

Pitzer College

2013-14 Course Catalog

Pitzer College Course Catalog 2013-14

Table of Contents

Pitzer College.....	5
The Claremont Colleges.....	6
President's Message	8
Mission Statement	8
Pitzer Core Values.....	8
Academic Information.....	10
Educational Objectives	10
Guidelines for Graduation.....	11
Procedures for Satisfying the Major/ Educational Objectives	14
Academic Advising	15
Fields of Major.....	15
Guidelines for Special Majors.....	16
Minors.....	18
Courses and Major Requirements in Each Field.....	18
Standard Class Times at Pitzer.....	20
Academic Opportunities	21
New Resources Program	26
Summer Session	26
Pitzer College Study Abroad for the Liberal Arts and Sciences.....	27
English Language and American Culture Studies.....	38
Munroe Center for Social Inquiry (MCSI).....	38
Pitzer in Ontario Program	38
Bachelor/Master's Accelerated ("4+1") Degree Programs with Claremont Graduate University.....	39
Combined Bachelor/ Medical Degree Program with Western University of Health Sciences.....	40

Combined BA/BSE in Management Engineering.....	41
Internships	41
Independent Study	41
Teacher Education	42
AFRICANA STUDIES	43
AMERICAN STUDIES	52
ANTHROPOLOGY.....	58
ART – STUDIO ART AND ART HISTORY	67
ASIAN AMERICAN STUDIES	85
CHICANA/O-LATINA/O STUDIES	94
CHICANA/O-LATINA/O TRANSNATIONAL STUDIES.....	103
CLASSICS.....	106
CREATIVE STUDIES	113
ECONOMICS	115
ENGLISH AND WORLD LITERATURE	121
ENVIRONMENTAL ANALYSIS.....	129
GENDER AND FEMINIST STUDIES.....	144
HISTORY.....	148
HISTORY OF IDEAS	159
INTERNATIONAL AND INTERCULTURAL STUDIES	160
INTERNATIONAL POLITICAL ECONOMY	169
LINGUISTICS.....	171
MATHEMATICS	177
MEDIA STUDIES	182
MODERN LANGUAGES, LITERATURES AND CULTURES.....	192
MUNROE CENTER FOR SOCIAL INQUIRY	207
MUSIC	208
ONTARIO PROGRAM – URBAN STUDIES.....	209
ORGANIZATIONAL STUDIES	211

PHILOSOPHY	216
POLITICAL STUDIES	224
PSYCHOLOGY	232
RELIGIOUS STUDIES	243
SCIENCE	250
SCIENCE, TECHNOLOGY AND SOCIETY.....	284
SECULAR STUDIES.....	289
SOCIOLOGY	292
THEATRE AND DANCE	300
ACADEMIC POLICIES.....	313
Standards and Regulations	313
Other Regulations	326
College Governance.....	327
Life on Campus.....	329
Pitzer: A Residential College	329
Housing During Vacations.....	330
Off-Campus Housing	330
Student Belongings.....	330
Food Services	331
Motor Vehicles	331
Code of Student Conduct	331
Pitzer Resources.....	331
Intercollegiate Resources	340
Intercollegiate Student Services.....	343
Culture, Media Sports and Recreation.....	346
Admission to Pitzer.....	348
College Fees.....	353
Financial Aid.....	357
Scholarship Contributions	373

Trustees, Administration and Faculty	374
Administration	376
Faculty	380
Calendars	394
Pitzer College and Seven-College Maps	394
Religious Holidays.....	394

Pitzer College

Founded in 1963, Pitzer College is a top-ranked liberal arts and sciences college. The College emphasizes environmental and interdisciplinary studies, the arts, humanities and social, behavioral and natural sciences. With approximately 1,000 students, Pitzer College is part of The Claremont Colleges— a unique consortium of five undergraduate colleges and two graduate institutions. The contiguous campuses share numerous programs and facilities. At Pitzer, students have access to all the resources of a major university while enjoying all the benefits of a liberal arts college experience and its personalized approach to education.

Pitzer students shape their own college experience. Focused educational objectives guide undergraduates as they plan their academic careers. Students can work with faculty advisers to create their own special majors. They are encouraged to collaborate with community members on local projects and critically examine the effects of social and environmental policies. Students can actively participate in college governance by serving on committees or becoming voting members of College Council, the College's decision-making body.

Pitzer College celebrates cultural diversity and intercultural understanding. Students from different socioeconomic, ethnic and geographic backgrounds come to Pitzer from across the globe. In addition to learning from one another, students are encouraged to participate in one of the 46 international exchanges available through Pitzer's study abroad programs, helping them learn a foreign language and deepening their appreciation of global diversity.

Pitzer is located in Claremont, a Southern California college town known for its eclectic restaurants and shops, close-knit community and network of trails and parks. Situated at the base of the San Gabriel Mountains, Claremont is an hour's drive to downtown Los Angeles, the Pacific coast, the desert highlands and some of the tallest mountain peaks in Southern California.

The Claremont Colleges

The Claremont University Consortium is an association of five undergraduate liberal arts colleges and two graduate higher education institutions similar to the Oxford-Cambridge model. The seven independent institutions on adjoining campuses offer rigorous curricula, small classes, distinguished professors and personalized instruction in a vibrant residential college community that provides intensive interaction between students and faculty.

The consortium offers an education that focuses on broad-based knowledge, development of critical and analytical thinking and effective communication at the undergraduate and graduate level. The curriculum includes natural and applied sciences, social and behavioral sciences, the humanities, business, mathematics, engineering and the arts.

Pitzer College is a comprehensive liberal arts college that offers degrees in more than 40 majors and 20 minors. Pitzer's curriculum emphasizes intercultural understanding, social responsibility, student engagement, environmental sustainability and interdisciplinary learning. More than 70 percent of Pitzer students study abroad before they graduate. For three straight years, Pitzer has been the leader in student Fulbright Fellowships among US undergraduate institutions. With eight new LEED Platinum- or Gold-certified buildings, Pitzer is one of the most environmentally sustainable colleges in the nation. Among *U.S. News & World Report's* top 50 liberal arts colleges, Pitzer is the only institution with a social responsibility requirement for its students.

Claremont Graduate University (CGU) is America's only research-extensive university dedicated solely to graduate study and research. More than 2,000 graduate students pursue advanced degrees across 38 masters and 22 doctoral fields in nine schools, including the internationally renowned Peter F. Drucker and Masatoshi Ito Graduate School of Management. The CGU experience is intimate, transdisciplinary and engaged with the world. CGU provides a unique blend of intimacy and community, of high academic standards, and transdisciplinary research, and innovative teaching concerned with making our world a better place. This blend is just what some of the world's ablest graduate students demand—and just what tomorrow's hardest problems require.

Claremont McKenna College (CMC), established in 1946, is among the highest-ranked and most selective liberal arts colleges in the nation. CMC excels in preparing students for leadership through the liberal arts in business, the professions, and public affairs. The College is home to more than 130 accomplished teacher-scholars who are dedicated to teaching and to offering unparalleled opportunities for student collaboration in the research process. Enrolling approximately 1,200 students, CMC combines highly-selective need-blind admission, innovative programs, a 9-to-1 student-faculty ratio, ten research institutes, the impact of the seven-member Claremont College Consortium, and a strong and committed network of alumni, to educate its graduates for a lifetime of leadership.

Harvey Mudd College (HMC) is the liberal arts college of engineering, science and mathematics, ranked high among the nation's best colleges. Our 750 undergraduates pursue Bachelor of Science degrees in biology, chemistry, computer science, engineering, mathematics, physics, plus joint major programs in biology and chemistry, computer

science and mathematics and computational biology. For more than 50 years, HMC has led the way with hands-on undergraduate research opportunities on a par with graduate institutions, a strong focus on the humanities, social sciences and the arts, an exceptional faculty who challenge students to achieve beyond their expectations and one of the nation's highest rates of graduates who go on to earn PhDs. Our graduates are highly trained scientists, technologists, educators, entrepreneurs and other professionals who understand the impact of their work on society.

Keck Graduate Institute (KGI) educates the future leaders of the bioscience industry. KGI offers an interdisciplinary graduate education through its Master of Bioscience, Postdoctoral Professional Masters in Bioscience Management, PhD programs, and other degrees. Using team-based learning and real-world projects, KGI's innovative curriculum seamlessly combines applied life sciences, bioengineering, bioethics and business management. KGI also has a robust research program concentrating on the translation of basic discoveries in the life sciences into applications that benefit society.

