and the Seeley G. Mudd Science Library at Pomona College; the Ella Strong Denison Library at Scripps College houses collections in the humanities, women's studies, and fine arts.

The Libraries' holdings include over 2,000,000 volumes, some 6000 serial subscriptions, and a growing collection of materials in electronic formats. Honnold/Mudd Library is a depository for publications issued by the United States government and has extensive holdings of publications from the State of California, the United Nations, other international agencies, and Great Britain. The Libraries have a large collection of microforms including some 31,000 reels of microfilm and over 1,100,000 units of other microforms. Included in these holdings are long runs of newspapers, early printed books from England and America, and anthropological source materials in the Human Relations Area Files. The Asian Studies Collection at Honnold/Mudd Library has a large collection of Asian language materials. There are special collections in each of the four libraries. Among the Libraries' special collections are the Oxford Collection comprising books about the university and the city of Oxford and the Renaissance Collection which focuses on the life and work of Angelo Poliziano, both accessible from the Special Collections Department, Honnold/Mudd Library; the Ida Rust Macpherson Collection at Denison Library which focuses on the history and accomplishments of women; the Carruthers Collection at Sprague Library which traces the history of aviation; and the Woodford Collection at Seeley G. Mudd Science Library which includes rare and historical geology books.

The Libraries' growing collection of electronic resources provides ready access to a wide variety of bibliographic, full-text, and multimedia information. Through the World Wide Web, it is possible to search Blais, the online catalog, or any of hundreds of databases including services such as Lexis-Nexis/Academic Universe and ISI Web of Science. Full-text resources on the Web include hundreds of electronic books and journals, the ACM Digital Library, Congressional Quarterly Library, and Grove's Dictionary of Art Online. Most of these resources are available via the internet to students, faculty, and staff of The Claremont Colleges in their dorms, labs, offices, and homes, as well as in the Libraries.

The Libraries' offer Interlibrary Loan service and maintain partnerships which provide access to books, articles, and other materials not held in our collections. These partnerships include SCELC, G4, LINK+ and the Center for Research Libraries in Chicago.

Library resources are available to all members of The Claremont Colleges academic community. Reference staff provide assistance with locating and using both traditional and electronic information sources. One of the major activities of the Libraries is teaching students how to find, evaluate, and effectively use information. Tours, workshops, and instruction for classes and other groups, as well as individual appointments for instruction

and research assistance, may be scheduled in each of the libraries. Most of the Libraries' classes and workshops are held in the Keck Learning Room, the Libraries' state-of-the-art hands-on teaching facility, located in Honnold/Mudd Library.

Affiliated libraries in Claremont include the George C. Stone Center for Children's Books, a division of Claremont Graduate University's Center for Developmental Studies in Education; the library of the Claremont School of Theology which has strong collections in biblical studies, theology, and Church history; and the library of the Rancho Santa Ana Botanic Garden which maintains a large botanical and horticultural collection.

Claremont School of Theology. The Claremont School of Theology was founded as the Maclay College of Theology in 1885, became the Graduate School of Religion at USC in 1894, and moved to Claremont in 1957. The school has enjoyed relationships with the Christian Church (Disciples of Christ) since 1960; the Episcopal Theological School at Claremont since 1962; the San Francisco Theological Seminary/Southern California since 1991; and the Pacific Lutheran Theological Seminary/Southern California since 1992. A multi-denominational seminary of the United Methodist Church, The School of Theology educates a multicultural student body for religious leadership.

The courses of study lead to the Master of Divinity, Doctor of Ministry, Master of Arts, and Doctor of Philosophy degrees. These degrees, in a variety of fields, provide the education required for parish ministry, counseling, and leadership in religious education.

The Claremont School of Theology has a number of research affiliates that provide study opportunities for students and scholars. The Ancient Biblical Manuscript Center houses the only complete set of photographic copies of the Dead Sea Scrolls outside of Israel and is the site of significant manuscript research. The Center for Process Studies houses the world's largest library of published and unpublished works on the holistic worldview of Alfred North Whitehead and sponsors seminars, conferences, publications, and membership programs.

The Institute for Antiquity and Christianity, operated in conjunction with Claremont Graduate University, investigates the biblical world of Judaism, Christianity and other ancient cultures, and provides a program of non-technical seminars and lectures for interested laypersons. The Allen J. Moore Multicultural Resource and Research Center offers resources to students and local church leaders that support language, cultural, eco-justice and peace ministries as well as ministries of and with women. Specific educational and recruitment opportunities for several racial ethnic groups exist on campus through the Center for Pacific and Asian-American Ministries, the Pan-African Religious Studies Center, and the National United Methodist Native American Center.

The School of Theology Library contains over 182,000 volumes and receives approximately 630 periodical subscriptions in the areas of biblical, theological and ministry studies. The library also houses the Denman Collection of Ancient Coins, the Robert Flaherty Film Archive and many rare volumes. There are also materials relating to Methodist history, the papers of Kirby Page, the Robert H. Mitchell Hymnology Collection, the Ernest W. Tune Library.

The library, classes, and seminars of CST are open to the students of The Claremont Colleges through cross-registration procedures.

Tomás Rivera Policy Institute. The Tomás Rivera Policy (TRPI) is a freestanding, nonprofit, policy research organization which has attained a reputation as the nation's "premier Latino think tank." Through its strong capacity to conduct primary and secondary data analysis, TRPI is uniquely positioned to fill the void in information that exists among policymakers and political leaders regarding the complexities that characterize the U.S. Latino population—e.g., its heterogeneous composition, its bilingualism, and its diverse nativity.

One of TRPI's critical strengths is survey research—ranging from questionnaire and sample frame development, to survey interviewing—which allows TRPI to gauge the attitudes held by diverse Latino populations vis-à-vis salient policy issues. Another factor that adds

to the Institute's unique traits is its affiliation with The Claremont Graduate University in Claremont and the University of Texas at Austin. Through these affiliations, TRPI has access to a network of nationally recognized scholars who carry out an array of research projects under the direction of TRPI's leadership. It is located on the Pitzer College campus, 1050 N. Mills Avenue and can be reached by phone at 909/621-8897.

Intercollegiate Student Services

The Counseling Center. The Monsour Counseling Center is located at 735 N. Dartmouth Avenue, immediately south of the Pendleton Business Office. The Center has a staff of psychologists, consulting psychiatrists, and graduate psychology interns who provide therapeutic and preventive/educational services to help students develop emotionally and cope with the stresses of college life. Individual, couples, and group therapy are offered and are provided confidentially. Workshops and structured groups are offered on topics such as Stress Management, Eating Disorders, Relationship Issues, Enhancing Self Esteem, Graduate/Re-Entry Support, and Sexual Abuse. Referrals are made to mental health resources in the community when necessary.

Students with personal concerns or those simply wishing to talk with someone are welcome. There is no charge for the services of psychologists at the center; however, in most cases there is a charge for the services of our consulting psychiatrist. For an appointment, call 621-8202.

Student Health Service. The Student Health Service, located in the Baxter Medical Building, is the primary outpatient healthcare center for all students at The Claremont Colleges. The staff includes physicians, nurse practitioners, and nurses and is open when classes are in session from 8:30 am to 5:00 pm, Monday through Friday, with extended hours on Wednesdays until 7:00 pm. The Student Health Service stresses preventive medicine and health awareness. Consultation and outpatient treatment are available to students by appointment at no charge. There are minimal charges for walk-in visits, medications, x-rays, laboratory tests, special procedures and supplies and missed appointments if not canceled at least two hours in advance. Referral for subspecialty consultation, hospitalization, and surgery can be arranged by the Health Service but will not be financed by the College; payment is the student's responsibility. The Student Health Service maintains a website where more information about medical services can be accessed at <http://www.cuc.claremont.edu/shs>.

To use the Student Health Service, students are required to have a health history, physical exam, and immunization record on file at the Student Health Service. **This form is required by Pitzer College of all incoming, transfer or New Resource students.** (Form completed by family member/relative who is a MD/NP will not be accepted.)

The College does not assume responsibility for the complete medical care of its students, but only insofar as its present facilities will afford. An accident and hospital reimbursement plan is available to all full-time students to protect against major costs. It is designed to supplement the care provided by the Student Health Service, including benefits for accidental injuries, hospitalization, surgery, doctor visits in the hospital, emergency care, and ambulance. Students not covered by other insurance plans are urged to consider this plan seriously. Detailed information is mailed to each student, prior to arrival on campus. Information is also available from the Student Health Service; call (909) 621-8222.

Chaplains. Dedicated to empowering and enhancing spiritual life at The Claremont Colleges, the Interfaith Office of the Chaplains directs the programs of McAlister Center for Religious Activities. Assisting students in making contact with members of their community of belief, the chaplains—a Protestant minister, a Catholic priest, and a Jewish rabbi—coordinate a wide range of events, programs, and pastoral counseling for the Jewish, Catholic, Protestant, Muslim, Zen, Latter-Day Saints, Christian Science, Unitarian, and other communities. The chaplains also direct The Claremont Colleges Community Service

Center, which provides diverse volunteer opportunities in the local area. Located within McAlister Center are the Community Service Center, a meditation chapel, a library, a fire-side lounge, and the chaplains' offices.

Asian American Resource Center (AARC). The Asian American Resource Center's (AARC) mission is to build a stronger sense of Asian Pacific American community, raise awareness of issues affecting Asian Americans and Pacific Islanders, develop student leadership, and act as a resource for the campus community. AARC collaborates with other ethnic groups, academic departments, and campus offices on a wide range of educational, cultural, and social programs such as Asian Pacific American Heritage Month, the Arts Initiative, Asian American Studies and Social Justice Lecture series. AARC also provides an Asian American Studies Library of printed and visual materials. The AARC is located at the Smith Campus Center, Suite 240 on the Pomona College campus, 621-8639.

The Office of Black Student Affairs (OBSA). The Office of Black Student Affairs, through its academic services and cultural programs, helps create a campus environment for students of African descent that will help them attain their undergraduate and graduate degrees. OBSA also helps students develop appropriate educational plans, mature career paths, emotional autonomy, coping skills, feelings of self-worth and independence, a positive ethnic identity, mature relationships with peers and with the opposite sex, and a responsible lifestyle. OBSA's programs and services include Academic Strategies Workshops, the New Student Retreat, Black History Month programs, leadership training, speakers series, and poetry readings. All programs and services are open to all students of The Claremont Colleges. OBSA is located at 175 12th Street and can be reached by phone at 909/607-3669; FAX, 909/621-8969.

The Chicano/Latino Student Affairs Center. The Chicano/Latino Student Affairs Center provides various academic and personal support services. These include the New Student Retreat, the Sponsor Program, the Awards Luncheon, the Tutorial Program, Dia de la Familia, academic advising and personal and career development sessions. The Chicano/Latino Student Affairs Center plays an instrumental role in the high retention rate and success of students at the Colleges. The mission of the Student Affairs Center is to assist Chicano/Latino students in achieving a positive and rewarding academic experience. This is accomplished by offering academic support services which complement existing resources at the colleges. Academic, social and cultural events which foster personal growth and multicultural awareness are also provided throughout the year. The professional staff of the Chicano/Latino Student Affairs Centers includes: Maria Aguiar Torres, Dean of Students; Robert W. Viteri, Associate Dean of Students; and Ernestine Mendoza, Senior Secretary and Tutorial Program Coordinator. To contact our office, please dial ext. 18044 on campus, or (909) 621-8044 off campus.

Culture, Media, Sports, and Recreation

Throughout the year, a great many special academic, cultural, artistic, musical, and other entertainment programs are presented at Pitzer and at the other Claremont Colleges. Some are professional, others are amateur or student programs. Pitzer students participate with Scripps, Harvey Mudd, and Claremont McKenna students in the Concert Choir; the Pomona College Orchestra and Band are open to all those qualified.

Students serve on the Campus Life Committee, which both initiates and funds a wide variety of activities including lectures, conferences, films, parties, and outings. There are student-run poetry and music series, art shows, and a diverse group of movies shown in several 5-college film series.

Bridges Auditorium. For over six decades, this facility—one of the larger college or university auditoriums in the West—has provided programs of major cultural significance for the colleges and the larger geographic area.

Byron Dick Seaver Theatre. Conceived of as a “teaching theatre,” the state-of-the-art facility contains a 350 seat proscenium theatre, a 100 seat experimental theatre, studio spaces, classrooms, offices, and other facilities for theatrical production. It is a most fitting home for the Theatre Department for the five Claremont Colleges.

Publications. *The Other Side*, a Pitzer student magazine, gives students an opportunity to gain valuable experience in newspaper work and provides an important medium of communication and information for the campus. A five-college student newspaper, *Collage*, is published on a weekly basis and has traditionally enjoyed a high rate of participation by Pitzer students. In addition, Pitzer publishes a weekly news report/calendar, *Pitzer Press*; a *Student Handbook*; an alumni magazine, *The Participant*; and *Nobilis*, the senior yearbook.

Sports and Recreation. Pitzer College, with Pomona College, supports a broad program of intercollegiate athletics for men and women. Pomona-Pitzer is a member of the Southern California Intercollegiate Athletic Conference, locally, and is associated nationally with Division III of the National Collegiate Athletic Association.