Pomona College, founded in 1887, is a place for people who are venturesome by choice, people who want to make a difference and are prepared to dream big and work hard in order to grow. Students' interests are distributed across concentrations in the humanities, natural and physical sciences, social sciences and the arts. With a student-faculty ratio of 8:1, students have the opportunity to work closely with professors who are also top scholars. Pomona offers 45 majors, individually designed concentrations and approximately 650 courses each year. Opportunities include 42 study abroad programs, summer undergraduate research grants, public policy internships and 227 active clubs. Approximately 72 percent of faculty shared a meal with students at least six times last year. Pomona's 1,520 students come from 47 states and 32 countries and reflect an impressive diversity of socioeconomic, ethnic and geographic backgrounds. Eighty percent go on to graduate or professional schools.

Scripps College, founded in 1926, is a nationally top-ranked liberal arts college and a member of The Claremont Colleges. With approximately 950 students, Scripps College offers an intense learning experience with small classes on a campus famous for its beauty. As part of a consortium with four other colleges in immediate proximity and two graduate institutions, Scripps offers its students the benefits of a larger university, with shared facilities, co-curricular activities, and ability to cross-register at any or all of the colleges. The mission of the College is to develop in its students the ability to think clearly and independently, and the ability to live confidently, courageously, and hopefully.

President's Message

Pitzer College stands for academic excellence, social leadership, environmental consciousness 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.

Since its founding 50 years ago, Pitzer has been dedicated to providing students with a transformative liberal arts education. Pitzer students go on to lead thoughtful, involved lives, working toward constructive social change and bettering the world.

Mission Statement

Pitzer College produces engaged, socially responsible citizens of the world through an academically rigorous, interdisciplinary liberal arts education emphasizing social justice, intercultural understanding and environmental sensitivity. The meaningful participation of students, faculty and staff in college governance and academic program design is a Pitzer core value. Our community thrives within the mutually supportive framework of The Claremont Colleges, which provides an unsurpassed breadth of academic, athletic and social opportunities.

Pitzer Core Values

At Pitzer, five core values distinguish our approach to education:

- **Social Responsibility:** At Pitzer, students spend four years examining the ethical implications of knowledge and individual responsibility in making the world better. They learn to evaluate the impact of individual and collective actions manifested in social and political policies.
- **Intercultural Understanding:** Individual perspective and approach to the world are informed by the culture in which one resides. Intercultural understanding enables Pitzer students to comprehend issues and events through cultural lenses beyond their own. From Los Angeles to Botswana to Nepal, Pitzer students are educated to thrive and succeed in an ever-changing global community.
- **Interdisciplinary Learning:** Pitzer College students are taught to challenge traditional ways of learning and to make immediate connections between academic disciplines. Faculty is organized by field groups instead of traditional academic departments. Scientists, sociologists, historians, writers and artists influence each other's work and often teach courses together.
- **Student Engagement:** Pitzer's unique curriculum allows students the flexibility to direct their own educational and career paths by creating their own majors. In addition, students are active members of college governance—making decisions on everything from academic policies and faculty hiring to public art displays and building design.
- **Environmental Sustainability:** Sensitivity for and preservation of the environment is a key value at Pitzer. Campus landscaping utilizes drought-resistant, native

plants and the College is proud of its many LEED-certified sustainable buildings. Students shape their daily activities, programming and studies to ensure that they leave the environment and the world better than they found it. Students interested in environmental issues will find Pitzer an exciting living and learning laboratory.

The regulations, rules, and requirements contained in this catalog 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 catalog 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.

Academic Information

Educational Objectives

As a liberal arts college with a strong interdisciplinary 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, to 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 advisers, the College has six educational objectives..

- 1. 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
- 2. Understanding in Depth**
By studying a particular subject in depth, students develop the ability to make informed, independent judgments.
- 3. Critical Thinking, Quantitative Reasoning, 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 mathematics, statistics, quantitative/survey research methods, and formal logic, students acquire the ability to reason quantitatively. By writing and communicating orally, students acquire the ability to express their ideas effectively and to persuade others.
- 4. 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.
- 5. 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.
- 6. 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 advisers, 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 advisers, will select a set of three full-credit 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 a Pitzer College Study Abroad program.

Students, in consultation with their faculty advisers, will write a brief statement explaining the rationale for their selection of courses to meet this guideline and attach this statement to the completed major declaration form. The completed major declaration form/rationale statement is due in the registrar's office prior to mid-term of the first semester of the junior year.

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

- 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.
- 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.
- 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.
- 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 advisers to plan their academic programs, students will meet this objective in one of the following ways:

Options with Academic Credit

1. One full-credit course that involves either community service, community-based fieldwork, or a community-based internship (for courses that fulfill this requirement, see your adviser or the Registrar's office).
2. A directed independent study with a community-based experiential component. See the Guidelines for Internship and Community Service Independent Study (available at the Registrar's Office, at Career Services and on p. 308) for instructions on how to design the independent study.
3. Participation in apposite Study Abroad programs (those involving a community-based internship or community service)

Non-Credit Options

1. Involvement in a single semester (or equivalent) of 45 hours (e.g., 15 weeks × 3 hours per week) of volunteer or community service during your course of study at Pitzer. Normally, an involvement that includes pay is not acceptable.
2. One semester (or equivalent) of service to the Pitzer community (for example, as a participant in College governance, the Ecology Center, or as a Resident Assistant).

Students must discuss either of these non-credit options with their faculty advisers 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. This report is due to the major adviser and the verification form to the office of the Registrar prior to graduation.

3. Breadth of Knowledge

Students may not count the same course toward meeting more than one breadth of knowledge area. Half-credit courses may not be used to fulfill any of the breadth of knowledge areas.

1. **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; Africana 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 advisers 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.

3. **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; Africana Studies; Chicano Studies; Environmental Studies; Organizational Studies; Science, Technology and Society; and Gender & Feminist Studies. In cases of uncertainty, the advisers 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.
4. **One course in the natural sciences, with or without a laboratory component.** Course options available to students include all courses offered through the Keck Science Department, including science courses designed especially for non-science majors, as well as most courses in chemistry, biology, physics, astronomy, and geology offered at the other Claremont Colleges.

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisers must get approval from the faculty member directing the independent study and from a faculty member in the Keck Science Department in the apposite discipline. Students may not count the same course toward meeting both this and the mathematics/quantitative reasoning objective.

5. **One course in quantitative reasoning.** Students will satisfy this objective by taking any mathematics, statistics, quantitative/survey research methods, or formal logic course offered at The Claremont Colleges or accepted for transfer credit, with the exception of mathematics courses whose sole purpose is to prepare students to take calculus.

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisers will get approval from the faculty member teaching the course or directing the independent study and from a faculty member in the Mathematics field group. Students may not count the same course toward meeting both this and the natural sciences objective.

4. Written Expression

In order to be eligible for graduation, students are expected to demonstrate the ability to write competently by completing one full-credit writing-intensive course. It is assumed that most students meet the 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.

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 the writing quality of 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, which are listed by field in the catalog..

Procedures for Satisfying the Major/ Educational Objectives

Prior to midterm of the second semester of the sophomore year, students will choose a major adviser and begin discussions regarding the major. Advisers must be full-time faculty and have an appointment in the field. Students must complete a Major Declaration form and submit it to the Registrar's Office no later than midterm of the first semester of the junior year.

Prior to midterm of the first semester of the junior year, students will complete, in cooperation with their advisers, the Major Declaration 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 the Educational Objectives in their first year at Pitzer as they plan their course schedules.

Copies of the completed Major Declaration form will be kept by the Registrar's Office, the students and the advisers. The list of courses or work may be revised upon discussion and with the agreement of the advisers 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 advisers in shaping a program that meets the Educational Objectives of the College and of the individual student. Students and advisers will review the Major Declaration 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 advisers 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 advisers, appeals can be made to the Academic Standards Committee.

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

Academic Advising

Advising is considered an integral function of the teaching role of faculty members.

Each student entering Pitzer College is assigned a faculty adviser. Students are encouraged to consult frequently with their advisers concerning the formulation and development of their academic programs.

Beyond officially designated academic advisers, 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 adviser.

Fields of Major

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.

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

Africana Studies
 American Studies
 Anthropology
 Art—Studio
 Art History
 Asian American Studies
 Biochemistry (Keck Sci*)
 Biology (Keck Sci*)
 Biophysics (Keck Sci*)
 Chemistry (Keck Sci*)
 Chicano/a-Latino/a Studies
 Classics
 Dance (Pomona, Scripps)
 Economics
 English and World Literature
 Environmental Analysis
 Gender & Feminist Studies
 History
 Human Biology (Keck Sci*)
 International and Intercultural Studies
 International Political Economy
 Linguistics
 Management Engineering (Keck Sci*)

Mathematical Economics
 Mathematics
 Media Studies
 Modern Language, Literature and Cultures: Spanish
 Molecular Biology (Keck Sci*)
 Music (Pomona, Scripps)
 Neuroscience (Keck Sci*)
 Organismal Biology (Keck Sci*)
 Organizational Studies
 Philosophy
 Physics (Keck Sci*)
 Political Studies
 Psychology
 Religious Studies
 Science and Management (Keck Sci*)
 Science, Technology & Society
 Sociology
 Theatre (Pomona)

*Keck Sci—Keck Science Department, shared by Pitzer College, Claremont McKenna College, and Scripps College.

Combined/Double Majors/Honors Additional majors are available by arrangement with the other Claremont Colleges. Students with off-campus majors and advisers must also have a Pitzer faculty member as an adviser to oversee completion of the Pitzer Educational Objectives. The unique consortium offers an education that focuses on broad-based knowledge, development of critical and analytical thinking, and effective communication at the undergraduate and graduate level in the liberal arts and sciences. The curriculum includes natural and applied sciences, social and behavioral sciences, the humanities, business, mathematics, engineering, and the arts.

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 fields. If the requirements for the two fields overlap, some field groups may place restrictions on the number of courses that can be counted in both fields. Students must have the approval of faculty advisers in both fields and should submit two separate Major/ Educational Objectives forms not later than midterm of the first semester of the junior year. Majoring in three fields is possible but unadvisable, will be subject to the same requirements as those listed above for double majors and will require approval of the Curriculum Committee.

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 advisers 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. All students who are awarded honors must have attained a cumulative GPA of at least 3.50 while registered at Pitzer College. GPA may not be rounded. 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 advisers in the case of special majors) will send to their senior 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 during the senior grading period. The approved list of honors candidates will be submitted to the full faculty for final approval.

Pitzer does not rank students or award Latin honors.

Guidelines for Special Majors

Students may wish to pursue a major that does not fit an established major. A special major proposal should be developed with and must be approved by a minimum of two faculty advisers in appropriate fields. Students must have at least one Pitzer adviser, so if both special major advisers are from off-campus, the student must have a third Pitzer adviser. Proposals should be submitted to the Registrar's Office to be forwarded to the Curriculum

Committee for their review, comment and approval. The criteria detailed below will be used by the Curriculum Committee in evaluating proposals.

Students should choose special major advisers and begin discussing the proposal in the sophomore year. Proposals must be submitted to the Registrar's Office no later than midterm of the first semester of the junior year (the same date that standard major declarations are due). If the Curriculum Committee has not approved the proposed major by the end of the first semester of the student's junior year, the student must choose and complete an existing major. The Curriculum Committee will consider a late proposal only if it is strong enough to meet the criteria listed below without need for revision. A late proposal must be accompanied by a petition addressed to the Curriculum Committee that provides a clear rationale for why it is late. Students will be notified of curriculum committee decisions via Pitzer e-mail.

Special Major Declaration forms are available in the Registrar's Office and contain two components:

1. An explanation for the Special Major including:

Title: The title must correspond with the course list and rationale for the major.

Purpose: Proposals must state the goals to be achieved through the implementation of the desired major and explain why these goals cannot be met with existing majors.

Coherence: The proposed courses must demonstrate a cohesive, feasible, and organized program of study and explain how the courses work together to achieve the desired goals.

Mastery: The proposed major must exhibit sufficient depth and rigor, including a substantial number of advanced courses. For interdisciplinary special majors, the course list should include advanced work in each discipline.

Capstone: The proposal must discuss plans for a synthesizing paper, project, seminar or thesis. The course list should include a full-credit independent study devoted to completion of this thesis or project, or explain how an existing advanced seminar would serve this purpose. The capstone experience should integrate the knowledge gained through the special major.

2. Course List:

A completed Major Declaration form must be included, listing both educational objectives and a course list, including a minimum of ten courses for the proposed special major. The course list should match the explanation for the Special Major and should be consistent with curricular capabilities of The Claremont Colleges.

Minors

Minors are currently offered in the following fields:

Africana Studies	Environmental Analysis
Anthropology	Gender & Feminist Studies
Art—Studio	History
Art History	Linguistics
Asian American Studies	Mathematics
Biology (Keck Sci*)	Media Studies
Chemistry (Keck Sci*)	Music
Chicano/a-Latino/a Studies	Philosophy
Classics	Science, Technology & Society
Dance	Sociology
Economics	Spanish
English/World Literature	Theatre

Academic 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 adviser. (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. 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 adviser (a professor in the relevant field group offering the minor). The minor adviser’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 adviser will not need to sign off on courses each semester; the adviser’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 first- years 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. Pitzer College does not give academic credit or accept transfer credit for courses in physical education or in military science.

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/a Studies; or "AF" by the Intercollegiate Department of Africana 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 for courses offered at the other Claremont Colleges with the approval of their advisers and subject to intercollegiate regulations. Please consult The Claremont College Course Schedule online for a complete listing of courses offered during the academic year. The courses described in this catalog are not always taught every semester.

Standard Class Times at Pitzer

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
8-8:50	Noon-1:10	8:10-9:25
9-9:50	1:15-2:30	9:35-10:50
10-10:50	2:45-4	Noon-1:10
11-11:50	4:15-5:30	2:45-4
Noon-12:50		
Evenings: 7–9:50 p.m. [one day per week, with break]		
Single day seminars:		
M, W or F	F	
2:45–5:30	1:15–4	

Academic Opportunities

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

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

First-Year Seminars

Pitzer's first-year seminar (FYS) program, launched in 1973, is designed to help students become more literate people who think, read, write, and speak both critically and competently. First-year seminars are writing-intensive courses that fulfill the college's Written Expression educational objective. Although each seminar has a different instructor, topic, and set of readings, they all focus on close textual analysis, broadly conceived, and effective writing strategies. Enrollment is required of all first-year students in the fall semester.

First-year seminars are distinguished from many other courses offered at an introductory level not only by their limited class size, but also by their pursuit of an interdisciplinary theme or problem rather than the intent to introduce students to a specific discipline or field. Reflecting the professor's area of expertise and passion, the seminars are meant to pique students' intellectual curiosity and encourage them to pursue a focused interest in depth. Many seminars incorporate activities outside the classroom, such as fieldtrips, engaging in discussion over a meal, and watching films or plays.

Drafting, giving and receiving feedback, and revising are central to the process-oriented view of writing that the FYS seeks to foster. Students are expected to write at least 25 pages during the course of the semester, including formal assignments and polished essays, informal in-class writing, and writing exercises outside of class. In response to feedback from their professor, from peers in the class, and/or from the Writing Center, students will have the opportunity to revise at least 10 pages of their written work.

Near the end of the fall semester, the FYS professor will provide an assessment of the students' competence in writing. The evaluation, which will be sent to the students' advisers, will state whether they have met the writing objective. Students who do not meet the writing objective through a first-year seminar will be required to successfully complete an appropriate writing-intensive course (i.e., an academic writing course or some other course designated as writing-intensive) before they graduate.

Seminars meet Tuesday and Thursday, 2:45-4:00, unless otherwise indicated.

Please also note that **some seminars are part of Pitzer's global-local initiative**, sponsored by the Institute for Global/Local Action & Study (IGLAS). These seminars are indicated with an asterisk (*) and include an additional hour of global-local programming each week.