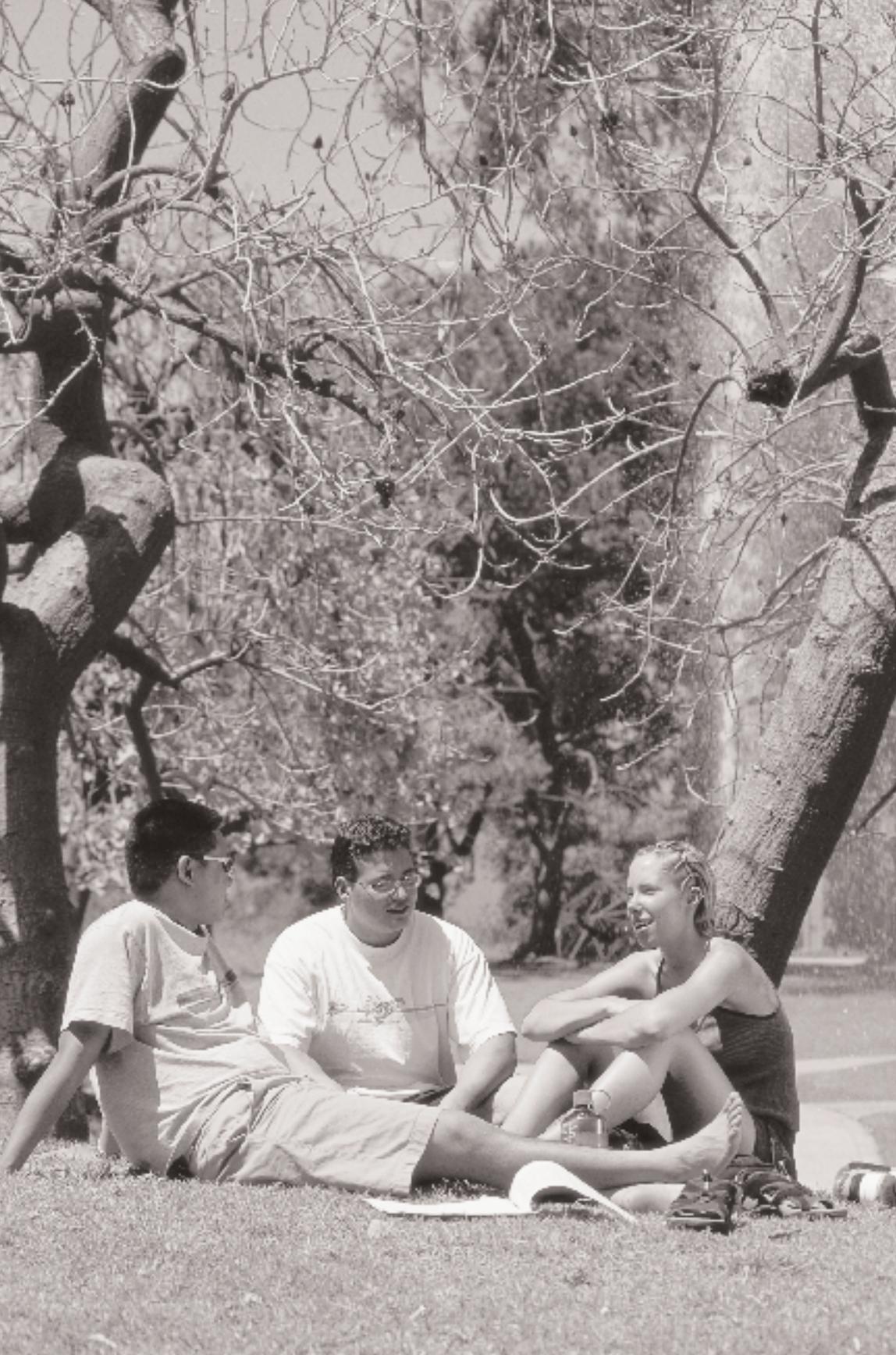
Men’s teams include baseball, basketball, cross-country, football, golf, soccer, swimming, tennis, track and field, and water polo. Women’s teams include basketball, cross country, softball, soccer, swimming, track and field, tennis, volleyball, and women’s water polo. In addition, coeducational club teams compete in both badminton and fencing, while competitive opportunities with greater student direction are encouraged through club sports teams in lacrosse, rugby, sailing, cycling, skiing, men’s volleyball, and ultimate frisbee.

Pitzer’s newest facility for sports and recreation is the Gold Student Center. A large pool, basketball courts, a climbing wall, and exercise equipment provide many opportunities for a healthy and enjoyable leisure time.

Pitzer students are also welcome to use all the recreational facilities of The Claremont Colleges, as other Claremont students are welcomed at Pitzer’s facilities. Among the five undergraduate Colleges, there are two gymnasiums, six swimming pools, 22 tennis courts, and many playing fields.

The City of Claremont. Located at the foot of the San Gabriel Mountains, Claremont has grown up around the Colleges which collectively take its name. Like those Colleges, it is mostly residential, and its citizens have always sought to make it a pleasant and stimulating place to live and study. Because Claremonters have often come from other parts of the country in response to its collegiate attractions, Claremont looks different from most Southern California suburbs; in fact, it is only within recent years that intervening cities have grown sufficiently to make Claremont truly a Los Angeles suburb. Claremont citizens are proud of the city’s schools and parks, and testifying to a long-standing Claremont tradition, the *Los Angeles Times* has cited Claremont for its unique use of trees in establishing the character of the city. Although the city has shunned major commercial development, a number of unusual shops and galleries have grown with the city. Claremont is 35 miles east of Los Angeles and has a population of 35,000.

Southern California. Whether your interest is rock, reggae, Bach, or jazz; whether you find Disneyland or the Getty Museum or the Music Center captivating, Southern California provides it. With a population of more than ten million, the greater Los Angeles area is one of the world’s cultural centers—the center of a culture more diverse, less definable, and more inclusive than any other in the country. Claremonters can also enjoy beaches, deserts, or mountains; all these parts of the Claremont student environment are within about an hour’s drive. There is also a Metrolink train connecting Claremont to downtown Los Angeles.



Admission to Pitzer College

Instructions to Applicants

The admission process at Pitzer College is highly personalized. The Admission Committee looks at each individual to determine his/her preparation and potential for college-level work. Students will do best at Pitzer if they demonstrate strong academic ability, maturity, and independence. Applications should show the ways in which students feel that they will profit from and contribute to Pitzer College. Because different people can show their strengths in different ways, the Admission Committee does not expect essays to be answered in the same way, nor do they expect students who will benefit from Pitzer to have the same background.

Pitzer College adheres to the letter and spirit of the Statement of Principles of Good Practice of the National Association for College Admission Counseling. Pitzer College admits students of any race, color, sex, religion, sexual orientation, age, creed, handicap, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College, and does not discriminate in administration of its educational policies, scholarships and loan programs, athletic and other College-administered programs, and employment policies.

You may obtain an application and submit it electronically by visiting our website (www.pitzer.edu) or you may request a paper copy by writing to:

Office of Admission
Pitzer College
1050 N. Mills Avenue
Claremont, CA 91711-6101
1-(800) PITZER1

High School Preparation. The best preparation for college is rigorous academic study in high school. Your senior year is very important and should include a variety of solid academic courses.

The recommended college preparatory program includes four years of English (including as many courses as possible which require students to write extensively); at least three years of social and behavioral sciences (including history); and three years each of the same foreign language, laboratory science, and mathematics. We strongly recommend that students take advantage of honor and advanced placement courses offered at their school.

References. Comments from your teachers and college counselor are very helpful and offer us a unique insight into your academic achievements and community participation. We ask for three references: one from a school official (counselor, principal, headmaster, or dean of students) and two from teachers. One of the letters must come from a humanities, science, mathematics, or social science teacher. An arts teacher may submit a second reference. Additional references are also welcome.

Tests. The College requires that students submit scores on either the Scholastic Aptitude Test (SAT I) or the American College Test (ACT), and strongly recommends submitting three Achievement Tests (SAT II), one in English composition, one in math, and one of the students' choice. Your official SAT I or ACT I test results must be submitted to the Office of Admission by January 15. Secondary school counselors have information about places and dates of test administration, or you may address inquiries to:

—The College Board: www.collegeboard.com

—ACT assessment: www.act.org

Campus Visits. A personal campus visit is strongly recommended. Prospective students should make every effort to visit Pitzer and should expect to spend two hours or more on the campus. A personal visit with an admission counselor not only makes it possible for us to understand better the students' individual strengths as candidates, but it also provides the students an opportunity to gain further information about the College. If distance and/or circumstances prohibit a visit to the campus, a telephone interview can be arranged.

The Admission Office is open for tours and interviews every weekday (except holidays) and on Saturday until noon by appointment from mid-September until the end of April.

Appointments for campus tours and interviews may be made by calling (909) 621-8129 or (800) 748-9371.

Application Fee and Waiver. Pitzer requires an application fee of \$50 to help cover the cost of processing an application. This fee is not refundable. Checks or money orders should be made payable to Pitzer. If the application fee creates a financial hardship, Pitzer will waive the fee after receiving a request from the secondary school counselor.

Common Application. Pitzer College is one of a number of selective colleges throughout the United States which participates in the Common Application program. We will accept the Common Application in lieu of the Pitzer application. Students may obtain a Common Application and submit it electronically by visiting the web site (www.commonapp.org), or by requesting a paper copy from their school counselor. Note that Pitzer requires a "supplement" to the Common Application. It can also be obtained from the above website.

Transfer Applicants. Pitzer welcomes transfer applicants from two and four year institutions. To be considered for transfer admission, candidates must complete at least 16 semester units or 24 quarter units in academic subjects prior to the application deadline. Applicants who have completed at least 32 semester units or 48 quarter units in academic subjects may be reviewed without high school transcripts or test scores. In assessing transfer candidates, the Admission Committee will pay particular attention to work done in college courses. Transfer students must successfully complete a full sequence of first-year writing courses prior to enrollment. Transfer candidates must take courses at Pitzer for at least two years to earn a Pitzer College degree. Students who wish to transfer from two-year colleges may do so before they have completed A.A. degrees.

New Resources. Pitzer established the New Resources program in 1974 to bring the small, liberal arts college experience to students of non-traditional college age. The program was founded with the conviction that a truly diverse campus is one eager to encounter the added dimension brought by students of a range of ages as well as backgrounds and interests.

To be considered for admission, the applicant must have successfully completed the equivalent of at least two years of academic course work (64 semester units or 97 quarter units) at an accredited college or university, be in good standing at the last institution they attended, and be 25 years of age or older. An additional 32 semester units or 48 quarter units may be transferred from an accredited four-year institution. A personal interview is also required.

New Resources candidates must complete two essays, send transcripts of any college work completed, and submit three references: one from a school official (counselor, principal, headmaster, or dean of students) and two from professors. One of the forms must come from a humanities, science, mathematics, or social science professor. An arts teacher may submit the second reference. Additional references are also welcome.

Deadline Information

Early Action. Academically strong first-year students who view Pitzer as one of their top two or three college choices may complete the admission process early by submitting all application materials to the Admission Office by December 1. We will notify early applicants of admission decisions after January 1. Early action candidates need not reply to an offer of admission before May 1.

Regular Admission. All application materials should be sent by January 15. An application is considered complete when the following materials have been received: the application form, \$50 application fee, the essay, the supplemental essay, high school transcript, SAT I or ACT scores, a reference from the high-school counselor, and two references from teachers; one must be from a teacher in math, science, social sciences or humanities; the other reference may be provided from a teacher in the visual or performing arts. Students will be notified of admission decisions on or before April 1. Pitzer adheres to the May 1 Candidate's Reply Date Agreement. All offers of admission are contingent upon the students' maintaining the level of academic standing upon which admission was based.

Transfer Admission. The deadline for fall application materials is April 15. Notification of admission decisions will be made by May 15. Commitment deposits are due by June 15.

To be eligible for consideration for the spring semester, all required materials must be submitted by October 15. Applicants will be notified of the Admission Committee's decision by November 15. Commitment deposits are due by December 10.

New Resource Admission. The deadline for fall application materials is May 1. Notification of Admission decisions will be made by June 1. Commitment deposits are due by July 1.

To be eligible for consideration for the spring semester, candidates must submit all required materials by November 1. Applicants will be notified by December 1. Commitment deposits are due by December 20.

Early Admission. Outstanding high school juniors may be considered for early admission to Pitzer. In addition to a superior academic record, the student must demonstrate they are more mature (both emotionally and intellectually) than most students their age and why college is more appropriate for satisfying their needs than finishing high school. Students must present letters of support from two high school teachers, the school counselor, and their parents or legal guardian. Early admission candidates must have an interview with a member off the admission staff. Students applying for financial aid must take the ACT or SAT.

Deferring Entrance. Once admitted, students may be considered for deferral for a year to pursue non-academic goals. To hold place, students must submit the commitment deposit by May 1. A letter requesting deferred entrance explaining your plans for the deferral period is also required.

Visiting Students. Students enrolled at other accredited colleges and universities who are in good academic and disciplinary standing may seek admission as visiting students. Visiting students may enroll part-time or full-time, but are not eligible for financial aid. They participate fully in the life of the college like any other student, but are not degree seeking candidates. They may later apply for regular status. Applications for the fall semester are due by April 15 and by October 15 for the spring semester.

International Students. Pitzer College is committed to the goals of international education and welcomes applications from international students. In addition to the other required credentials, students whose native language is not English need to demonstrate their English proficiency by submitting their results from the Test of English as a Foreign Language (TOEFL). Students must receive a score of at least 240 (computer), 587 (paper) on the TOEFL to be eligible for our regular program, though a score of 600 will be considered more competitive. A Certificate of Eligibility (Form I-20 AB) will be provided once the student has accepted Pitzer's offer of admission.

We also offer the Pitzer Bridge Program for students who are well qualified for admission to Pitzer but have not yet reached the necessary level of English proficiency. A TOEFL score of at least 190 (computer), 520 (paper) is required for admission to the Bridge Program. Bridge students are admitted as regular, full-time students whose degree program requires completion of 34 courses (144 semester units). For more information about international admission, please request the International Student Brochure.

All admitted international students whose native language is not English will have their skills evaluated upon arrival on campus. Based on that evaluation, a student may be placed in appropriate Program in American College English (PACE) for International Students courses, regular credit courses, or a combination of regular and PACE coursework.

Pitzer College is authorized under federal law to enroll nonimmigrant students and will issue a Certificate of Eligibility (Form I-20) to all accepted students. Federal law requires that all international students present proof to the College and to the consular officer to whom they apply for a visa that they have sufficient funds to pay the full cost of their education in the United States. International students are not eligible for financial aid. See also Program in American College English (PACE) for International Students, p.22.

International Plus Admission. For students who have earned the full certification associated with the following examinations, Pitzer will grant up to one year of academic credit (eight courses). Students must have original documentation of the examination results sent to the Pitzer Registrar from the institution administering the examination. Students may be asked to pay for any fees associated with translation or interpretation of these documents required by Pitzer College.

General Certificate of Education Advanced Level Examinations (G.C.E. “A” levels): three certificates with passes of A, B, or C.

International Baccalaureat (I.B.): minimum passes of 5 in all subjects;

French Baccalaureat: minimum subject scores of 10 out of 20 in any series;

German Abitur: minimum passes of ausreichend in each subject;

Italian Maturita: minimum score of 36;

Icelandic Studentsexamen: minimum score of 4.5;

Swedish Studentexamen: minimum score of 2.3;

Swiss Federal Maturity Certificate: minimum score of 58.

Note: The distribution of credit on the Pitzer transcript and correlation with Pitzer’s educational objective requirements will be determined by the International Student Advisor and the student’s faculty advisor. If full certification is not completed, individual courses or exams completed toward the certificate may be given credit. For the I.B. courses, credit for individual exams may be awarded only for higher-level exams (with passes of at least 5) at a ratio of 4.0 semester units per exam. Credit will not be awarded for subsidiary exams. For the G.C.E. exams, credit is given at a ratio of 10.5 units per exam passed at the A, B, or C level.

Advanced Placement/CLEP. Courses designed to accompany the College Board’s Advanced Placement Program demand college-level work, and the Pitzer faculty may grant credit for superior performance on an AP examination. Criteria may vary by field group, but no score lower than four will be considered for credit. In some fields, faculty members may wish to examine students’ test booklets in determining whether to award credit. This booklet will be sent to Pitzer automatically if the students designate Pitzer to receive their AP scores.