1. **FS 001 PZ - Impossibility.** A set is determined as much by what it contains as it is by what it doesn't. As humans, we are always trying to learn more about the set of all things "knowable." One way to learn more about this set is to determine those concepts that can never be in it. In this class we will focus on those things which we can be absolutely certain are NOT knowable. The class will spend approximately two weeks on each of the following themes: the Undoable; the Unprovable; the Unsolvable; the Uncomputable/Undecidable; the Unmeasurable; the Unpredictable; the Unfair [D. Bachman, Mathematics]. ***This course meets on MWF, 9-9:50 a.m.***
2. **FS 002 PZ - The Cold War and American Culture.*** Political Scientists typically examine the Cold War (1945-1991), as a series of events and offer explanations for why these events occurred. For example, there are a number of explanations and theoretical frameworks explaining the outcome of the Cuban Missile Crisis or the reasons for America's involvement in Vietnam. The course examines American politics and culture during the Cold War. Specifically, it will examine how Cold War politics was represented in film, architecture, literature, and in other areas of American popular culture. The aim is to go beyond discussing key events and demonstrate how Americans experienced the Cold War. In addition to reading academic works on American culture during the Cold War, students will watch several Hollywood films made during that era in order to analyze how popular culture incorporated and projected political events [A. Pantoja, Political Studies; Chicana/o Studies]. ***This course includes an additional hour of "global-local" programming every Tuesday, 4-5 p.m.***
3. **FS 003 PZ - The American School System.*** This course will examine the American public school system. Through a sociological analysis of texts and films, we will investigate the impact of various school processes such as tracking, teacher expectations, curriculum, and standardized testing on students from diverse backgrounds [R. Espinoza, Sociology]. ***This course includes an additional hour of "global-local" programming every Tuesday, 4-5 p.m.***
4. **FS 004 PZ - Art, Identity and Popular Culture.*** What is the relationship between ideas and experience of race, sexuality, and identity on the one hand, and of art and popular culture on the other? How are identities, our own and those of "others" in our imagination, produced in and consumed through art, film, television, advertising, music, etc.? Can making art and media change the world? Premised on the notion of art as political action, this course explores these questions through close readings of texts, films, and other art works. The course is organized around an exhibition and symposium about these issues to take place at Pitzer in September 2013 [R. Talmor, Media Studies]. ***This course includes an additional hour of "global-local" programming every Tuesday, 4-5 p.m.***

5. **FS 005 PZ - Propaganda.*** This first-year seminar will examine propaganda, past and present. We will look at everything from police state rhetoric to mass-market advertising, investigating the ways in which propaganda has been mobilized in different times and places [A. Wakefield, History]. ***This course includes an additional hour of “global-local” programming every Tuesday, 4-5 p.m.***
6. **FS 006 PZ - Psychocinematics.*** How do principles of human cognition inform our understanding of the film experience? T philosophical foundations; sensory and attentional feature of movies; knowledge, imagination, and narrative; and driving emotions with movies. The use of music to create meaning in film may also be developed as a fifth topic. Emphasis will be on the concepts and methods of cognitive science, and relating these to the experience of the film viewer. Activities include group discussion of assigned readings and films, and developing increasingly refined written responses to the material [T. Justus, Psychology]. ***This course includes an additional hour of “global-local” programming every Tuesday, 4-5 p.m.***
7. **FS 007 PZ - Authoritarianism thru Film & Literature: A Look at Life, Politics & Society in Non-Democratic Regimes.*** In this course we will explore life, society, and politics in authoritarian regimes by analyzing fictional and real places around the globe, as portrayed in films and books. Artistic works will be supplemented by scholarly and news articles that reflect students’ research interests. We will experience writing and research as fundamentally *creative* and *communal* processes that require *evidence, interpretation, and imagination*. Students will write a series of essays, engage in peer review, and give in-class presentations [B. Junisbai, Assistant Dean of Faculty/Political Studies]. ***This course includes an additional hour of “global-local” programming every Tuesday, 4-5 p.m.***
8. **FS 008 PZ - Environmental Documentaries: Controversy, Evidence, Persuasion & Critical Analysis.*** This course aims to introduce students to current national and international environmental controversies through the exploration of their documentation in film. We will often look at documentaries that take different perspectives on an environmental issue. The main themes in this course will be energy, food and water [M. Herrold-Menzies, Environmental Analysis]. ***This course includes an additional hour of “global-local” programming every Tuesday, 4-5 p.m.***
9. **FS 009 PZ - The Politics of Breakfast.*** Have you ever considered what goes into your breakfast? This seminar will explore the politics and history of breakfast foods as they make their way from global markets to local breakfast tables. Students will explore the history and countries in Latin America that produce and export bananas, coffee, cacao, sugar among other export commodities. Students will engage in a cooking demonstration and tasting exercise for some of these commodities, establishing a connection between the global chain and their local consumption, right down to their breakfast table [S. Portillo, Chicana/o-Latina/o Transnational Studies]. ***This course includes an additional hour of “global-local” programming every Tuesday, 4-5 p.m.***

10. **FS 010 PZ - In the News.** In this seminar, students will gain insight into major contemporary events by building and using core analytic and research skills. Our required reading is each day's *New York Times*. This daily reading will be supplemented by other news sources, as well as relevant scholarship. In addition to following the news each day throughout the semester, each student will select one unfolding issue in the news to explore in depth. Students with the ability to read a language other than English will have the opportunity to use that language skill in this course. [D. Segal, Anthropology/History]
11. **FS 011 PZ - Environmental Toxicology.** This seminar will begin with an overview of the physiology and biochemistry of toxins. Why is a particular compound toxic? Are developing systems uniquely vulnerable to the impact of toxic compounds? After a thorough grounding in the mechanisms of action of toxins, we will then begin to explore how various toxic compounds are distributed in the environment. We will learn how to assay soil and paint samples for lead content. We will learn how to employ a powerful analytical tool, GIS, to begin to explore the relationships between toxic environments, race, and social class variables. As we move into the second half of the semester, the course will begin to explore the economic and political dimensions of environmental pollution. This seminar will include a "toxicology tour" of the Los Angeles area. [A. Jones, Psychology/Neuroscience]
12. **FS 012 PZ - Race, Gender & Health in Historical and Contemporary Perspectives.** This course will review some of the key sociological and epidemiological scholarship on institutionalized racism and sexism within U.S. healthcare. We begin the course with a discussion and evaluation of the main theoretical perspectives used to discuss social inequality in healthcare. We then explore the history of colonialism and its role in subjecting people of color and women to disparate forms of care. Next, we will move into a discussion of access to healthcare. Throughout the course, we will engage the following questions: a) How does the healthcare system reproduce structural inequality?; b) How does one's race and sex impact how practitioners and policymakers treat them as patients?; and, c) How have social and public health interventions mediated health disparities in the U.S.? [A. Bonaparte, Sociology]
13. **FS 013 PZ - Youth Culture.** This course presents an overview of youth culture from the development of the idea of the teenager in the post-war period to the present day. It will use a variety of case studies in areas such as music, movies, television, and comics to examine how youth-oriented subcultures influence social, cultural, and political change. This course will also be interested in the ways that youth culture influences media industries creative and industrial practices. [E. Affuso, Media Studies]
14. **FS 014 PZ - Heroic Deviance.** This course will look at the positive, altruistic and heroic side of deviant behavior. We will explore the nature of conformity and non-conformity, and we will learn about various deviant heroes from various societies and cultures. Sometimes, going against the grain, violating the rules, breaking the law

and rebelling against one's culture can be a good thing—even heroic. [P. Zuckerman, Sociology].

15. **FS 015 PZ - The Haunted Imagination.** This course will explore the theme of the eerie, frightening, and uncanny in a broad range of British literature. What literary function do hauntings and the unseen play? What do these texts teach us about the limits of rationality and the power of the imagination? What cultural hopes and fears are brought into the light by the intrusion of the supernatural? What is the dividing line between insanity and being haunted? Why do we love to read literature that tries to scare us? Through encounters with some of the most famous and eerie specters stalking the pages of British literature, we explore the strange pleasures of feeling afraid and raise questions about the persistence of the past into the present. [S. Bhattacharya, English & World Literature]
16. **FS 016 PZ - Invasion of the Aliens.** We will examine the possibility of contact with aliens, extraterrestrial life and the consequences for us. Starting in antiquity, we will explore beliefs that people held about the possibility of life elsewhere in our Universe, including Hindu, Jewish, and Christian thinkers. With the rise of science in the Enlightenment, there were new ideas about extraterrestrial life. We will read some of the Enlightenment thinkers' ideas about such life. Moving into modern times, we will read H.G. Wells' *War of the Worlds*, and study the Roswell UFO incident. Examining UFO reports, we will not concentrate on the reality of such reports, but on the psychology of those making the claims and what they reveal about human nature. Part of the class will be devoted to modern scientific thought about this topic, and will include the Drake equation and the Fermi paradox. Finally, we will discuss the possibility of communications with any such aliens, incorporating Lem's *Solaris* and Saussure's *The Course*. [S. Naftilan, Physics]
17. **FS 017 PZ - The Price of Altruism.** Altruism, an act by one individual that benefits another, but at a cost to the one performing the act, has perplexed scientists for generations. Darwin referred to altruism as his "greatest single riddle." In this seminar, we will consider various examples of altruism and the many ideas regarding the evolution of this puzzling phenomenon. This section is particularly suitable for students considering majoring in biology. [M. Preest, Biology]
18. **FS 018 PZ - American Culture in the 1980s.** Oprah Winfrey, Donald Trump, and Ronald Reagan—the 1980s are often remembered as a gilded age of self-made success, when the desire to belong to the establishment replaced the liberal counterculture of the 1960s. Yet the decade was also one of tremendous social turmoil—of "culture wars" over American values, growing economic inequality, and anxieties about new technologies like the internet. This writing-intensive seminar invites students to investigate how popular culture challenged and reproduced the decade's prevalent ideologies. Students will learn to craft arguments that intervene in authentic intellectual debates and to stage writing as a process predicated on peer review and revision. [A.Scott, Writing]

New Resources Program

Pitzer College 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, applicants must be in good standing at the last institution attended and be 25 years of age or older. New Resources candidates may download the application online or request a hard copy from the Admission Office. In addition to the application for admission and a non-refundable \$70 application fee, New Resources candidates must complete two essays, send official transcripts and submit two references from professors or employers.