Pitzer does not grant credit for the College Level Examination Program, even when students transfer from a college which gives credit for CLEP exams.

Admission and Financial Aid Calendar

- October 15:** Transfer applications for spring semester must be completed.
- November 1:** New Resources applications for spring semester must be completed.
- November 15:** Notification of admission decisions for transfer applicants for spring semester will be mailed.
- December 1:** Notification of admission decisions for New Resources applicants for spring semester will be mailed.
- December 1:** All application materials for Early-Action candidates are due in the Admission Office.
- December 10:** Commitment deposit deadline for transfers for spring semester.
- December 20:** Commitment deposit deadline for New Resources for spring semester.
- January 1:** Notification of decisions for Early-Action applicants will be mailed.
- January 15:** ALL APPLICATION MATERIALS FOR FIRST-YEAR CANDIDATES ARE DUE IN THE ADMISSION OFFICE.
- February 1:** First-Year candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA) and the PROFILE Form of the College Scholarship Service.
- March 2:** Transfer and New Resources candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA) and the PROFILE Form of the College Scholarship Service.
- April 1:** Notification of admission decisions for first-year applicants and letters of financial aid eligibility will be mailed.
- April 15:** ALL application materials for fall transfer candidates are due in the Admission Office.
- May 1:** ALL application materials for fall New Resources candidates are due in the Admission Office.
- May 1:** Commitment deposit deadline for first year students, including early action candidates.
- May 15:** Notification of admission decisions for fall transfer applicants and letters of financial aid eligibility will be mailed.
- June 1:** Notification of admission decisions for fall New Resources applicants and letters of financial aid eligibility will be mailed.
- June 15:** Commitment deposit deadline for transfers for fall semester.
- July 1:** Commitment deposit deadline for New Resource students for fall semester.

College Fees

Comprehensive Fees for Students **\$ 35,626**

This fee covers tuition fees, room and board for the year, as well as various activities and events available to Pitzer students at no charge. It does not include the cost for books, supplies, travel, a single room, or room and board during vacation periods.

This comprehensive fee contains the following charges:

Tuition	\$ 25,264
Room (double)	\$ 4,670
Board (16 meals/week)	\$ 2,700
Facilities Fee	\$ 2,256
Student Activities	\$ 218
Campus Activities	\$ 518

Payment Schedules

College bills are payable in advance according to the schedules specified below. All checks should be made payable to Pitzer College.

For New Students:

TYPE OF FEE	AMOUNT	DUE DATE
1. New Student Deposit for Fall <i>(held until Graduation)</i>	\$ 300	May 1
2. Fall Semester Comprehensive Fees	\$ 17,792	August 17
3. New Student Deposit for Spring <i>(held until Graduation)</i>	\$ 300	December 15
4. Spring Semester Comprehensive Fees	\$ 17,792	January 14

For Returning Students:

TYPE OF FEE	AMOUNT	DUE DATE
1. Fall Semester Comprehensive Fees	\$ 17,792	August 17
2. Spring Semester Comprehensive Fees	\$ 17,792	January 14

Miscellaneous fees include, but are not limited to, the following:

1. Housing:

Single Room Fee <i>(in addition to double room charge)</i>	\$ 378 per semester
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2. Registration:

Part-Time Tuition Fee <i>(fewer than 3 courses)</i>	\$ 3,158 per course
Summer Independent Study	\$ 3,158 per course
Auditing Fee <i>(except for alumni and students regularly enrolled in The Claremont Colleges)</i>	\$ 165 per course
Course Overload <i>(over 5 per semester)</i>	\$ 220 per course

Late Registration	\$	10 per day
Failure to Pre-Register	\$	50
3. Medical Insurance	\$	555
<i>(Medical Insurance is mandatory. If no proof of medical insurance is provided, Pitzer College Medical Coverage is charged. Non-refundable.)</i>		
4. Parking Fees		
Off-Campus fee per semester	\$	15
On-Campus fee per semester	\$	30
5. Transcript:		
Seven-day Transcript Processing:	\$	2 per copy
One-day Transcript Processing		
a) Regular mail or pick-up	\$	5 per copy
b) Federal Express/Express Mail transcript service (return costs must be prepaid by sender)	\$	10 per copy
c) FAX copies (unofficial)	\$	5 per copy
6. Miscellaneous:		
External Studies Application Fee	\$	25
Course Fees See course descriptions for (Nonrefundable after last day amounts to add courses.)		
7. Student Accounts:		
Late Payment of Bill	\$	50 per month

Personal Expenses

Personal expenses will vary from student to student. The typical range is from \$1,350 to \$1,900 per year and covers the following:

1. Books and supplies	\$	550–800
2. Incidental personal expenses	\$	800–1,100

Note: Travel expenses & medical insurance are not included. Premium for the Students' Accident & Sickness Medical Expense Insurance is \$555 if the student is not otherwise insured.

College Bills

All College bills are due each semester in advance and must be paid by August 16, 2002 for the Fall semester and January 15, 2003 for the Spring semester. Bills not paid by these dates are delinquent. We accept checks and Visa/Mastercard for full payment of the student account. Students wishing to pay by installments may do so by arranging for a college approved payment plan. **Note: The College approved payment plan must be set up prior to August 16 (for Fall semester) and January 15 (for Spring semester).**

It is the financial responsibility of students to pay the tuition, fees, and, as appropriate, room and board, once the College has begun rendering services in the form of classroom instruction.

Delinquent Accounts

No student whose account is not current will be permitted to enroll, be provided grades or transcripts, participate in graduation, or be given honorable dismissal. Seniors must settle all college bills by April 30 in order to receive their diplomas with their class at commencement.

If an account with a college approved payment plan is terminated because of delinquency, that balance of the account becomes due and payable immediately to the College.

No former student with a delinquent account will be issued an academic transcript. A cashier's check, money order or cash is required to pay a delinquent account for a student no longer enrolled at Pitzer College for the transcript to be released.

A student's account is due in full within thirty (30) days after leaving the College. If the account is not paid or arrangements made to pay, the account will be referred to a collection agency. If the College assigns an overdue account for collection, the college retains the right to withhold the transcript until payment is made on the full amount due, whether payment is made to a collection agency or to the College. Any previous semester and all new semester charges will be due and payable in full at the beginning of the semester by cashier's check, cash or Visa/Mastercard only.

Returned Checks

If a check submitted for an account is returned unpaid, a \$50 returned check charge is assessed. The account becomes delinquent if payment by cashier's check, cash or Visa/Mastercard is not received within ten (10) days of notification of check return. If payment is not received by the tenth (10th) day, an additional \$50 late fee will be assessed. If more than one check in a semester is returned, payment of the account balance must then be made by cashier's check, cash or Visa/Mastercard.

Refund Policies

Students who withdraw or take a leave of absence after the first day of the semester may receive credit against the semester's institutional charges (tuition, facilities fee, campus activity fee, student activity fee, room and board) as described below. Whether any cash refund will result from the credits received will depend on the payments that have been made, the amount of financial aid that has been received by the student, and whether any return of Title IV aid funds must be made. Title IV aid will be returned in the order prescribed by Federal regulation. Title IV aid consists of the following programs and is returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS, Federal Perkins Loan, Federal Pell Grant, Federal SEOG, other Title IV programs, other aid (state/institutional funds).

The amount of Title IV aid which must be returned is based on the percentage of "unearned" aid. This percentage is based on the amount of time completed in the semester and is calculated by dividing the total number of calendar days in the semester into the number of calendar days completed. The percentage of Title IV assistance to which the student is entitled (has "earned") is equal to this percentage of the semester, up to 60%.

First time students who receive Title IV financial aid and withdraw or take a leave of absence before the 60% point in the semester will have their refund calculated according to the Federal pro rata refund policy. For all other students, refunds will be calculated as listed below:

- (i) Formal Withdrawal or Leave of Absence Request from the College filed with the Registrar
 - (a) Withdrawal up to one week before or on the first day of class—100% refund of institutional charges (less an administrative fee of \$100). September 3, 2002, for fall semester; January 21, 2003, for spring semester.

- (b) Withdrawal from the College after the first day of class through the last day to add—90% refund of institutional charges. September 4 - September 16, 2002, for fall semester; January 22 - February 3, 2003, for spring semester.
 - (c) Withdrawal from the College after the last day to add classes through the first 50% of the semester—50% refund of institutional charges. September 17 - October 24, 2002, for fall semester; February 4 - March 13, 2003, for spring semester.
 - (d) No refund after October 24, 2002, for fall semester; March 13, 2003, for spring semester.
- (ii) Reduction in the total number of registered courses for enrolled student
 - (a) by the last official day for entering classes—fall: September 17, 2002; spring: February 5, 2003—refund of difference between original and adjusted tuition;
 - (b) after the last official day for entering classes—no refund. September 18, 2002, for fall semester; February 6, 2003, for spring semester.
 - (iii) Commitment Deposit

After withdrawal or graduation full refund less any outstanding charges on student account.

Financial Aid

Pitzer College's financial aid program supports the goals of the admission program: to bring to the campus a student body of quality and diversity. During the 2001–02 academic year, approximately 53 percent of the Pitzer student body received some form of financial assistance.

Financial aid at Pitzer College is based on financial need, and provides financial assistance to those students whose family financial resources cannot meet Pitzer's costs. To be eligible for financial aid from Pitzer College, a student must be admitted to or regularly enrolled on a full-time basis in a program leading to a Pitzer degree and must be either a U.S. citizen or an eligible non-citizen. The student may not owe a refund on a grant or loan received for attendance at any institution. The student must submit the appropriate financial aid applications; must apply on his/her own for any state or private awards for which s/he may be eligible; and must provide all required information by the required deadlines. Students seeking a second bachelor's degree are not eligible for financial aid from Pitzer College.

Costs. As listed below, the basic budget for an on-campus student for the 2002–03 academic year is \$37,526, which does not include the cost of travel to the campus.

Tuition	\$ 25,264
Fees	\$ 2,992
Room (double)	\$ 4,670
Board (16 meal plan)	\$ 2,700
Books and personal supplies (estimate)	\$ 1,900

In addition, there is a \$378 fee per semester for a single room (total single room cost for 2002–03 is \$5,426).

Financial aid for students who wish to participate in an external study program is granted only for programs sponsored by Pitzer College and approved by the External Studies Committee. Students are eligible to receive financial aid for only one External Studies program (normally one semester in duration). Financial aid is available for Pitzer students who wish to participate in the Summer Costa Rica Program, the Summer Study in Japan, and the Summer Language Institute.

Financial aid awards do not cover any lab or course fees, course overload fees, single room fees, the graduation fee, or any other miscellaneous fees not included in the budget listed above. Further, financial aid to New Resources students will not exceed the cost of tuition and fees, or any needed part thereof.

How to Apply: All new students who are admitted to Pitzer and demonstrate financial need are offered financial aid to meet their need, provided that they have completed the required applications by the appropriate deadline. Students who do not complete the required forms or who do not meet the deadlines may be placed on a financial aid wait list and may not receive financial aid. It is important to note that the financial aid deadline is different from the admission application deadline.

First Year Applicants: All applicants for financial aid must complete two forms: the Free Application for Federal Student Aid (FAFSA) and the PROFILE Form of the College Scholarship Service. Pitzer must be listed on both forms as a recipient of the information. Pitzer's Federal School Code number for the FAFSA is 001172. Applicants may complete and submit a paper FAFSA, or apply on the web at www.fafsa.ed.gov. In addition, all applicants must register for, and complete, a PROFILE application through the College Scholarship Service (CSS). Students may register for the PROFILE application on-line at www.collegeboard.com. Pitzer's CSS code number is 4619. Both the FAFSA and the PROFILE application must be filed **by February 1**.

In situations where the applicant's parents are divorced or separated, the parent with whom the applicant resides should complete the FAFSA and the PROFILE form. In addition, the parent with whom the applicant does not reside should complete the Non-Custodial Parent's Statement, which is included in the PROFILE packet.

Students applying as **Early Action candidates** should submit the PROFILE application **by November 15**.

Transfer Applicants: Transfer candidates applying for financial aid must file both the Free Application for Federal Student Aid (FAFSA) and the PROFILE Form of the College Scholarship Service **by March 2**. For code numbers and other instructions see the first year applicant section.

New Resources Applicants: Students applying to the New Resources Program need to complete the Free Application for Federal Student Aid (FAFSA) by March 2. Applicants to the New Resources Program are not required to complete a PROFILE Form.

Returning Students: Students applying for renewal of aid, or current students applying for the first time, should submit the FAFSA and the PROFILE form to the appropriate processing center no later than March 2.

Pitzer requires that all California residents applying for financial aid also apply for a Cal Grant by submitting a Cal Grant GPA Verification form to the California Student Aid Commission. All applicants for financial aid need to submit a copy of their parent's 2002 federal income tax return, complete with all schedules and attachments, by May 1. Any financial aid offer made before receipt of the tax return is considered tentative. Further, students should know that once they have entered Pitzer College as dependent students, the College will not recognize a change to independent status in awarding college aid. For federal financial aid an independent student is one who is 24 or older by December 31 of the award year; is an orphan or ward of the court; is a veteran of the Armed Forces; has legal dependents other than a spouse; or is married. Pitzer College requires that all applicants who are less than 24 years old on August 31 of the award year provide parents' financial information, regardless of status, to be considered for College funded financial aid. In general no applicant under the age of 24 is considered to be independent of parental support for purposes of College aid.

How Need is Determined. At Pitzer, financial aid is viewed as supplementary to the resources of the student and his/her family. Using the information provided on the FAFSA and the PROFILE form, the Financial Aid Office will determine the amount that the family can be expected to provide, taking into consideration taxes paid, family size, number of family

members in college and other factors. Each student is expected to use a part of his/her accumulated savings and to contribute approximately \$1,550–1,850 for books and personal expenses. The amount the family is able to contribute is subtracted from the total educational budget and the difference is the student's financial need.

No aid is renewed automatically. Each student is responsible for reapplying each year by submitting the FAFSA and the PROFILE form by March 2. The Financial Aid Office reviews financial need annually, makes adjustments where necessary to reflect changes in the financial need of students and the costs of attending Pitzer, and makes financial aid awards based on available resources. Pitzer will require a student to assume increased loan amounts and/or employment—that is, increased self-help—as s/he progresses toward the degree. To be eligible for renewal of financial aid, a student must be eligible to re-enroll as determined by the College's Academic Standards Committee. Satisfactory academic progress is normally defined as maintenance of a minimum cumulative GPA of 2.00. A student whose cumulative GPA falls below a 2.00 may be placed on probation by the College's Academic Standards Committee. Normally, a student will not receive financial aid for the second consecutive semester on probation if his/her GPA the first semester on probation is less than 2.00. In addition, the student must continue to meet the appropriate deadlines. A student entering Pitzer as a freshman will be eligible for a maximum of eight full-time semesters of financial aid. A student must make satisfactory progress toward the bachelor's degree in order to remain eligible for financial aid. Normally, a full-time student completes four courses each semester. Each full-time student receiving financial aid must complete a minimum of six courses at the end of two semesters; a total of 14 courses after four semesters; a total of 22 courses after six semesters; and a total of 32 courses in order to receive the bachelor's degree at the end of eight semesters. Transfer students' eligibility is based on their standing at the time of transfer and is equal to the number of full-time semesters remaining toward the bachelor's degree. Transfer students with junior class standing must complete a minimum of 16 courses in four semesters.

Students who apply for admission and for financial aid will be notified of both decisions at the same time (first-year students by April 1; transfers by June 1). Returning students will receive notification of new awards and renewals in June.

If a student receives financial aid from any other source after the FAFSA and PROFILE forms have been filed, or after the Financial Aid Office has made an offer of aid, s/he must notify the Financial Aid Office. An adjustment will then be made in the financial aid award so that the award will not exceed financial need.

Sources and Types of Financial Aid. Financial aid funds at Pitzer are derived from three sources: institutional, state, and federal funds comprise our financial aid program. A student's eligibility for Federal funds is determined based on information provided on the FAFSA and the Federal Methodology. The dollar amount of Federal funds awarded to a student is dependent on specific program funding.

All grant and loan funds are credited to the student's account and are divided equally between the first and second semester. Employment funds are paid directly to the student by check and it is the student's responsibility to ensure that college costs are being met.

Pitzer Grants. Each year, the Board of Trustees of the College allocates a certain portion of the total budget to be used for Pitzer Grants. These grants are based solely on financial need and are administered by the Financial Aid Office. The applications required are the Free Application for Federal Student Aid and the PROFILE Form.

Cal Grant A. All California residents applying for financial aid are required to apply for a Cal Grant A, administered by the California Student Aid Commission, using the Free Application for Federal Student Aid. In addition, all applicants for the Cal Grant are required to file a GPA Verification Form. The Cal Grant application deadline is March 2. These grants range from \$600 to \$9,708, depending upon a student's need.

Cal Grant B. These awards, administered by the California Student Aid Commission, are aimed at high-potential students from low-income/disadvantaged backgrounds. The FAFSA is used to apply for this grant. These grants range from \$1,551 during a student's first year in college up to \$11,259 depending upon a student's need.

Federal Supplemental Educational Opportunity Grants. Awards from these federal funds may range from \$100 to \$4,000, and are made to students with exceptional financial need. These awards are administered by the Financial Aid Office.

Federal Pell Grant. These awards, administered by the U.S. Department of Education through participating institutions, provide a financial aid foundation for students with high need. For the 2002–03 academic year, awards may range from \$400 to \$4,000. The amount of the award is based on a determination of the student's financial aid eligibility, the cost of attending Pitzer, and a payment schedule issued to all approved educational institutions by the U.S. Department of Education.

Loans. Two types of need-based Federal loans are available to Pitzer students: Federal Perkins Loans and Federal Stafford Student Loans. In addition, the Financial Aid Office administers Pitzer College Loans.

Loans are regarded as a means of enabling a student to invest some of his or her future earnings in his or her education. Pitzer College requires students, as they progress toward their degree, to assume larger loans each year. The average indebtedness of those students who received financial aid for four years at Pitzer, and graduated in May 2002, was approximately \$20,900. An educational loan is a financial obligation that the student must repay. Failure to make scheduled loan payments may affect a student's future ability to qualify for credit.

All students who borrow while at Pitzer are required to attend an exit interview before leaving the College. This is a requirement before graduation, and for those students who take a leave of absence or withdraw. Exit interview sessions are scheduled each spring, or an individual appointment may be made by a student leaving the College at the end of the fall semester.

Federal Perkins Loans. These federal long-term loans are awarded by the Financial Aid Office to students with exceptional need. Loans may range up to \$3,000 per year, with a cumulative four-year maximum of \$12,000. No interest is charged while the student is in school. The interest rate during the repayment period is 5 percent. Repayment of principal and interest begins nine months after the student ceases to be enrolled at least half-time and, depending on the amount borrowed, may be extended for up to 10 years.

Federal Stafford Student Loans. The Federal Stafford Student Loan program provides both subsidized and unsubsidized loans to students. Those students who demonstrate financial need through the FAFSA and the Federal Methodology and therefore qualify for a subsidized loan do not pay interest during the time they are enrolled at least half-time; the interest is paid for them by the federal government. Students who do not qualify for a subsidized loan must pay the interest on the loan during the time they are enrolled. Repayment of the principal for both subsidized and unsubsidized loans begins six months after the student ceases to be enrolled at least half-time. Annual loan limits are \$2,625 for first year students, \$3,500 for second year students, and \$5,500 for students in their third or fourth year.

Pitzer College Loans. These are long-term loans awarded by the Financial Aid Office to students who have graduated from a California high school. Depending upon fund availability, loans may range up to \$10,000 per year. No interest is charged on these loans and repayment of the principal begins six months after the student ceases to be enrolled at Pitzer College.

Employment. Pitzer College participates in the Federal Work-Study Program. Awards are made to students based on the Federal Methodology and available funding. Under this program, students work for the College or for an approved off-campus employer. Off-campus jobs are available in public and private nonprofit organizations.

Emergency Student Loan Fund. Short-term, no-interest emergency student loans are available to students faced with unexpected emergencies. Students may borrow up to \$100 for 30 days if they are able to verify their ability to repay the loan. Students needing a small, short-term emergency student loan should contact the Financial Aid Office. A student need not be receiving financial aid to qualify for an emergency student loan. The funds that make these loans possible represent Pitzer College's portion of a gift to the Independent Colleges of Southern California made by First Interstate Bank of California.

Long-Term Loans for Parents

Federal PLUS Loans. The Federal PLUS Program permits parents to borrow as much as the full cost of attendance, minus any financial aid, each year. Federal PLUS Loan borrowers do not have to demonstrate financial need but a satisfactory credit check is required for loan approval. Repayment of principal and interest normally begins within 60 days. (Some lenders may offer deferments of principal and interest while the student is enrolled although interest does accrue.) The interest rate is variable up to 9% and is adjusted each year on July 1. For more information about this program or an application, contact the Financial Aid Office.

In Review

November Applications (FAFSA and PROFILE registration forms) for financial aid (including new Cal Grants) are available from high school counseling offices or from the Financial Aid Office at Pitzer.

November 15 Deadline for Early Action applicants to submit PROFILE form to the College Scholarship Service.

December Applications (FAFSA and PROFILE forms) for financial aid mailed to homes of currently enrolled Pitzer students.

February 1 Deadline for prospective first-year students to submit FAFSA and PROFILE form to the appropriate processing center, either on-line or by mail.

March 2 Deadline for currently enrolled students to submit FAFSA and PROFILE form to the appropriate processing centers, either on-line or by mail.

March 2 Deadline for prospective transfer applicants to submit FAFSA and PROFILE form to the appropriate processing centers, either on-line or by mail.

March 2 Deadline to apply for the Cal Grant programs.

April On or before April 1, prospective first-year students will be notified of admission and financial aid.

May 1 Deadline for receipt of 2002 1040 tax return copies.

May 15 On or before May 15, prospective transfers will be notified of admission and financial aid.

June Returning Pitzer students notified of financial aid awards.

Scholarship Contributions

Endowed Scholarship Funds

Pitzer College gratefully acknowledges donors of the following endowed scholarships, which provide scholarship support in perpetuity:

- The Ahmanson Foundation Scholarship
- The John W. Atherton Scholarship
- The Dorothy Durfee Avery Scholarship
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- The Roxanne Belding '79 Scholarship
- The Catherine Blore '02 Memorial Scholarship
- The Eli and Edythe Broad Scholarship
- The Brunger Family Scholarship
- The Amanda Crosby '97 Memorial Scholarship
- The Clayton C. and Frances Ellsworth Scholarship
- The Jonathan P. Graham '82 and Elizabeth B. Ulmer Scholarship
- The Ernest and Jean Hahn Scholarship
- The Jill Ford Harmon '66 Scholarship
- The William Randolph Hearst Scholarship
- The Herold Family Scholarship
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- The W.M. Keck Foundation Joint Science Scholarship
- The Terry and Margaret Lenzner Scholarship
- The Maureen Lynch '77 Scholarship
- The MCA Foundation Scholarship
- The Janet Irene MacFarland Scholarship
- The Marilyn Chapin Massey Scholarship
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- The Esther Stewart Richards Scholarship
- The Annis Van Nuys Schweppe Scholarship
- The C.V. Starr Foundation Scholarships
- The John Stauffer Memorial Scholarship
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- The Eugene and Marilyn Stein Scholarship

Annually Supported Scholarship Funds

Generous annual support allows Pitzer to make a number of scholarships available to students on a year-to-year basis. We gratefully acknowledge donors who funded the following scholarships for the 2001–2002 academic year:

The Ahmanson Foundation Scholarship
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The Avery Dennison Corporation Scholarship
Bank of America Scholars Program
Bridget Lynn Baker Scholarship
Chevron Merit Award
Coca-Cola First Generation Scholarship
Compton Foundation, Inc. Scholarship
Justin DeJong Memorial Scholarship
The James S. Copley Foundation Scholarship
Lew Ellenhorn Scholarship
Fluor Corporation Scholarship
Forest Lawn Foundation Scholarship
Steven and Sandra Glass Scholarship
Gloria and Peter Gold Scholarship
Susan Glikbarg Hanson '73 Scholarship
Jill Ford Harmon '66 Scholarship
The John Randolph Haynes and Dora Haynes Foundation Scholarship
Independent Colleges of Southern California (ICSC) Scholars
La Croix New Resources Scholarship
Agnes Moreland Jackson Scholarship
The George H. Mayr Trust Scholarship
Milken Family Foundation Scholarship
Lee Munroe Scholarship
Ruth Munroe Scholarship
Nordstrom Scholarship
Ralph M. Parsons Foundation Scholarship
Ralph M. Parsons Memorial Scholarship
Ann Peppers Foundation Scholarship
Jean and Kenneth Pitzer Scholarship
The Mabel Wilson Richards Scholarship
Harry W. and Virginia Robinson Trust Scholarship
Ellin Ringle-Henderson Scholarship
Jill Schimpff International Scholarship
Albert Schwartz Scholarship
Diane Shammass '75 Scholarship
Isabelle Michelle Silas '98 Scholarship
Elliot Toombs '87 Memorial Scholarship
Union Bank of California Scholarship
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Professor, Kennedy Scholar
John F. Kennedy Ctr. for Research on Human Development
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Pitzer College

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City of Los Angeles

Administration

Carol Annis, Assistant Director, Information Technology/Technical Services, 1996.

Michael Ballagh, Director of International Programs, 1999. B.A. Trinity College, Dublin; M.A., Louisiana State University.

LaFayette Baker, Hall Director, 2001. B.A., California State University, San Bernardino.

Neva Barker, Assistant Director of External Studies. B.A., University of Arkansas.

Aja Barr, Admission Counselor, 1999. B.A., Pitzer College.

Jennifer Berkley, Secretary to the Board of Trustees, 1994. B.A., Whittier College; M.A., Claremont Graduate University; Ph.D., Claremont Graduate University.

Yvonne Berumen, Admission Counselor, 1999. B.A., Pitzer College.

Carol A. Brandt, Vice President for International and Special Programs and Instructor in English for International Students, 1988. B.A. and M.A., California State University, Fresno. (See Faculty.)

Rochelle Brown, Coordinator Academic Support Services, 1999, B.A., Pitzer College. B.A., State University of New York at Albany; M.A., Bowling Green State University.

Kyle Butts, Server/Desktop Computer Manager, 1999.

Victoria Cabezas, Assistant Director of Financial Aid, 2001. B.A., M.A., University of La Verne.

Margaret Carothers, Director of Financial Aid, 1987. B.A., Pitzer College.

Moya Carter, Assistant Director Gold Center/Activities, 2001. B.A., M.A., Azusa Pacific University.

Jessica Carey, Director of Alumni Relations, 2000. B.A., Covenant College; M.A., Claremont Graduate University.

Gary Clark, Assistant Director of Admission, 1999. B.S., Christopher Newport University.

Alison Couch, Jumpstart Coordinator, 2001. B.A., Occidental College.

Margie Donahue, Director Nepal Program, 1990.

Mike Donahue, Associate Director, External Studies, 1984.

Jennifer Duffie, Jumpstart Coordinator, 2000. B.A., St. Olaf College; M.S., North Dakota University.

Lois Dumont, Programmer Analyst, 1980. B.A., Pitzer College.

Teresa Flores, Assistant Director, Career Services, 1996, B.A., California State Polytechnic University, Pomona.

Robert Fossum, Director of Special Programs, 1985. B.A., Pitzer College.

Nadine Francis, Director Development Services & Campaign Planning, 1993. B.A., Scripps College.

Christopher Freeberg, Associate Dean of Students/Director of Gold Student Center, 1987. B.A., University of California, Santa Cruz; M.S.W., University of Iowa.

James Gates, Director of Facilities, 1996. B.S., San Diego State University; MBA, Sul Ross State University.

Naomi Weiss Glasky, Director of Events and Special Projects, 1999. B.A., Pitzer College.

Sandra Hamilton, Assistant to the Dean of Faculty/Assistant Director of Institutional Research, 1987, B.A., Pitzer College.