New Resources students can transfer a maximum of 64 semester units or 96 quarter units from a community college. An additional 32 semester units or 48 quarter units may be transferred from an accredited four-year institution. Transfer credit does not calculate into a student's Pitzer GPA

Applicants for the New Resources program are required to have an on-campus interview with an Admission Counselor by May 1.

Further information about the program may be obtained from the Office of Admission by calling 909.621.8129.

Summer Session

Summer Session at Pitzer provides an opportunity for students to continue and enrich their education in a rigorous academic atmosphere distinct from the traditional school year. Students may choose from a slate of undergraduate courses offered across the curriculum during two intensive six-week terms. All courses are taught by Claremont Colleges faculty.

Courses are regular, full-credit offerings of Pitzer College. Students earn one full- course credit (4 semester units) per course completed. Summer courses are open to students of The Claremont Colleges as well as students in good standing at other four-year colleges and universities. Housing and board options are available. Summer Session 2014 is tentatively scheduled to take place as shown below. Specific course listings are generally published in January.

Session I	May 20 through June 28
Session II	July 1 through August 9

For more information, please see the Summer Session Website at www.pitzer.edu/summer

Pitzer College Study Abroad for the Liberal Arts and Sciences

Pitzer College embraces a unique set of educational objectives that encourage students from all majors to think about the world in ways that expand their understanding of other cultures while working to translate that knowledge into action that will benefit the communities they become a part of here and abroad. This type of learning is fostered by the Pitzer curriculum in Claremont and at our study abroad sites around the world.

To further its educational objective of intercultural understanding, Pitzer has carefully developed its own study abroad programs and cultivated exchanges with overseas universities that support responsible exploration of the world and sustained engagement with its diverse communities. Pitzer programs employ a nationally recognized cultural immersion model integrating intensive language instruction, family stays, a core course on the host culture and the opportunity to pursue an independent study project. The same model informs our Pitzer exchange programs, which require students to navigate a different educational system, often in another language, at selected institutions abroad while bringing international students and their diversity of linguistic and cultural perspectives to the classrooms and residence halls in Claremont. Pitzer is a member of an organization called International Student Exchange Programs (ISEP) to provide additional options for study locations.

A semester of study abroad is not an experience that is considered separate from the rest of a Pitzer education. Students are expected to complete coursework prior to going abroad that will facilitate a sustained engagement with another culture. Ongoing critical reflection is expected of all study abroad participants through a portfolio of writing and opportunities for independent research projects. Having a study abroad program fully integrated into a Pitzer education is a key factor contributing to the record breaking number of prestigious post graduate grants and fellowships like the Fulbright, Watson, Rotary and Coro awarded to Pitzer students since 2003. Students who study abroad comprise 85 percent of those winning such awards. Pitzer leads the nation for a school its size in the number of Fulbright awards received.

A semester of study abroad is a demanding academic experience that may not be for everyone. Seen not as a “break from college” but as a key component of Pitzer’s challenging liberal arts and sciences curriculum, Pitzer Study Abroad has strong support from faculty. Roughly 67 percent of Pitzer students will complete a study abroad program during their undergraduate career at Pitzer. Nationally less than 15 percent of U.S. college students study abroad and only 40 percent of those do so for a semester or longer. In comparison, nearly 90 percent of Pitzer students who study abroad are on full semester or year-long programs. The remaining students participate on Pitzer’s own six-week summer programs that are particularly demanding due to the intensive program structure. The College is pleased that the destinations chosen by Pitzer students are more diverse and widely distributed around the globe than the national averages with the majority of Pitzer students choosing programs outside of Western Europe and the English-speaking world. Pitzer College encourages students to stretch beyond their comfort zone to become

engaged, thoughtful and critically reflective citizens both of their own country and the contemporary world.

Pitzer Study Abroad Options

Exchange in Argentina through ISEP: The culture of this vibrant nation blends European and South American traditions to form a unique heritage all its own. Students with four semesters of Spanish completed prior to participation may select from a broad range of courses at one of two institutions in Buenos Aires, Argentina's lively capital city, or at a third university in the historically rich city of Cordoba.

Pitzer Exchange in Australia: University of Adelaide: With more than 2,000 international students from 70 countries, the University of Adelaide has produced two Nobel Prize winning graduates and nearly 100 Rhodes Scholars. The University of Adelaide has major strengths in biological sciences, physical sciences, environmental sciences and social sciences. Students live in university dormitories with Australian students and other international students.

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 1.8 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.

Pitzer Exchange in Brazil: Open to students with advanced Spanish skills, this exchange with Universidade de Federal de Roraima in Boa Vista offers students an intensive Portuguese language course as part of the required course load and the opportunity to live with a Brazilian host family. Boa Vista is the capital of the state of Roraima located in the north region of Brazil. Boa Vista's estimated population is 250,000.

Exchange in Bulgaria through ISEP: The American University in Bulgaria is located in the southwestern part of the country in the city of Blageovgrad. A GPA of 3.0 is required for applicants interested in taking coursework in a broad range of social sciences including European history, political science, international relations and journalism.

Exchange in Chile through ISEP: This volcanic land of "Fire and Ice" has some of the most diverse landscapes in the world. Students with four semesters of Spanish prior to participation may choose between Pontificia Universidad Católica de Valparaíso, one of the most prestigious institutions in Chile and located in the cultural and legislative capital and main commercial harbor in Chile, or Universidad Católica del Norte in the coastal city of Antofagasta.

Pitzer Exchanges in French-Speaking Canada: Students select from one of several participating institutions in Quebec, Canada. McGill University in Montreal offers classes

taught in English across the curriculum. Several other institutions throughout Quebec province offer coursework entirely in French as an option for students who have completed French 44. Students find their own housing in the local French-speaking community and live as regular members of a neighborhood in Montreal, Quebec City or Sherbrooke.

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. Students follow a structured and demanding schedule of intensive Chinese study, live in dormitories with Chinese students have a brief home stay with a Chinese family, take a core course on Chinese society and culture, and complete an independent study project. Students may also choose to take an elective course in Traditional Chinese Medicine (TCM), advanced Chinese, or calligraphy. Other elective courses can occasionally be arranged on a case by case basis.

Pitzer College in Costa Rica immerses students in two communities in Costa Rica while taking intensive Spanish and studying tropical and human ecology at the College's own Firestone Center for Restoration Ecology on the Pacific Coast. Language skills improve while living with one host family near San Jose and completing an intensive Spanish course. In the second home stay in a community near the Firestone Center, families serve as important resources for students' understanding of the regional ecological issues that will be studied in an independent research project. The courses in tropical ecology and human ecology are taught at the Firestone Center by faculty from The Claremont Colleges.

The Costa Rica program also offers a Spanish Track that emphasizes linguistic and cultural competence in Spanish, integrating appropriate disciplines in the comparative study of global/local education, health, and/or ecological issues. It uses Pitzer's Firestone Center for Restoration Ecology (FCRE) as a base to engage in sustained longitudinal social science research projects of benefit to communities in the surrounding District of Baru. Students who participate in the Spanish Track in the Pitzer in Costa Rica semester spend the first half of their 16-week semester at the same language institute in San Jose. They spend the second half of their semester in the Baru area near the FCRE. Students must have intermediate levels in Spanish to participate in the Spanish Track.

Pitzer Exchange with Sarah Lawrence in Cuba offers students the opportunity to be exposed to a culturally and politically unique society. Students may take courses in the humanities, social sciences and the arts at the University of Havana alongside Cuban classmates. Students may also take film history at either the University of Havana or at the Fundación del Nuevo Cine Latinoamericano, and performing and visual arts at the Instituto Superior de Arte. All courses are taught in Spanish. Students will be housed in a guest house run by the small farmers' organization, ANAP. The guest house is centrally located and near the University of Havana.

Exchange in Denmark through ISEP: Aalborg University is Denmark's youngest, most innovative and internationalized university with an interdisciplinary approach to teaching. Courses available in English include international cultural studies, psychology, economics,

philosophy and political science. Students will live in student dormitories or local residences, arranged through ISEP.

Pitzer Exchange in Ecuador: The program is located in Quito, one of the most spectacular cities in South America, and affiliated with Pontificia Universidad Católica del Ecuador (PUCE). Structured to deeply involve students in Ecuadorian life and culture, the program offers a core course on Ecuador, intensive Spanish language courses or electives at the university for those who have advanced Spanish language skills, and an independent study project. Students live with Ecuadorian families in the suburbs of Quito, providing a unique opportunity to improve their conversational Spanish while exploring the richness and complexity of urban life. A second, rural home stay experience with a highland, Quichua speaking family allows students to participate in indigenous life and culture.

Pitzer Exchange in England: University of Bristol. The University of Bristol declares its priorities to be learning, discovery, enterprise-teaching excellence, internationally distinguished research and scholarship and effective knowledge transfer. Bristol's track record in all three accounts for its position in the first rank of UK universities and its excellent reputation in Europe and the wider world. Located less than two hours west of London by train, Bristol offers a wide range of coursework. University-arranged, off-campus accommodations are available to exchange students.

Pitzer Exchange in England: University of Birmingham. The University of Birmingham is a leading research university in one of the most vibrant and cosmopolitan cities in Europe. At the heart of England's industrial belt, the University of Birmingham offers a wide selection of courses in languages, literature, history, multidisciplinary programs, social sciences, government and politics, engineering, and health sciences. Accommodation is available in university-arranged housing.

Pitzer Exchange in England: University of Essex. The University of Essex is the United Kingdom's most internationally diverse campus university with students from 130 countries included in the current enrollment of 8,000 students. Academic departments span the humanities, social sciences, science and engineering and law and management. Students are typically accommodated in residences near the campus.

Pitzer Exchange in France: Sciences Po. Sciences Po, with campuses in Paris, Dijon, Le Havre, Menton, Nancy, Poitiers and Reims is the prestigious university at which many of France's political leaders have studied. Like Pitzer, it has a very explicit commitment to diversity. Classes are available in French and English in the following fields of study: Economics, International Relations, Law, History, Political Science and Sociology. Students with less than four semesters of previous French language study enroll in an intensive French language and culture studies program with French as a foreign language and can take social science courses taught in English. Each of the regional campuses has different foci. Students in Paris are housed with host families. Students enrolled at one of Science Po's regional campuses reside in student residence halls.

Pitzer Exchange in France: The University of Nantes. The city of Nantes is two hours from Paris by train and is located close to the Atlantic, at the western end of the Loire river valley with approximately one million people living in the greater Nantes area. The

University of Nantes is a large, well-known university with proportionately few foreign students among the 40,000 French students. Classes in the fields of languages, literature, history, geography, sociology, political science, economics, and psychology are taught in French and are open to students whose competence in the French language is up to the challenge. International students are housed in university residences and integrated with local French students.

Pitzer Exchange in France: The University of Valenciennes. Valenciennes, in northern France near the Belgian border, prides itself on its reputation for friendliness and getting around the city is convenient and safe. Its appeal includes a vibrant economy and an attractive way of life. The University of Valenciennes enrolls 12,000 students and offers a full range of subjects. Classes are taught in French and French language courses for non-native speakers are also available as support courses. Students live in a university residence on the campus or may rent a room from a local family. Students without strong French language skills may choose from a limited number of courses taught in English with an option to do an internship in Brussels in the spring semester.

Pitzer Exchange with Sarah Lawrence College in Paris. Sarah Lawrence College in Paris offers students exceptional opportunities to pursue their studies in the humanities, the social sciences and the arts. The breadth of these choices combined with Sara Lawrence's highly personalized approach to education, makes this program a unique opportunity. Sarah Lawrence has partnerships with a number of French institutions. Students may select courses at any one of these schools, as long as they have the required proficiency in French and appropriate academic background.

Pitzer Exchange in Germany: The University of Erfurt's long history dates back to 1392, when it was established as Germany's third university, after Heidelberg and Cologne. The city is a culturally lively and historically interesting location for students interested in economics, history, linguistics, literature, philosophy and social sciences. Students should complete at least one year of German language study prior to participating in the program. Students may continue German language studies at intermediate and advanced levels. A home stay with a local family may be possible or students will be housed on campus.

Pitzer Exchange in Germany: University of Koblenz-Landau, situated in the historic city of Landau in southeastern Germany, offers classes taught in English in literature, cultural studies and linguistics. Students can take German language classes at beginner, intermediate and advanced levels. Additionally courses are offered in German to students with appropriate levels of language competence. Single room dormitory accommodations are available on the Landau campus.

Exchange in Ghana through ISEP: Located on the western coast of Africa, Ghana is one of the most peaceful and politically stable countries in Africa. Students enroll in classes taught in English with local students at the University of Ghana. Fall participation is strongly advised so that students can take advantage of a required Twi language course. The most appropriate fields of study are African Studies, geography with resource development and the social sciences. One of the University's objectives is to ensure that its students have an understanding of world affairs and the histories and cultures of African civilization. Students will live in student residences.

Pitzer Exchange in Hong Kong: Lingnan University. A major objective of Lingnan's liberal arts education is to provide students with international exposure and whole-person development, particularly through bilateral cultural exchange. This is achieved by sending students abroad to experience different cultures, and by admitting non-local students for exchange or degree studies, so that they can experience Lingnan University's liberal arts environment as well as enrich it. Lingnan University seeks to equip students with language and communication skills in order to cope with Hong Kong's multilingual environment.

Exchange in Hungary through ISEP: At the Budapest University of Technology and Economics, students enroll in classes taught in English in Central European studies, engineering and social science. Alternately, students may study Central European languages and cultures, at the University of Debrecen with offerings in linguistics and British, Canadian and American cultural studies. Students are housed in local accommodations.

Pitzer Semester in Israel: University of Haifa. Through the International School, students may choose from a variety of courses taught in English, participate in an internship program, and take Hebrew and Arabic language courses. Students will also participate in a pre-semester intensive Hebrew Ulpan that is one of the most effective language learning programs in Israel.

Pitzer Exchange in Italy places students in the heart of the Emilia-Romagna region in the city of Parma. Home to Verdi, Toscanini, the country's oldest university and Europe's finest Romanesque cathedral, Parma offers 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 and a half-credit course on Italian Renaissance Art while pursuing a community-based service learning project (independent study). According to interests, students are assigned to a volunteer organization in Parma (health, education, immigrant assistance, environmental, etc.) for a full immersion experience that combines

Italian language, socio-anthropological training and field work. Students with sufficient Italian language skills have the option of a studio art community-based service learning project at the Paolo Toschi Art Institute in drawing and painting (oil, tempera, watercolor), TV/film direction, graphic and computer design, sculpture, or theater (acting and/or directing).

Pitzer Exchange in Japan: Kwansai Gakuin University. This university was founded in 1889 and relocated to the current campus in Nishinomiya, Japan, outside of Kobe, in 1929. At least one year of Japanese language study is required to be eligible for the program. Courses in Japanese and Korean language and culture are available to exchange students, as well as environmental studies courses at the Sanda campus. Students with sufficient Japanese language skills may select from any of the regular courses taught at the university. Students live with host families.

Exchange in Korea through ISEP: Students may select from one of three institutions in the capital city, Seoul: Korea University, Ewha Woman's University or Yonsei University.

No previous study of Korean language is required and a limited selection of course options is possible in English. Housing arrangements vary depending on the campus selected.

Exchange in Latvia through ISEP: Latvia, the heart of the Baltic States, has made a successful transition from Soviet Republic to member of NATO and the European Union. The University of Latvia, located in the historic city of Riga, is the largest

in the Baltic region, where students may take courses taught in English in Baltic studies, as well as anthropology, economics, history and international relations. Latvian and Russian language courses from beginner through advanced levels are also available. Housing arrangements vary depending on the campus.

Pitzer Exchange in Mexico: Autonomous University of the Yucatan. The Autonomous University of the Yucatan, located in Mérida, offers a wide range of coursework in Spanish with Mexican students, giving occasion for a high level of cross-cultural interaction and collaborative work. Pitzer students need to be fluent in Spanish to qualify (minimum of four semesters of Spanish or its advanced equivalent). University-arranged homestays are available at or near the Yucatan campus.

Pitzer Exchange in Morocco: Al Akhawayn University. Set in the Atlas mountain region, Ifrane has been around for centuries with the earliest permanent settlement dating from the 16th century. The fall semester begins with an Arabic language course taught in Fes (or Fez), the third largest city in Morocco and an UNESCO World Heritage site. Students then relocate to the campus of Al Akhawayn University with classes in a broad range of liberal arts subjects. Courses are taught in English. Exchange students are expected to continue their Arabic language studies in addition to the other courses selected. Students live with Moroccan students in campus dormitories.