- Jessica Hardy**, Faculty/Staff Software Support, 2001. B.A., Pitzer College.
- Daniel Hearon**, Maintenance Supervisor, 1998.
- Kelly Howell**, Assistant Director of Annual Giving, 2001. B.S., Butler University.
- Mark Ingalls**, Director of Information Technology, 1994. B.S., Brigham Young University; M.B.A., University of LaVerne.
- Matthew Jaramillo**, Web Developer/Webmaster, 2001.
- Angel Jauregui**, Web Instructional Technologist, 1997. B.S., ITT Technical Institute.
- Alan Jones**, Vice President for Academic Affairs/Dean of Faculty. (See faculty)
- Sharon Kaatmann**, Executive Assistant to the President, 1983.
- Marlene Kirk**, Director of Human Resources, 1965.
- Lynn Lewis**, Manager of Student Accounts, 1984. B.S., University of Phoenix.
- Bridget Lewison**, Associate Director of Public Affairs, 2001. B.A., California State University, Los Angeles.
- James Lippincott**, Assistant Director of Alumni & Parent Relations, 2001. B.A., Pitzer College; M.A., Southern California Institute of Architecture.
- James Marchant**, Dean of Students and Vice President for Student Affairs, 1995. B.A., University of Redlands; M.A., Claremont Graduate University.
- Nina Mason**, Director of Public Information., 1997. B.A., California State University, Fullerton.
- Linda Mayes**, Career Counselor, 2002. B.A., Biola University; M.A., Fuller Theological Seminary.
- Cassandra Meagher**, Assistant Director of Foundation Relations, 1999. B.A., M.A., UCLA.
- Victor Milhon-Martin**, Coordinator Audio-Visual, 1997. B.A., Azusa Pacific University.
- Cheryl Morales**, Registrar, 1997. B.A., Azusa Pacific University; M.A., Claremont Graduate University.
- Linda Morand**, Business Manager Center for Intercultural and Language Education, 1994. B.A. Pitzer College.
- Peter Nardi**, Associate Dean of Faculty/Director of Institutional Research; Professor of Sociology. (see Faculty)
- Loy Nashua**, Assistant Director Gold Student Center/Operations, 1996. B.A., Whittier College.
- Eric Otto**, Assistant Director of Media Studies, 1999. B.A., University of Southern California; M.F.A., California Institute of the Arts.
- Adrian Penalo**, Technology Resource Center Specialist, 2001.
- Chris Peterson**, Software Support Coordinator, 1999. B.S., California State University, Long Beach.
- David A. Perez, Jr.**, Associate Vice President of Student Affairs, 1990. B.S., California State Polytechnic University, Pomona.
- Stephanie Petty**, Assistant Director of Research and Stewardship, 2001. B.A., Scripps College; M.A., UCLA.
- Susan Phillips**, Director, Center for California Cultural and Social Issues (CCCSI) and Faculty Associate in Urban Studies, 2002. (See Faculty)

Pat Powell, Sr. Programmer Analyst/Systems Manager, 1979.

B.A., California State University, Fullerton.

Laura Purcell, Assistant Registrar, 1998. B.A., University of California, Riverside.

Jacqueline Purdy, CISEP Site Director, 2000. B.A., College of the Holy Names;

M.A., Loyola Marymount University.

Marilyn Ray, Associate Director Major Gifts/Parent Relations, 2002. B.A., Pitzer College;

M.A., Oklahoma State University.

Sandra Reeves, Executive Assistant to the Senior Vice President for Advancement, 1978.

B.A., Pitzer College.

Arnaldo Rodriguez, Vice President for Admission and Financial Aid, 1997.

B.A., University of Portland; M.A., University of Oregon; Ed.D. Seattle University.

Gregory Saks, Director of Development, 1998. B.A., Cal State University, San Bernardino;

M.S., Miami University.

Marie Sandy, Director of Pitzer in Ontario Program, 2001.

B.A., Lock Haven University of Pennsylvania.

Todd Sasaki, Assistant Director of International Programs, 2002. B.A., Swarthmore College.

Vicke Selk, Vice President for Administration/Treasurer, 1971.

M.S., Claremont Graduate University.

Laura Skandera Trombley, President, 2002. B.A., M.A., Pepperdine University;

Ph.D., University of Southern California. (See Faculty)

Art Stenmo, Director of Admission, 2000. B.S., University of La Verne;

M.A., Stanford University.

Jim Stricks, Director of Foundation and Corporate Relations, 2001.

B.A., Cornell University; M.A.T., University of Alaska, Fairbanks.

Erica Strode, Junior Advancement Associate, 1999. B.A., Whittier College.

Karen Suarez, Director Career Services, 1999. B.A., Hunter College;

M.A., Western Michigan University.

Patience Wieland, Hall Director, 2001. B.A., Hampshire College.

Kathleen Wigglesworth, Executive Assistant to V.P./Treasurer, 2000.

B.A., University of Wisconsin.

Linus Yamane, Associate Dean of Faculty, 2002. B.S., Massachusetts Institute of

Technology; M.A., M. Phil, Ph.D., Yale University. (See Faculty)

Chia Yen, Senior Major Gifts Officer, 2002. B.A., University of California, Los Angeles.

Brooke Yoshino, Assistant Director of Admission, 1997. B.A., University of California

at Riverside.

Lori Yoshino, Budget Director/Assistant Treasurer, 1997. B.S., University of Pennsylvania;

M.B.A., California State University, Fullerton.

Sonya Young, Administrative Coordinator of IDBS, 2001.

Xiaoyu (Joanne) Zhang, Assistant Director of Information Technology/User Services,

1993. M.A. University of Canberra, Canberra, Australia; M.A. California State University,

Los Angeles.

Faculty

Robert S. Albert, *Professor Emeritus, Psychology*, 1965. B.A., Vanderbilt University; M.A., University of Texas; Ph.D., Boston University.

+Rita Alcalá, *Assistant Professor of Hispanic Studies and Chicano Studies*, Scripps College, 1995. B.A. University of Texas, El Paso; M.A., Ph.D. Candidate, University of Texas, Austin.

Mita Banerjee, *Associate Professor of Psychology*, 1992. B.A., University of British Columbia; M.A., University of Michigan; Ph.D., University of Michigan.

Emotional development, children's folk theories, relationship between conceptual knowledge and social adjustment, peer relationships, family and divorce.

+Dipannita Basu, *Associate Professor of Sociology and Black Studies*, 1995.

B.S., University of London, Chelsea College; Ph.D., Manchester University, Manchester Business School. Research Associate, Nottingham Business School, Nottingham Polytechnic; Research Associate, Center for Race and Ethnic Relations, Warwick University; Lecturer, Liverpool Polytechnic, Manchester Business School.

Barbara J. Beechler, *Professor Emerita, Mathematics*, 1967. B.A., M.S., Ph.D., University of Iowa.

Jill K. Benton, *Professor of English*, 1984. B.A., University of California, Riverside; M.A., Ph.D., University of California, San Diego.

19th- and 20th-century American and English literature; women's literature; satire; the novel; theory of literature.

****Betty Bernhard**, *Associate Professor of Theatre*, 1984. B.A., Western Michigan University; M.S., Ph.D., University of Oregon.

***Kersey A. Black**, *Professor of Chemistry*, 1986. B.S., San Diego State University; Ph.D., University of Oregon. Postdoctoral Fellow, Institut de Chimie Organique, Université de Lausanne; Visiting Assistant Professor, Vanderbilt University and University of Oregon.

Computational investigation of chemical reactivity and reactive intermediates; development of software for chemical education.

James B. Bogen, *Professor Emeritus of Philosophy*, 1967. B.A., Pomona College; M.A., Ph.D., University of California, Berkeley.

Harvey J. Botwin, *Professor of Economics*, 1967. B.A., M.A., University of Miami; M.A., Princeton University. Foundation for Economic Education Fellow, Bank of America Headquarters (San Francisco); Visiting Research Associate, International Labor Organization (Geneva); Visiting Research Associate, European University Institute (Florence); Visiting Research Associate, European Economic Community Headquarters (Brussels); Assistant Instructor, University of Miami; Assistant Instructor, Instructor, Princeton University.

Macroeconomic and microeconomic theory; economic policy; the history of economic thought; economic development; financial markets; Britain and the European Economic Community.

Nigel Boyle, *Associate Professor of Political Studies*, 1992. B.A., Liverpool University; M.A., Virginia Tech; Ph.D., Duke University. SSRC and American Council of Learned Societies Doctoral Fellow; Instructor, Duke University; Lecturer, Junior Dean and Teaching Fellow, University College, Oxford.

European and comparative politics; the welfare state; labor unions.

Carol Brandt, *Vice President for International and Special Programs and Instructor in English for International Students*, 1979. B.A., M.A., California State University, Fresno. Instructor of English Language, California State University, Fresno, and Claremont Graduate University; Instructor of Writing, Linguistics, and English Language at California Polytechnic State University, Pomona.

Second language acquisition, TESOL training, language and gender, intercultural communication.

++Raymond Buriel, *Professor of Psychology*, Pomona College, 1977. B.A., M.A., Ph.D., University of California, Riverside.

Steven J. Cahill, *Assistant Professor of Photography*, 1984. B.A., California State University, Los Angeles; M.F.A., Claremont Graduate University.

++Jose Z. Calderón, *Associate Professor of Sociology and Chicano Studies*, 1991. B.A., University of Colorado; M.A., Ph.D., University of California, Los Angeles. Lecturer, Aims College and the University of Northern Colorado.

Urban and Political Sociology; Race and Ethnic Relations; Multi-Ethnic Coalitions; Urban Community Development; Critical Ethnography and Participant Observation; Language Rights; Experiential and Service Learning; Chicano and Latino communities.

Emily Chao, *Associate Professor of Anthropology*, 1996. B.A., University of California, Berkeley; M.A., New School for Social Research; Ph.D., University of Michigan, Ann Arbor.

***Newton H. Copp**, *Professor of Biology*, 1980. B.A., Occidental College; M.A., Ph.D., University of California, Santa Barbara. Assistant Professor, University of Redlands.

Animal behavior; vertebrate and invertebrate physiology; neurobiology.

***S. Leonard Dart**, *Professor Emeritus, Physics*, 1954. B.A., Oberlin College; M.A., Ph.D., University of Notre Dame.

Mark Duva, *Visiting Assistant Professor Psychology/Neuroscience*, 2001. B.A., California State Polytechnic University, Pomona; M.A., Ph.D., University of California, Riverside.

***Gretchen Edwalds-Gilbert**, *Assistant Professor of Biology*, 2000. B.A., Swarthmore College; Ph.D., Cornell University Medical College/Sloan-Kettering Institute.

Cell and Molecular Biology; pre-mRNA splicing in yeast.

Lewis J. Ellenhorn, *Professor Emeritus, Psychology*, 1966. B.A., M.A., Ph.D., University of California, Los Angeles.

***Clyde H. Eriksen**, *Professor Emeritus of Biology and Emeritus Director, Bernard Biological Field Station of The Claremont Colleges*, 1967. B.A., University of California, Santa Barbara; M.S., University of Illinois; Ph.D., University of Michigan.

+Halford H. Fairchild, *Professor of Psychology and Black Studies*, 1993. B.A., University of California, Los Angeles; M.A., California State University, Los Angeles; M.A., Ph.D., The University of Michigan.

Social psychology; African American psychology; intergroup and race relations, survey research.

Paul Faulstich, *Associate Professor of Environmental Studies*, 1991. B.A., Pitzer College; M.A., Stanford University; Ph.D., University of Hawaii at Manoa.

Cultural ecology; ecological design; the ecology of expressive culture; Aboriginal Australia.

Maya Federman, *Assistant Professor of Economics*, 1998. B.S., Massachusetts Institute of Technology; M.A., Ph.D. Harvard University.

Labor economics, education, public finance.

+**Lorn S. Foster**, *Professor of Government and Black Studies*, Pomona College, 1978. B.A., California State University, Los Angeles; A.M., Ph.D., University of Illinois.

Carmen Fought, *Assistant Professor of Linguistics*, 1998. B.A., M.A., Stanford University; Ph.D., University of Pennsylvania.

Phonology; bilingual language acquisition; sociolinguistics.

***Anthony F. Fucaloro**, *Professor of Chemistry*, 1974. B.S., Polytechnic University; Ph.D., University of Arizona. Postdoctoral Research Associate, New Mexico State University and University of New Orleans.

Molecular spectroscopy, especially luminescence; electron impact.

David Furman, *Professor of Art*, 1973. B.A., University of Oregon; M.F.A., University of Washington. Teaching Assistant, University of Washington; National Endowment for the Arts Fellow, 1975; Fulbright Fellow, 1979, Peru; 1986–87 National Endowment for the Arts Interdisciplinary Fellowship; Senior Fulbright Fellowship, 1990–91, Costa Rica.

Ceramic sculpture and glass; pre-Colombian pottery; ceramics of ancient Peru; contemporary ceramics and sculpture.

+**Stanley Gaines**, *Assistant Professor of Psychology and Black Studies*, 1992. B.S., University of Texas, Arlington; Ph.D., University of Texas, Austin.

++**Javier Galvez**, *Instructor of Dance*, 1968. B.A., Pomona College; Universidad Autónoma de Mexico, Mexico City, Mexico.

Stephen L. Glass, *John A. McCarthy 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; Fulbright, Woodrow Wilson, Harrison, and National Foundation for the Humanities Fellowships.

Archaeology (including ancient art and architecture); ancient history; classical mythology and religion; Latin and ancient and modern Greek (both literature and language); Athenian topography; ancient athletics.

++**Deena González**, *Associate Professor of History*, Pomona College, 1984. B.A., New Mexico State University; M.A., Ph.D., University of California, Berkeley.

Chicano(a) history; frontier history; Latin American Studies.

Glenn A. Goodwin, *Professor Emeritus, Sociology*, 1969. B.A., State University of New York, Buffalo; Ph.D., Tulane University.

***Scot A. C. Gould**, *Associate Professor of Physics*, 1991. A.B., Middlebury College; Ph.D., University of California, Santa Barbara.

Surface physics; scanning probe microscopy; polymers; fluidized cracking catalysts; image processing; physics of sports.

Judith V. Grabiner, *Flora Sanborn Pitzer Professor of Mathematics*, 1985. B.S., University of Chicago; M.A., Ph.D., Harvard University. Woodrow Wilson Fellow; National Science Foundation Graduate Fellow; American Council of Learned Societies Fellow; National Science Foundation Research Grant; National Science Foundation Faculty Professional Development Fellowship; Professor of History, California State University, Dominguez Hills; Visiting Scholar, University of Leeds, England; Visiting Scholar, University of Edinburgh, Scotland; Visiting Scholar, Department of History, Cambridge University.

History of mathematics and science.

Allen J. Greenberger, *Professor Emeritus, History*, 1966. B.A., M.A., Ph.D., University of Michigan.

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

Broad interests in the biological sciences; special interests in ornithology (bird study, population dynamics); mammalogy (population studies, mammals and man); evolution; anatomy; ecology; environmental problems and faunal analysis of archaeological sites.

+**Laura A. Harris**, *Assistant Professor of English and World Literature and Black Studies*, 1997. B.A., San Diego State University; M.A., Ph.D., University of California, San Diego.

***Mary E. Hatcher-Skeers**, *Assistant Professor of Chemistry*, 1998. B.A., University of California, San Diego; M.S., San Francisco State University; Ph.D., University of Washington. NIH Postdoctoral Fellow at the Massachusetts Institute of Technology and Brandeis University.

Applications of nuclear resonance spectroscopy in determining the structure of DNA and other biological macromolecules.

Carl H. Hertel, *Professor Emeritus of Art and Environmental Design*, 1966.

B.A., Pomona College; M.A., Harvard University; M.F.A., Claremont Graduate University.