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. A trek and family stay in a Himalayan village, allow participants to learn first-hand about a surprising wealth of cultures and climates. The integrated curriculum enables students to interact more closely with the people and cultures of Nepal.

Pitzer Exchange in Singapore: Singapore Management University. Set up as Singapore's first private university, SMU occupies a state-of-the-art city campus located in the heart of Singapore's civic, cultural and business districts. SMU is home to more than 6,000 students and comprises six schools. Students must take Introduction to Malay or Chinese language and a course on Singapore while at SMU. Students are welcome to take any other courses from across the curriculum.

Pitzer Exchange in South Africa: University of KwaZulu Natal. Located in Durban, near the Indian Ocean, the University of KwaZulu Natal provides instruction in English across the curriculum. Special courses are available in Zulu language, cultural studies and media studies. The University of KwaZulu Natal offers a unique slice of the diversity of South Africa for a student of culture. Within a square mile one is likely to meet South African

Indians, Afrikaners, Xhosas, Zulus, San, Sothos, Ndebeles and English-speaking peoples. University dormitory accommodation is offered.

Pitzer Exchange in Spain: University of León. The city of León is one of the most historic sections of Old Castile with a bustling market area and ample historic buildings to view. The University of Leon maintains high standards in both teaching and research in over 30 departments with particular strengths in biotechnology, natural resources and environmental sciences. Courses are taught in Spanish with regular Spanish university peers or students may enroll in a program of intensive Spanish language classes for the full semester. Students typically live in university-arranged accommodations which may consist of home stays or dormitory living, depending on availability.

Pitzer Exchange in Spain: Geranios Language Institute and the University of Sevilla.

This program is coordinated through the Geranios Language Institute in Dos Hermanas, Spain, twenty minutes outside of Sevilla. The institute offers an orientation program and a three-week refresher Spanish class for students with intermediate and advanced Spanish language skills. Students are then eligible to take special courses arranged for foreigners at the University of Sevilla. The university classes cover topics related to Spanish area studies in fields such as literature, history, international relations and language. Students live in homestays throughout the area and commute by bus to classes each day.

Pitzer Exchange in Thailand: Payap University. In Chiang Mai, students will find old-fashioned Thai hospitality in a thriving, modern metropolis where they can immerse themselves in the color and spectacle of Thai culture. Through the Thai and Southeast Asian Studies program at Payap University, students take courses in Thai language and culture as well as electives, which vary each semester but in the past have included topics in art history, Thai dance, Thai literature, major Southeast Asian religions, Buddhism, sustainable development, women's issues/gender studies, environmental studies, and ethnic studies. Students live in an international student dormitory with a short homestay included during the semester, when possible.

Pitzer Exchange in Turkey: Middle East Technical University (METU). Based in Ankara, the capital of Turkey with a population approaching 5 million people, students on the METU exchange can select from a wide range of courses taught in English that they attend together with their Turkish peers. The university has strong offerings in the sciences, sociology, political studies and economics. While appropriate for students in any major, METU is an ideal choice for natural science students who want to explore a new culture while maintaining a competitive standing in their major. Combined with Pitzer's cultural immersion model, through which students can study Turkish language and culture and live with a local family for the first few weeks of the program and then in METU residence halls with Turkish students, participants get the best of all possible worlds: a rich investigation of a fascinating culture at the crossroads of European and Middle Eastern civilization as well as a first-rate education.

Pitzer 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 integrated curriculum combines intensive Spanish language study and family stays with health-related internships in San Jose, the Costa Rican capital city

and a core course focused on health issues. Students accepted to the program must be enrolled in courses on campus in the prior spring semester to attend lectures and orientation during the spring semester. Several excursions help students gain a broader perspective on health and environmental issues.

Domestic Exchanges are possible with Spelman College (GA), Colby College (ME) or Haverford College (PA). Additional exchanges are available with the CIEL institutional partners-Alverno College (WI), Berea College (KY), Daemen College

(NY), The Evergreen State College (WA), Fairhaven College (WA); Hampshire College (MA), Joseph C. Smith College (NC), New College (FL), New Century College (VA), Prescott College (AZ), and Marlboro College (VT).

Non-Approved Programs

In addition to the choices given above, a small number of students may be approved to attend programs administered by other institutions and organizations. To be eligible for a non-approved program, students must demonstrate a significant level of appropriate academic preparation for the specific program selected and that the program meets a strong academic need that cannot be fulfilled on one of the already approved options listed above. The External Studies Committee will give preference to applicants for programs that focus on intercultural and language education and offer a strong fit with Pitzer's graduation guidelines. Depending on the number of applications, approval for a non-approved program is highly competitive so students should select an alternate option from the Pitzer programs and exchanges.

Note: This list of program options may change without notice. Consult with an adviser in the Office of Study Abroad for more information.

Preparation

Preparation is required for students who intend to participate in study abroad.

Students are encouraged to plan well in advance and are required to consult with their faculty advisers 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 Study Abroad 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.

The opportunity to participate in a study abroad program is a privilege and the application process is competitive. Students typically participate on study abroad programs in their junior year or the first semester of their senior year and those students are given priority. Class standing is determined by the number of courses completed so students normally should have completed at least 16 courses but not more than 25 courses prior to the semester of participation. Students may participate as sophomores if appropriate to the student's academic plan and space is available on the chosen Pitzer program or exchange.

Sophomores are not eligible for non-Pitzer programs. Ordinarily, second semester seniors and all first-year students are ineligible.

Participation in study abroad is generally limited to one semester during enrollment at the College. Students wishing to have a year-long or other study abroad experience may be eligible to do so through an exchange by demonstrating how the second experience fits with their overall educational plan at the College.

Students typically begin the application process by consulting early with their faculty adviser about their plans and attending an information session in the fall of their sophomore year. There is a preliminary application deadline in early December and a supplementary application deadline on the first Monday of February for both fall and spring semester programs. Priority is given to students who follow the advising procedures and meet all application deadlines.

Cost

For students participating in study abroad, cost is the same comprehensive fee (inclusive of tuition, fees, double room charge and full board) as a semester at Pitzer College. Students make a contribution to the cost of the airfare (\$550 for the 2013–14 academic year) and the College will cover the remainder of the airfare charges out of Los Angeles for the first semester of study abroad. Students are responsible for the full airfare on any additional semesters of study abroad. Students traveling on dates that differ from the program dates or departing from airports other than Los Angeles may be responsible for the additional airfare charges. Normally, the costs for tuition, housing, food and the remainder of the airfare expenses are covered in the fees that Pitzer collects from each student. In cases where the total program 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 U.S. dollars in Claremont, California. There are other costs associated with overseas study that students should plan for in their budget. Students are advised to consult with a study abroad adviser early in the process about any additional expenses.

Financial Aid

Financial aid awards are transferable to semester programs approved by Pitzer College and the External Studies Committee. Financial aid is not available for summer programs with the exception of the Summer Health Program in Costa Rica. Pitzer College does not provide financial aid for students from other colleges and universities participating on Pitzer programs and such visiting students are advised to consult their home institution for information on whether their financial aid package can be applied to a Pitzer program.

Credit

Academic credit for the Pitzer programs and exchanges in Botswana, China, Costa Rica, Ecuador (partially), Japan, Italy and Nepal is treated as any other grades received in Claremont. Credit for all other exchange programs and pre-approved non-Pitzer programs will follow the Registrar's policies for transfer credit. Students must check carefully to ensure that the course load abroad is 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 that language. In addition, students are required to take at least one area studies course and may receive credit for one or two other courses in any discipline as available at their chosen program. Please consult the Office of Study Abroad and the Registrar about the amount of credit typically awarded for each program. Faculty advisers will determine whether courses taken abroad can be used to fulfill requirements of a major or a minor. The coursework completed on a study abroad program may be used toward the residency requirement of 16 courses completed while registered at Pitzer.

No Pitzer College credit will be granted to Pitzer students for study abroad programs during the academic year without prior approval of the External Studies Committee and payment of the regular Pitzer College comprehensive fee and airfare contribution. This applies to any course work taken outside of the United States or outside the campus of another U.S. 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.

Application Process

Applications for participation in study abroad programs for Fall 2014 are due by Monday, November 4, 2013. Applications for Spring 2015 are due on March 31, 2014. Priority is given to students meeting all Pitzer application deadlines. Students applying for non-approved programs for either the fall or spring have **one** application deadline, which is November 4, 2013.