***James Conway Higdon**, *Professor of Physics*, 1987. B.A., University of Pennsylvania; Ph.D., University of California, Los Angeles. Research Associate, Jet Propulsion Laboratory. Fellow of the American Physical Society.

Astrophysics, fluid dynamics, biophysics.

Jim Hoste, *Professor of Mathematics*, 1989. A.B., M.A., University of California, Berkeley;

Ph.D., University of Utah. National Science Foundation Postdoctoral Fellow, Courant Institute, New York University; Hill Assistant Professor, Rutgers University; Assistant Professor, Oregon State University; Visiting Assistant Professor, Pomona College;

Visiting Scholar, University of Melbourne, Australia; Visiting Scholar, Mathematical Sciences Research Institute, Berkeley, CA; Visiting Scholar, University of Hawaii, Manoa, HI; Scholar-in-Residence, Pitzer College, 1999.

Low-dimensional topology, knot theory, computer applications to topology.

Thomas L. Ilgen, *The Jones Foundation Professor of Political Studies*, 1985. B.A., Oberlin College; M.A., Ph.D., University of California, Santa Barbara. Assistant Professor, Cornell University, Brandeis University; Research Fellow, Center of International Studies, Princeton University; Research Associate, Center for International Affairs, Harvard University; Visiting Professor, London School of Economics; Dean of Faculty, Pitzer College, 1991–93.

International politics; international political economy; science and technology policy.

+**Agnes Moreland Jackson**, *Professor Emerita of English and Black Studies*, 1969.

A.B., University of Redlands; M.A., University of Washington; Ph.D., Columbia University.

+**Phyllis Jackson**, *Assistant Professor of Art and Art History, Black Studies, and Women's Studies*, 1993. B.A., Reed College; M.A., Ph.D., Northwestern University. Visiting Lecturer, Northwestern University; Visiting Lecturer, School of the Art Institute of Chicago.

Carina L. Johnson, *Assistant Professor of History*, 2002. Ph.D., University of California, Berkeley.

Spanish empire, gender, early modern Europe.

Alan P. Jones, *Vice President for Academic Affairs/Dean of Faculty; Professor of Psychology/Neuroscience*, 1986. B.S., University of Massachusetts; M.A., Princeton University; Ph.D., University of Massachusetts; NIH Postdoctoral Fellow, University of Colorado Medical School.

Development of control of appetitive behavior; effects of early nutritional and metabolic factors in development; neural and metabolic factors in the ontogeny of obesity.

Ethel Jorge, *Assistant Professor of Spanish*, 1999. B.A., M.A., Universidad de la Habana, Havana, Cuba; Ph.D., The Union Institute, Ohio.

Alexandra Juhasz, *Associate Professor of Media Studies*, 1995. B.A., Amherst College; Whitney Independent Studio Program; Ph.D., New York University; Mellon Postdoctoral Fellow, Bryn Mawr College.

Documentary video production; women's film and feminist film theory.

***Robin W. Justice**, *Associate Professor of Biology*, 1994. B.A., University of California, Santa Cruz; Ph.D., University of California, Riverside; NIH Postdoctoral Fellow, University of California, Irvine.

Edith Kaneshiro, *Visiting Assistant Professor Asian American Studies*, 2002. B.A., M.A., Ph.D., University of California, Berkeley.

Brian L. Keeley, *Assistant Professor of Philosophy*, 2000. B.A., University of South Alabama; M.Sc., University of Sussex (UK); M.A., Ph.D., University of California, San Diego.

Philosophy of neuroscience; philosophy of mind; philosophy of science.

*****Michael Deane Lamkin**, *Professor of Music*, 1977. B.M.E., M.M., Baylor University; Ph.D., University of Iowa. Studied also at American Institute of Musical Studies, Freiburg, Germany, and Graz, Austria. Assistant Professor, William Penn College; Professor and Head of Department of Music, Martin College; Visiting Professor of Voice, University of North Alabama; Orchestral Conductor and Chorus Master, American Institute of Graz; Conducting Faculty, Classical Music Seminar, Eisenstadt, Austria; Conductor, Opera School, Conservatory of Music, Munich. Recording for PBS and Bravo Cable Network, and conducting performances in West Germany, Austria, and United States. Pitzer College Joint Music Program.

***Adam Landsberg**, *Assistant Professor of Physics*, 1998. B.A., Princeton University; M.A., Ph.D., University of California, Berkeley. Postdoctoral Fellow, Georgia Institute of Technology; Visiting Assistant Professor, Haverford College.

Nonlinear systems; pattern formation, bifurcation theory, chaos, Josephson Junctions

****Thomas G. Leabhart**, *Associate Professor of Theatre*, Resident Artist, 1982. B.A., Rollins College; M.A., University of Arkansas; Ecole de Mime Etienne Decroux.

James A. Lehman, *Professor of Economics*, 1981. B.A., Davidson College; Thomas J. Watson Fellowship; M.A., Ph.D., Duke University. Instructor, Kobe University, Kobe, Japan; Visiting Assistant Professor, University of California, Los Angeles; Acting Dean of Students, Pitzer College, 1991–93.

International trade and finance; trade and development policy; money and banking; public finance.

+**Sidney Lemelle**, *Associate Professor of History and Black Studies*, Pomona College, 1986. B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Los Angeles. Chair, Intercollegiate Department of Black Studies, The Claremont Colleges.

African and African Diasporan History; Black Studies.

Jesse Lerner, *Assistant Professor of Media Studies*, 1998. B.A., University of California, Los Angeles; M.A., University of Southern California.

Jacqueline Levering Sullivan, *Director, Academic Writing and Assistant Professor in Writing*, 1984. B.A., University of Oregon; M.A. (Art), M.A. (English), California State University, Fullerton.

Writing; 19th- and 20th-century British and American women novelists; children's literature.

Jeffrey C. Lewis, *Associate Professor of Organizational Studies and Psychology*, 1990. B.A., University of California, Los Angeles; Ph.D., University of California, Santa Barbara.

Applied social psychology, organizational behavior, speech prosodics, and social development.

Leah L. Light, *Professor of Psychology*, 1970. B.A., Wellesley College; Ph.D., Stanford University. Lecturer, University of California, Riverside; Member of the Professional Staff, Southwest Regional Laboratory for Educational Research and Development, Inglewood.

Human memory and cognition; memory and aging.

****Sherry Linnell**, *Resident Designer and Professor of Theatre*, 1975.

B.A., M.F.A., University of California, Irvine.

Ming-Yuen S. Ma, *Assistant Professor of Media Studies*, 2001, B.A., Columbia University; M.F.A., California Institute of the Arts.

Ronald K. S. Macaulay, *Professor Emeritus of Linguistics*, 1965.

M.A., University of St. Andrews; Ph.D., University of California, Los Angeles. Dean of Faculty, Pitzer College, 1980–1986.

Lucian C. Marquis, *Professor Emeritus, 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.

Ntongela Masilela, *Professor of English and World Literature*, 1989.

B.A., M.A., Ph.D., University of California, Los Angeles.

Third World literature, Commonwealth literature, Central European literature; African literature; Latin American literature; literary theory; Postmodernism; and Ancient Asian literature.

***Margaret Mathies**, *Professor of Biology Emerita*, 1965. B.A., Colorado College;

Ph.D., Case Western Reserve University.

Stuart McConnell, *Professor of History*, 1987. B.A., University of Michigan;

M.A., Ph.D., Johns Hopkins University. Teaching Fellow, Andrew Mellon Fellow, Johns Hopkins University.

American social/cultural history; labor history; Victoriana, nationalism, media history; Civil War and Reconstruction.

***Donald A. McFarlane**, *Associate Professor of Biology*, 1991. B.Sc., University of Liverpool;

M.Sc., Queens University of Belfast; Ph.D., University of Southern California.

Evolutionary ecology; biography; late Quaternary paleoecology and extinctions.

***Jack Merritt**, *Professor Emeritus, Physics*, 1966. A.B., Pomona College;

Ph.D., University of California, Berkeley.

Kathryn Miller, *Associate Professor of Art*, 1993. B.Sc., George Washington University;

M.A., Sonoma State University; M.F.A., University of California, Santa Barbara.

Sculpture/environmental art; drawing.

Sheryl F. Miller, *Professor of Anthropology*, 1969. B.A., Occidental College;

M.A., Ph.D., University of California, Berkeley. National Science Foundation and Ford Foundation Fellowships.

African archaeology; world prehistory; human evolution; African and Native American ethnography; cultural ecology; ethnic arts.

David S. Moore, *Professor of Psychology*, 1989. B.A., Tufts University;

M.A., Ph.D., Harvard University; Harvard University Social Science Dissertation Fellow; National Research Service Postdoctoral Fellow, The City University of New York.

Sensory integration in infancy; cognitive development; categorization in infancy; neonatal behavior; electrophysiological methods in the study of infant perception; perception of numerosity in infancy.

***J. Emil Morhardt**, *Roberts Professor of Biology and Director of the Roberts Environmental Center*, 1996. B.A., Pomona College; Ph.D., Rice University; Professor, Assistant Professor, University of Washington.

Vertebrate ecology and physiology; environmental management.

R. Lee Munroe, *Research Professor of Anthropology*, 1964. Ph.D., Harvard University.

Cross-cultural human development.

***Stephen A. Naftilan**, *Kenneth Pitzer Professor of Physics*, 1981. B.S., University of Chicago; Ph.D., Case Western Reserve University. Instructor, University of Southern California and El Camino College.

Binary stars; stellar atmospheres.

Peter M. Nardi, *Professor of Sociology; Associate Dean of Faculty/Director of Institutional Research*, 1975. B.A., University of Notre Dame; M.A., Colgate University; Ph.D., University of Pennsylvania. Research Assistant, Lecturer, University of Pennsylvania; Instructor, Rutgers University.

Sexuality; media; men's studies; friendship.

+++**Joseph D. Parker**, *Associate Professor of International and Intercultural Studies*, 1989. B.A., Occidental College; M.A., Ph.D., Harvard University. Visiting Assistant Professor, Stanford University; Assistant Professor, Bucknell University; Visiting Instructor, Carleton College.

East Asian religion; Zen Buddhism; East Asian aesthetic theory; Orientalism and representations of Asia and Asian-America; international feminist and gender studies; transnational cultural studies; Asian-American culture and diaspora studies; neocolonialism and postcolonial studies; social role of intellectuals and the academy; epistemology and critiques of Euro-American science; critical pedagogy.

Heather Paxson, *Visiting Assistant Professor of Anthropology*, 2002. B.A., Haverford College; M.A., Ph.D., Stanford University.

Lissa Petersen, *Instructor in Academic Writing and Academic Coordinator of International Fellows Program*, 1977. B.A. Northwestern University; M.A., Harvard University. Director, English for Graduate Studies Program, Claremont Graduate University.

Academic writing; acquisition of pronunciation in a second language.

Susan Phillips, *Director, Center for California Cultural and Social Issues (CCCSI) and Faculty Associate in Urban Studies*, 2002. B.A., California State University, Dominguez Hills; M.A., Ph.D., University of California, Los Angeles.

***Robert P. Pinnell**, *Professor Emeritus of Chemistry*, 1966. B.S., California State University, Fresno; Ph.D., University of Kansas.

***Thomas Poon**, *Assistant Professor of Biology*, 2000. B.S., Fairfield University; Ph.D., University of California, Los Angeles.

Synthesis and characterization of natural products.

++**Patricia Prado-Olmos**, *Assistant Professor of Psychology and Chicano Studies*; Pomona College, 1995. B.A., Pomona College; Ph.D., University of California, Santa Barbara.

***Marion R. Preest**, *Assistant Professor of Biology*, 1999. B.S., Otago University, New Zealand; M.S., Ph.D., Cornell University.

Physiology and ecology of animal energetics; thermal biology of terrestrial ectotherms; osmoregulatory physiology; herpetology; muscle physiology.

****Leonard C. Pronko**, *Professor of Theatre*, 1957. B.A., Drury College; M.A., Washington University; Ph.D., Tulane University.

***Kathleen L. Purvis**, *Assistant Professor of Chemistry*, 2001. B.S., Westmont College; M.A., Ph.D., Princeton University; Postdoctoral Fellow, National Center for Atmospheric Research.

Chemistry of urban air pollution, primarily aerosols; public policy aspects of air pollution.

Ellin J. Ringler-Henderson, *Professor Emerita, English*, 1967. B.A., Wellesley College; M.A., University of Connecticut; Ph.D., University of Illinois.

+Rita Roberts, *Associate Professor of History and Black Studies*, Scripps College, 1987. B.S., Southern Illinois University; M.A., University of California, Berkeley; Ph.D., University of California, Berkeley.

American history and Black Studies.

John R. Rodman, *Professor Emeritus, Political Studies and Environmental Studies*, 1965. B.A., M.A., Ph.D., Harvard University.

Kathryn S. Rogers, *Professor of Organizational Studies*, 1986. B.A., Smith College; M.A., Columbia University; Ph.D., Washington University, St. Louis. National Institute of Education Training Fellowship; Lecturer, University of Missouri, St. Louis; Consultant, Educational Planning Associates, Inc.; Senior Administrator, Cemsel, Inc.; Legal and Public Affairs Staff, Peabody Coal Company; Senior Associate, Center for Study of Data Processing, Washington University, St. Louis; Research Associate, IBM, Los Angeles Scientific Center.

Organization theory; inter-organizational networks; business, nonprofit, and public organizations; organizations and the public policy environment; corporate responsibility.

Ronald G. Rubin, *Professor of The History of Ideas*, 1971. B.A., Amherst College; M.A., Ph.D., Cornell University. Teaching Assistant, Instructor, Cornell University; Woodrow Wilson Fellow.

History of early modern philosophy; history of early modern science; philosophy of science; philosophy of mind.

***David E. Sadava**, *Pritzker Family Foundation Professor of Biology*, 1972.

B.S., Carleton University; Ph.D., University of California, San Diego. Research Assistant, Canada Department of Agriculture; Research Officer, Science Secretariat, Ottawa, Canada; Research Assistant, Teaching Assistant, University of California, San Diego; Visiting Professor of Pediatrics, University of Colorado; Visiting Professor of Molecular Biology, University of California; Visiting Scientist, City of Hope Medical Center; Woodrow Wilson Fellowship.

Cell biology; cancer mechanisms.

++Miguel Tinker Salas, *Associate Professor of History and Chicano Studies*, Pomona College, 1993. B.A., M.A., Ph.D., University of California, San Diego.

Barry Sanders, *Professor of The History of Ideas and English*, 1972. B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California. Assistant Professor, California State University, Northridge, and Southern Illinois University. Peter S. and Gloria Gold Professor, 1987–92.

Medieval literature; Chaucer; modern novel.

Albert Schwartz, *Professor Emeritus of Sociology*, 1965. B.A., Hunter College; M.A., Ohio State University.

Daniel A. Segal, Professor of Anthropology and Historical Studies, 1986. B.A., Cornell University; M.A., University of Chicago; Ph.D., University of Chicago.

The Caribbean; post-Columbian world history; the social construction of race.

Harry A. Senn, Professor of French, 1970. B.A., M.A., University of Minnesota; Ph.D., University of California, Berkeley. Assistant American, Melun; Lecteur d'Anglais, Université de Grenoble; Teaching Assistant, Teaching Associate, University of California, Berkeley.

French literature and civilization; French folklore; narrative folklore.

Susan C. Seymour, Professor Emerita of Anthropology, 1974. B.A., Stanford University; Ph.D., Harvard University.

Helia Maria Sheldon, Professor Emerita, Spanish, 1967. B.A., M.A., California State University, Fullerton; Ph.D., University of California, Irvine.

+**Marie-Denise Shelton**, Professor of French and Black Studies, Claremont McKenna College, 1977; Chair, Intercollegiate Department of Black Studies, 1993. B.A., M.A., Ph.D., University of California, Los Angeles.

Sharon Nickel Snowiss, Professor of Political Studies, 1969, Avery Fellow, Claremont Graduate University, 1988. A.B., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles. Research Assistant, Science and Technology, Inc.; Postgraduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles; Teaching Associate, University of California, Los Angeles.

Political philosophy, including ancient, modern, and contemporary, as well as comparisons of Eastern and Western thought; futurology, including forecastings, science fiction, altered states of consciousness, social and philosophical impact of technology, genetic engineering; French literature and politics; feminist political thought; mind/body healing and Qi Gong.

++**Maria Gutierrez de Soldatenko**, Associate Professor of Gender and Feminist Studies and Chicana Studies, 1998. B.A., M.A., Ph.D., University of California, Los Angeles.

Gender, race and class; feminist theory; women and economic development.

Claudia Strauss, Associate Professor of Anthropology, 2000. A.B., Brown University; A.M., Ph.D., Harvard University.

Cognitive anthropology; psychological anthropology; language, culture and society; race/class/gender variation in the U.S.; social theory and culture theory; anthropology of policy.

Ann H. Stromberg, Peter and Gloria Gold Professor of Sociology, 1973. B.A., Pomona College; M.A., Columbia University; Ph.D., Cornell University. Special Assistant, Pan-American Development Foundation; Research Assistant, Institute of Social Research and Development, University of New Mexico. Director of Summer External Studies Program: Health and Healthcare in Costa Rica. Research in Colombia, Belize, Venezuela, and China.

Population studies; medical sociology; the organization of health care; gender and feminist studies; violence in intimate relationships; foster care.

John D. Sullivan, Professor of Political Studies, 1975. B.A., M.A., San Francisco State College; Ph.D., Stanford University. Assistant Professor, Yale University; Associate Professor, Claremont Graduate University; Director of Administrative Computing, 1988–1994; Acting Dean of Faculty, 1998–99; Associate Dean of Faculty, 1999–2000.

Conflict and negotiation processes; policy analysis; environmental policy; water policy.

***Zhaohua Tang**, *Assistant Professor of Biology*, 2001. B.S., State University of New York at Stony Brook; Ph.D., University of California, Los Angeles; Postdoctoral Fellow, California Institute of Technology; Research Fellow, Beckman Research Institute of the City of Hope.
Cell and molecular biology, biochemistry; cell cycle control in yeast.

****James Taylor**, *Associate Professor of Theatre*, 1991. B.A., Colorado College; M.F.A., Southern Methodist University.

Lako Tongun, *Associate Professor of International and Intercultural Studies and Political Studies*, 1988. B.A., St. Mary's College of California; M.A., Ph.D., University of California, Davis. Lecturer, University of California, Davis and California State University, Sacramento.
African and third-world politics; political economy, developmental economics (Third World).

++**Maria Aguiar Torres**, *Dean of Students, Chicano Studies Center, The Claremont Colleges, and Visiting Professor in Spanish*, 1976. B.A., University of California, Riverside; M.A., New Mexico State University; Ph.D. candidate, Claremont Graduate University.

Laura Skandera Trombley, *President*, 2002. B.A., M.A., Pepperdine University; Ph.D., University of Southern California.

+++**Richard N. Tsujimoto**, *Professor of Psychology*, 1973. B.A., Stanford University; Ph.D., State University of New York, Stony Brook.

Clinical psychology; methods for improving predictive accuracy; epistemology in psychology.

Jason Venetoulis, *Visiting Instructor of Environmental Studies*, 2001. B.A, Pitzer College; M.A., Ph.D., Claremont Graduate University.

Rudi Volti, *Professor of Sociology*, 1969. B.A., University of California, Riverside; M.A., Ph.D., Rice University. Research Fellow, Universities Service Centre, Hong Kong, 1972; Visiting Scholar, Graduate School of Business Administration, University of Michigan, 1982. Senior Fellow, Smithsonian Institution, 1989.

Technology and society; social bases of economic structure and behavior; complex organizations; Chinese society.

Albert Wachtel, *Professor of English*, 1974. B.A., Queens College; Ph.D., State University of New York, Buffalo. NDEA Fellow in English; Instructor, Assistant to the Dean, State University of New York, Buffalo; Fellow, Creative Arts Institute, Berkeley; Assistant Professor, University of California, Santa Barbara; Visiting Professor, Conference in Modern Europe, State University of New York, Buffalo; Danforth Associate; NEH Fellow, Summer Institute on Tragedy, Dartmouth.

Joyce; Shakespeare; epic and scripture; fiction; tragedy; theory of literature; 20th-century novel.

Wakefield, Andre, *Assistant Professor of History*, 2002. Ph.D., University of Chicago.
Modern Germany, environmental, science and technology.

***Virginia Chin Wang**, *Assistant Professor of Physics*, 1994. B.S., National Taiwan University; M.A., Ph.D., University of California, San Diego.

Astrophysics.

Dana Ward, *Professor of Political Studies*, 1982. B.A., University of California, Berkeley; M.A., University of Chicago; M.Phil., Ph.D., Yale University; Fulbright Lecturer, Ankara University, Turkey; Visiting Professor, Johns Hopkins-Nanjing University Center for Chinese and American Studies; Visiting Professor, Miyazaki International College; Executive Director, International Society of Political Psychology.

Political psychology; American politics; U.S. foreign policy; ideology and public opinion; gender and politics; anarchism.

Werner Warmbrunn, *Professor Emeritus, History*, 1964; Director, Pitzer History and Archives Project. B.A., Cornell University; M.A., Ph.D., Stanford University.

Michael V. T. Woodcock, *Associate Professor of Art and Environmental Studies*, 1989. M.F.A., Claremont Graduate University. Instructor, Mt. San Antonio College, 1987–91; lecturer, Scripps College, 1987–88; California Arts Council Artist-in-Residence, 1989–90, 1991–92. Scholar-in-Residence, Pitzer College, 1997.

Drawings; painting; and printmaking.

Dorothea Kleist Yale, *Professor Emerita, German*, 1967. B.A., The City College of New York; M.A., Ph.D., Stanford University.

+++**Linus Yamane**, *Professor of Economics, Associate Dean of Faculty*, 1988. B.S., Massachusetts Institute of Technology; M.A., M.Phil, Ph.D., Yale University. Visiting Associate Professor, Wellesley College; Visiting Associate Professor, Harvard University; Shimomura Fellow, Japan Development Bank; Lecturer, Yale University; Research Associate, World Bank; Technical Associate, AT&T Bell Laboratories; Research Associate, National Bureau of Economic Research.

Macroeconomics, Japanese economy, econometrics, labor economics.

***Andrew W. Zanella**, *Professor of Chemistry*, 1975. A.B., Cornell University; Ph.D., Stanford University. Postdoctoral Fellow, Research School of Chemistry, Australian National University; Teaching Postdoctoral Fellow, University of California, Santa Barbara; Visiting Scientist, Brookhaven National Laboratory; Visiting Scientist, Australian National University.

Metal ion promoted reactions; electron-transfer and photochemistry of metal complexes; heavy metal pollutants and environmental chemistry.

Phil Zuckerman, *Assistant Professor of Sociology*, 1998. B.A., M.A., Ph.D., University of Oregon.

Sociology of religion, sex and religion, altruistic deviance.

* Joint appointment with Claremont McKenna College and Scripps College.

** Appointment in Theatre, a five-college program based at Pomona College.

*** Joint appointment with Claremont McKenna College, Scripps College, and Harvey Mudd College.

+ Faculty teaching in the Intercollegiate Program of Black Studies.

++ Faculty teaching in the Intercollegiate Program of Chicano Studies.

+++ Faculty teaching in the Intercollegiate Program of Asian American Studies.

PACE Faculty

Carol Brandt, Instructor in English Language, 1979. Director of Program in American College English (PACE) for International Students, 1986; Vice President for International and Special Programs, 1991. B.A., M.A., California State University, Fresno. Instructor of English Language, California State University, Fresno, and Claremont Graduate University; Instructor of Writing, Linguistics, and English Language at California Polytechnic State University, Pomona.

Second language acquisition, TESOL training, language and gender, curriculum development.

Leah Herman, Instructor in English Language, 1994. B.A., M.A., University of California, Riverside; Assistant Director of Program in American College English (PACE); English Language Instructor, Miyazaki, Japan.

Integrating literature, arts and culture.

Jennifer Onstott, Instructor in English Language, 1985 B.A., University of California, Santa Barbara; M.A., California Polytechnic State University, San Luis Obispo; M.S., California State University, Fullerton. English Language Instructor, Language Center of the Pacific at Citrus College and Mount San Antonio College.

Sociolinguistics; content based instruction; comparative cultures.

Lissa Petersen, Instructor in Academic Writing and English language, 1977. B.A., Northwestern University; M.A., Harvard University. Director, English for Graduate Studies Program, Claremont Graduate University.

Academic writing; acquisition of pronunciation in a second language.

Gregg Segal, Instructor in English Language, 1998. B.F.A., California Institute of the Arts, Valencia; M.F.A., New York University; M.A., University of Southern California. English Language Instructor, American Language Institute, Los Angeles City College, Pasadena City College and Glendale College.

Integration of media (film, film scripts) and language instruction; literature (extensive reading) and language learning.

Paul Stewart, Instructor in English Language, 1997. B.A., California State University, Fullerton; MA. and TESOL certificate, California State University, Fullerton. English Language Instructor, Pacific Rim Language Institute, Rowland Heights.

American Cultural Studies, language and media, and computer assisted learning.



Pitzer College Calendar, 2002–2003

First Semester

August 29	Thursday	Welcome Week begins for new students.
August 29–30	Thurs.–Fri	Student I.D. cards, New Students—McConnell Center
August 31	Sunday	Residence Halls open for returning students.
September 1	Monday	Registration for New Students
September 2–3	Mon.–Tues.	Returning student I.D. cards—McConnell Center.
September 3	Tuesday	Fall semester courses begin at 8:00 a.m.
September 3	Tuesday	Registration for returning students (Not Pre-Registered).
September 10	Tuesday	Directed Independent Study Forms are due.
September 13	Friday	Degree Verification Forms are due in the Registrar's Office for September graduates.
September 16	Monday	Last day to add courses.
September 16	Monday	Last day to drop courses for tuition refund.
September 16	Monday	Last day to drop courses without being charged course fees.
September 17	Tuesday	Signatures required to drop courses.
October 9	Wednesday	Low Grade Reports are due to the Registrar.
October 18	Friday	Directed Independent Study Forms (1/2 course) due.
October 18	Friday	Fall Break begins after last class.
October 23	Wednesday	Fall Break ends, 8:00 a.m.
October 24	Thursday	Final day to drop courses without a recorded grade.
October 24	Thursday	Pass/No Credit forms are due.
October 24	Thursday	Final day to add half courses for second half of semester.
October 25	Friday	Degree Verification Forms are due in the Registrar's Office for February graduates.
October 25	Friday	Major/Educational Objectives Forms due in Registrar's Office for 1 st semester Juniors.
November 27	Wednesday	Thanksgiving vacation begins after last class.
December 2	Monday	Thanksgiving vacation ends, 8:00 a.m.
December 2	Monday	Pre-registration begins for Spring 2003.
December 6	Friday	Pre-registration ends.
December 13	Friday	Final day to Withdraw from Courses.
December 13	Friday	Final day of classes for first semester.
December 16	Monday	Final Examinations begin.
December 20	Friday	Final Examinations end.
December 21	Saturday	Residence Halls close at 6:00 p.m.
December 26	Thursday	Fall semester ends. All grades are due in the Registrar's Office by 12:00 noon.

Second Semester

January 18	Saturday	Residence Halls open at 10:00 a.m.
January 19	Sunday	Orientation begins for new students.
January 20	Monday	Martin Luther King, Jr. Day—no classes.
January 21	Tuesday	Spring semester courses begin at 8:00 a.m.
January 21	Tuesday	Registration for all students (not pre-registered).
January 27	Monday	Directed Independent Study Forms are due.
February 3	Monday	Last day to add courses.
February 3	Monday	Last day to drop courses for tuition refund.
February 3	Monday	Last day to drop courses without being charged course fees.
February 4	Tuesday	Signatures are required to drop courses.
February 21	Friday	Degree Verification Forms due in Registrar's office for May graduates.
March 5	Wednesday	Low Grade Reports are due to the Registrar
March 7	Friday	Directed Independent Study Forms (1/2 course) due.
March 13	Thursday	Final day to drop courses without a recorded grade.
March 13	Thursday	Pass/No Credit Forms are due.
March 13	Thursday	Final day to add half courses for second half of semester.
March 14	Friday	Major/Educational Objectives Forms are due in Registrar's Office for first semester Juniors.
March 14	Friday	Spring vacation begins after last class.
March 24	Monday	Spring vacation ends at 8:00 a.m.
March 28	Friday	Cesar Chavez Day
April 28	Monday	Pre-registration begins for Fall 2003.
May 2	Friday	Pre-registration ends.
May 2	Friday	Final day for graduating seniors to Withdraw from Courses.
May 9	Friday	Final day to Withdraw from Courses
May 9	Friday	Senior grades are due to the Registrar.
May 9	Friday	Final day of classes for spring semester.
May 12	Monday	Final Examinations begin
May 16	Friday	Final Examinations end.
May 18	Sunday	Commencement.
May 18	Sunday	Residence Halls close at 6:00 p.m.
May 20	Tuesday	Spring semester ends. All other grades are due to the Registrar.
May 26	Monday	Summer Directed Independent Study Forms are due.



Religious Holidays

Pitzer College respects its members' observances of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services try to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar.

When scheduling conflicts prove unavoidable, students will not be penalized for absence because of religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the students and instructors involved, students and instructors should consult the Dean of Faculty.

Some of the major holidays are listed below for 2002–2003. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

Rosh Hashanah ☆	Sat., Sept. 7
Yom Kippur ☆	Mon., Sept. 16
First Days of Sukkot ☆	Sat., Sun., Sept. 21-22
Concluding Days of Sukkot ☆	Sat., Sun, Sept. 28-29
All Saints Day	Thurs., Nov. 1
Ramadan*	Thurs., Nov. 7
Hanukkah ☆	Sat., Nov. 30
1 st Day of Advent	Sat., Dec. 1
Ramadan ends	Thurs., Dec. 5
Our Lady of Guadalupe	Thurs., Dec. 12
Christmas	Wed., Dec. 25
Lunar New Year* (Chinese New Year)	Sat., Feb. 1
Ash Wednesday	Wed., Mar. 5
Purim	Tues., Mar 18
Palm Sunday	Sun., Apr. 13
First days of Passover ☆	Thurs., Apr. 17
Holy Thursday	Thurs., Apr. 17
Good Friday	Fri., Apr. 18
Easter	Sun., Apr. 20
Good Friday (Orthodox)	Fri., Apr. 25
Concluding days of Passover ☆	Wed., Thurs., Apr. 23-24
Easter (Orthodox)	Sun., Apr. 27

☆ Holy day begins at sundown of the preceding day.

* Varies by plus/minus one day.

[provided by Office of the Chaplains]

Avery Hall

Audio Visual Services
 Avery Auditorium
 Classrooms
 Communications
 Cultural Anthropologist
 Faculty Offices
 Photography Lab

Bernard Hall

Administrative Computing
 Classrooms
 Duplicating
 Faculty Mailroom
 Faculty Offices
 Faculty Staff Lounge
 Student Computing
 Laboratories

Broad Hall

Academic Computing
 Office
 Anthropology Resource
 Apprenticeship
 Classrooms
 Computer Classroom
 Faculty Offices
 Language Laboratory
 Paleoanthropology Lab
 Psychology Laboratories
 Social Science Interview
 Room
 Summer Intensive
 Language Office

Edythe and Eli Broad Center

Admissions
 Classrooms
 Faculty Offices
 Nichols Gallery
 Performance Space
 President's Office

Fletcher Hall

Center for Career and
 Community Services
 Classrooms
 Dean of Faculty
 Faculty Offices

Gloria and Peter Gold Student Center

Active Recreation Room
 Basketball Court
 Frisbee Field
 Locker Rooms
 Multicultural Lounge
 Multipurpose Room
 Pool and Terrace
 Snack Bar
 Softball Field
 Student Offices
 Volleyball Courts

Grove House

Arboretum
 Barbara Hinshaw
 Memorial Gallery
 Bert Meyers Poetry Room
 Coffee House
 Meeting Rooms
 Women's Center

Holden Hall

Residential Rooms
 Study Areas

McConnell Center

ACUSA Office
 Advancement Office
 Alumni Office
 Art Studios
 Dining Room
 East Gallery
 Founders Room
 Frederick Salathe Atrium
 Mailroom
 Maintenance Office
 McConnell Living Room
 Personnel
 Private Dining Room
 Provida Futura Student
 Store
 Salathe Gallery
 Student Accounts
 Treasurer

Mead Hall

Early Academic Outreach
 Lucian Marquis Library
 Music Practice Room
 Residential Suites
 Student Governance Office
 Study Areas
 Weight Room

Sanborn Hall

Residential Rooms
 Study Areas
 Writing Skills Center

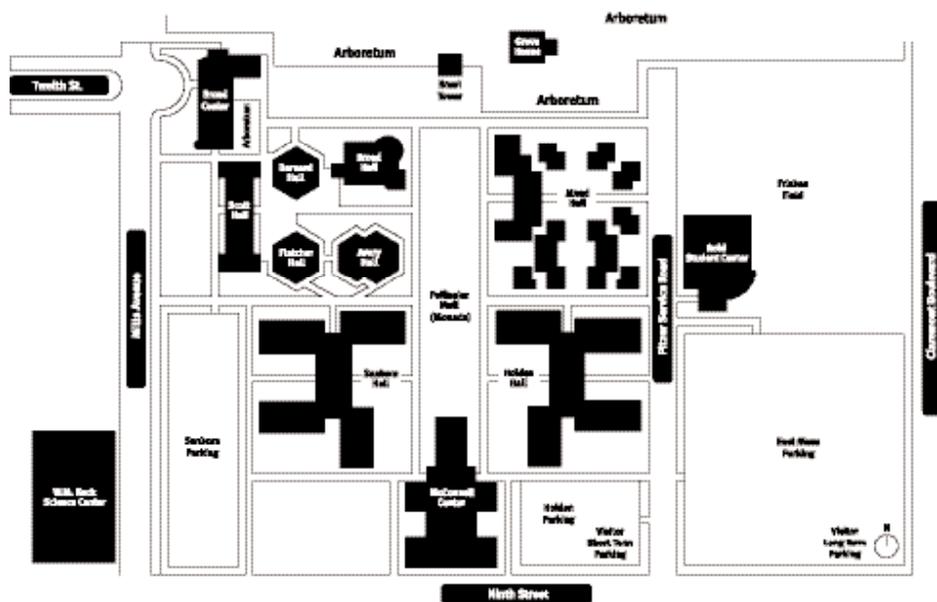
Scott Hall

Classrooms
 Dean of Freshmen
 Dean of Students
 External Studies
 Faculty Offices
 Film Video Program
 Financial Aid
 Housing Office
 PACE
 Registrar
 Special Programs Office

W.M. Keck Science Center

Classrooms
 Faculty Offices
 Laboratories
 Lecture Hall

Pitzer College Map



Seven-College Map

CLAREMONT UNIVERSITY CONSORTIUM, CENTRAL FACILITIES

- O Baxter Medical Building
- A Robert J. Bernard Biological Field Station
- Q Bridges Auditorium (Pomona College Campus)
- D Campus Safety (Baxter Hall, Scripps College)
- M Chicano/Latino Student Affairs Center
- J CUC Facilities, Grounds, and Custodial Offices
- K Chief Executive Offices
- G Disability Administration
- K Financial Services
- G Health Education Outreach
- H Honnold/Mudd Library
- B Human Resources
- E Earl W. Huntley Bookstore
- K Information Services
- I International Place (Claremont McKenna Campus)
- G McAlister Religious Center
- L Monsour Counseling Center
- F Mudd Quadrangle
- C Office of Black Student Affairs
- K Pendleton Business Building
- R Physical Plant Department
- B Real Estate/CGU Housing
- K Risk Management and Employee Benefits
- P Telephone Office

COORDINATED FACILITY

- U W.M. Keck Science Center—CMC, Pitzer, Scripps

CLAREMONT GRADUATE UNIVERSITY

- 14 Academic Computing Building
- 10 Albrecht Auditorium
- 20 Art Building
- 13 James A. Blaisdell Fountain
- 2 Burke Family Building
- 6 English House
- 21 Facilities Office
- 10 GMB
 - 1 Graduate Residence Halls
 - 12 Harper Hall
 - 9 Harper Hall East
 - 3 Higher Education Abstracts
 - 18 History/Cultural Studies
 - 16 Humanities Center
 - 15 Institute for Antiquity and Christianity
 - 5 Jagels Building
 - 8 Mathematics House
 - *11McManus Hall
 - 19 Music House
 - 4 Office of Career Services
 - 17 Philosophy House
 - 7 Stone Center for Children's Books

KECK GRADUATE INSTITUTE

- 2 517 Watson Drive
- 1 535 Watson Drive
- * Admission Office

CLAREMONT MCKENNA COLLEGE

- 5 Adams Hall
- *1 Admission and Financial Aid Office
- 22 Appleby Hall
- 44 Arce Baseball Field
- 30 Auen Hall
- 33 Axelrod Aquatics Center

- 16 Badgley Garden
- 37 Bauer North
- 36 Bauer South
- 15 Beckett Hall
- 19 Benson Hall
- 20 Berger Hall
- 25 Boswell Hall
- 42 Burns Stadium
- 35 Butler Plaza
- 46 The Children's School
- 13 Collins Dining Hall
- 8 Marian Miner Cook Athenaeum
- 39 Cramer Walkway
- 5 Davison Lecture Hall
- 32 Ducey Gymnasium
- 7 Emett Student Center
- 29 Fawcett Hall
 - 1 Financial Aid Office
 - 9 Flanson Plaza
- 37 Founders Room
- 31 Gould Plaza
- 26 Green Hall
- 47 Hammer Throw
- 12 Heggblade Center
- 17 Marks Hall
- 10 McKenna Auditorium
- 48 Mills Offices
- 27 Parents Field
- 21 Phillips Hall
 - 2 Pitzer Hall
- 38 Pritzlaff Field
- 40 Reichardt Plaza
- 3 Roberts Hall North
- 4 Roberts Hall South
- 6 Scaman Hall
- 43 Softball Field
- 28 Stark Hall
- 14 Story House
- 45 Student Apartments
- 18 Tea Garden
- 34 Tennis Courts
- 32 Wells Fitness Center
- 23 Wohlford Hall
- 41 Zinda Field

HARVEY MUDD COLLEGE

- 19 Arwood Residence Hall
- 2 Beckman Hall (below ground level)
- 13 Bell Swimming Pool
- 11 Braun Liquidambar Mall
- 20 Case Residence Hall
- 17 East/Mildred E. Mudd Residence Hall
- 22 Foothill Apartments
- 18 Garrett House
- 5 Galileo Hall
- 6 Hixon Court
- 7 Jacobs Science Center
- 8 W.M. Keck Laboratories
- *9 Kingston Hall
- 4 Lind Activities Center
- 23 Linde Athletic Field
- 21 Linde Residence Hall
- 15 Marks Residence Hall
- 16 North Residence Hall
 - 1 F.W. Olin Science Center
 - 4 Parsons Engineering Building
 - 12 Joseph B. Platt Campus Center
 - 3 Sprague Memorial Library
 - 25 Facilities & Maintenance
 - 10 Thomas-Garrett Hall
 - 14 West Residence Hall

PITZER COLLEGE

- 15 Arboretum
- 4 Avery Hall
- 7 Bernard Hall
- 13 Brant Tower
- *1 Edythe & Eli Broad Center
- 2 Broad Hall
- 5 Fletcher Hall

- 3 Gloria & Peter Gold Student Center
- 14 Grove House
- 10 Holden Hall
- 9 McConnell Center
- 11 Mead Hall
- 12 Pellissier Mall (Mounds)
- 8 Sanborn Hall
- 6 Scott Hall

POMONA COLLEGE

- 35 Alexander Hall for Administration
 - 9 Andrew Science Building
- 19 Athen Field
- 65 Baldwin House
- 29 Baseball Field
- 13 Bixby Plaza
- 25 Blanchard Park
- 27 Brackett Observatory
- 47 Bridges Hall of Music
- 40 Carnegie Building
- 14 Clark I
- 16 Clark III
- 11 Clark V
- 66 Cook House
- 63 Cottages
- 37 Crookshank Hall
 - 6 Dean of Students House
 - 2 Faculty Offices 156 W. 7th
- 53 Frank Dining Hall
- 15 Frary Dining Hall
- 57 Gibson Computer Lab
- 52 Grounds Building
- 39 Hahn Building
- 30 Haldeman Pool
- 59 Harwood Court
- 55 Kenyon House
- 18 Lawry Court
- 47 Le Bus Court
- 60 Lyon Court
- 41 Marston Quadrangle
- 38 Mason Hall
- 31 Merritt Football Field
- 8 Millikan Laboratory (Math/Physics)
- 58 Mudd/Blaisdell Hall
 - 5 Mudd Science Library
- 45 Museum of Art
- 16 Norton Hall
- 49 Oldenberg Center
- 50 Oldenberg Residence
- 20 Pauley Tennis Complex
- 36 Pearsons Hall
- 56 Pendleton Dance Center
- 61 Pendleton Pool
- 42 President's House
- 32 Rains Center for Sport and Recreation
- 46 Rembrandt Hall
- 64 Renwick House
- 28 Replica House
- 54 Rogers Tennis Complex
- 7 Seaver Academic Computing Center
- 43 Seaver House
 - 3 Seaver North (Chem Lab)
 - 4 Seaver South (Biology/Geology)
- 51 Seaver Theater
- 33 Smiley Hall
- 34 Smith Campus Center
- 12 Smith Tower
- 23 Soccer Field
- 68 Softball Field
- 26 Sontag Greek Theater
- 22 Strehle Track
- *48Summer Hall
- 67 Summer House
- 44 Thatcher Music Building
 - 1 Thille Botany Building
- 21 Tennis/Track Office
- 24 Track/Grounds Office

- 10 Walker Hall
- 17 Walton Commons
- 68 Wig Beach/Softball Field
- 62 Wig Hall

SCRIPPS COLLEGE

- *10 Balch Hall
- 20 Baxter Hall
- 3 Browning Hall
 - 1 Clark Hall
- 12 Clark Museum
- 9 Denison Library
- 4 Dorsey Hall
- 12 Bette Cree Edwards Humanities Building/Auditorium
- 25 European Union Center
- 14 Margaret Fowler Garden
- 6 Frankel Hall
- 26 Garrison Theatre/Performing Arts Center (under construction)
- 27 Grounds Building
- 24 Intercollegiate Women's Studies Center
 - 7 Jungles-Winkler Hall
- 15 Kimberly Hall
- 23 Florence Rand Lang Art Studios
- 11 Mallott Commons
- 13 Music Building and Dance Studio
- 17 Revell House
- 6 Routh Hall
- 5 Routh Apartments
- 22 Ruth Chandler Williamson Gallery
 - 8 Service Building
 - 28 Swimming Pool
 - 21 Millard Sheets Art Center
 - 25 Summer Conf./H.R.
 - 19 Harry and Grace Steele Hall
 - 2 Toll Hall
 - 16 Wilbur Hall

AFFILIATED INSTITUTIONS

RANCHO SANTA ANA BOTANIC GARDEN

- 1 Administration
- 3 Home Demonstration Garden
- 1 Plant Science Center
- 2 Research & Horticulture Complex

TOMAS RIVERA POLICY INSTITUTE

- (Scott Hall, Fletcher Hall at Pitzer College)

CLAREMONT SCHOOL OF THEOLOGY

- 3 Ancient Biblical Manuscript Center
- 2 George W. Butler Building
- 4 Cokesbury Bookstore
- *5 Colwell Admin. Building
- 6 Craig Academic Building
- 2 Davis Community Center
- 5 East Student Housing
- 4 Kresge Memorial Chapel
- 3 Library
- 1 Seely G. Mudd Theater
- 8 Northwest Student Housing
- 9 West Student Housing





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