Selection Process

Selection for any particular program is based on a student's college record, the strength of the application essays, academic preparation and suitability of the chosen program to the College's goal of intercultural understanding. The competitiveness of the applications will vary based on the number of applicants, the limited availability of some exchanges or the allotment of limited spaces on non- Pitzer programs. All applicants are required to list a Pitzer program or exchange as an alternate choice. The External Studies Committee, consisting of faculty, students and staff will make final selections. In the event that the number of qualified applicants exceeds the number of spaces available for studying abroad, priority for programs with limited spaces 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 or to select an alternate program. Students on academic or disciplinary probation or with outstanding debts to the College are ineligible for participation in study abroad.

Further information on study abroad is available through the Office of Study Abroad. Students are encouraged to drop in or contact the office by e-mail at studyabroad@pitzer.edu, or visit the Pitzer College Study Abroad Website at www.pitzer.edu/studyabroad.

English Language and American Culture Studies

Pitzer's English Language Programs develop advanced levels of English proficiency for international students. Programs include the International Scholars program for incoming students; the International Fellows Program (IF) with the Peter F. Drucker and Masatoshi Ito Graduate School of Management at Claremont Graduate University; and English Language and American studies for incoming International Exchange Students. See also International Students section.

Munroe Center for Social Inquiry (MCSI)

The Munroe Center for Social Inquiry at Pitzer College promotes interdisciplinary research and public discussion of important issues concerning society, cultures and public policy. Each year the Center sponsors a themed series of events, including lectures, seminars, panel discussions, exhibitions, screenings, and performances. Students of the Claremont Colleges can apply to be Student Fellows of the Center for each spring semester. MCSI Student Fellows enroll in MCSI 195, which involves attending all of the spring events of the Center, small group meetings with the Center's visiting speakers, and the preparation of a semester long research paper or media presentation. The position of Student Fellow in the Center is limited to 18 students, with 12 spaces reserved for Pitzer students and up to six spaces available for students from the other Claremont Colleges. Applications are available from the Dean of Faculty's office and on the Center's website and are due in November 2013. In the spring of 2014, the Center's theme of inquiry is Technology. The Director for 2013-17 is Professor Alexandra Juhasz. For more information about the Center, see www.pitzer.edu/mcsi

Pitzer in Ontario Program

Pitzer in Ontario is a comprehensive, semester-long, three-course community-based education and cultural immersion program in Ontario, California, with theoretical foundations in the social sciences and a strong emphasis on experiential education. The program integrates an extensive internship with interdisciplinary coursework that provides the analytical framework from which social and urban issues can be effectively evaluated. The core course, Critical Community Studies, provides a transdisciplinary, theoretical and contextual framework for the Pitzer in Ontario program. The Social Change practicum course incorporates an intensive internship experience to provide students with a focused exposure to the roles particular agencies play in addressing urban issues and a hands-on experience in playing a proactive role in the local community. The primary goals of the Qualitative Methods course is to use the classroom itself to generate empathy toward conditions of research and to enable the creation of a mutually beneficial research project at the internship site. See p. 207 for course descriptions.

Bachelor/Master's Accelerated ("4+1") Degree Programs with Claremont Graduate University

Claremont Graduate University (CGU) 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. 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. The tuition and time savings are calculated on a case-by-case basis, but on average students save a semester of graduate study in time and tuition costs. For more information, visit: <http://www.cgu.edu/pages/623.asp>.

Below is a list of all the academic programs you can apply through the 4+1 Program. Note that each program has individual requirements and procedures. Students must be recommended by their respective colleges and normally apply to the program by January of their junior year. Those accepted into the program normally begin coursework at CGU in their senior year.

Please email a CGU program representative via the addresses listed under "CGU contact." They will be happy to answer all of your questions, give you a tour of campus, arrange a meeting with an academic department, or even arrange for you to attend a class or meet with a faculty member. Applications are available through the CGU Office of Admission and Records, on the CGU website, as well as through the CGU academic departments. The application fee is waived for students within the Claremont Consortium.

Program	CGU Contact	Pitzer Contact
Applied Women's Studies	humanities@cgu.edu	contact CGU directly
Archival Studies	humanities@cgu.edu	contact CGU directly
Arts Management	artsmanagement@cgu.edu	contact CGU directly
Economics	spe@cgu.edu	contact an economics faculty member
Education	ses@cgu.edu	contact CGU directly
Education: Teacher Ed http://www.cgu.edu/4plus1ed/	ses@cgu.edu	contact CGU directly
English	humanities@cgu.edu or (909) 621-8612	contact CGU directly
Financial Engineering	drucker@cgu.edu	contact CGU directly
History	humanities@cgu.edu	contact CGU directly
Information Systems	sisat.info@cgu.edu	Organizational Studies professor, Jeff Lewis

Management http://www.cgu.edu/pages/5953.asp	drucker@cgu.edu	contact CGU directly
Mathematics http://www.cgu.edu/pages/1121.asp	math@cgu.edu	consult with the Mathematics faculty early in your undergrad career (math@pitzer.edu)
Media Studies http://www.cgu.edu/pages/9506.asp	humanities@cgu.edu or Eve Oishi, Associate Professor of Cultural Studies, (eve.oishi@cgu.edu)	contact a media studies faculty member
Museum Studies	humanities@cgu.edu	contact CGU directly
Music	music@cgu.edu	contact CGU directly
Philosophy	humanities@cgu.edu	contact a philosophy professor
Politics & Policy	spe@cgu.edu	contact a political studies, organizational studies, environmental analysis, or sociology faculty member
Psychology	psych@cgu.edu	consult with a member of the psychology field group
Public Health http://www.cgu.edu/pages/6567.asp	scgh@cgu.edu darleen.peterson@cgu.edu	contact CGU directly
Religion	religion@cgu.edu	contact CGU directly

Combined Bachelor/ Medical Degree Program with Western University of Health Sciences (“Pitzer-WUCOM” linkage program)

A unique linkage program between Pitzer and Western University of Health Sciences in nearby Pomona, California, allows students to complete the BA degree from Pitzer and the Doctor of Osteopathic Medicine (DO) degree in seven years.

Admission to this program is highly selective. A joint Admission Committee admits a maximum of six first-year students into the program each year. The Admission Committee expects that applicants have taken some of the most challenging courses offered at their high school, including Honor/AP/IB biology, Honor/AP/IB chemistry, Honor/AP/IB physics and Honor/AP/IB calculus. In addition, we expect to see community involvement and motivation for a career in primary care medicine. Finalists are required to come for a day-long personal interview with the Admission Committee at Pitzer and Western University in late March. Interview dates change from year to year, so we advise you to check our website for the most up-to-date information.

Admitted students will study at Pitzer for three years, fulfilling the Education Objectives and premedical requirements, interacting with Western University clinics and physicians, and undertaking medically related internships. Upon completion of their third year at Pitzer and having maintained a minimum overall GPA of 3.20 in the non-science courses, a minimum of 3.30 in the science courses, and a minimum of 24 on the scored sub-tests of the Medical College Admission Test, and demonstrated personal dedication and traits suitable for health professions and career development, students 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, visit:

<http://www.pitzer.edu/admission/westernu/index.asp> and
<http://www.pitzer.edu/admission/westernu/Wucom.pdf>.

Applications are available through the Office of Admissions.

Combined BA/BSE in Management Engineering

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. Although a formal program exists with Columbia University, students can transfer to other engineering programs. 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 Keck Science Department Professor Jim Higdon (jhigdon@kecksci.claremont.edu) or and by visiting: <http://www.jsd.claremont.edu/majors/managementengineering.asp>

Internships

Comprehensive internship listings can be accessed through the Career Services office and the Community Engagement Center, CEC. 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 section on Guidelines for Internship and Community Service Independent Study.
 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 section on Independent Study and Internships in Academic Policies 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 Professor Mita Banerjee (mita_banerjee@pitzer.edu) or Professor Maya Federman (maya_federman@pitzer.edu) and should contact Career Services (http://www.pitzer.edu/offices/career_services/) for information regarding teaching as a career. The Office of Teacher Education at Claremont Graduate University (<http://www.cgu.edu/pages/1642.asp>) also has specific information regarding its Internship Program.

AFRICANA STUDIES

The Intercollegiate Department of Africana Studies offers a multidisciplinary curriculum that examines the experiences of people of the African diaspora from a liberal arts perspective. 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 Advisers: D. Basu, H. Fairchild, L. Harris.

Requirements for the Major in Africana Studies

Major requirements ensure that students are thoroughly exposed to the broad range of research and scholarship in the discipline. Africana Studies majors must complete at least 11 courses 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. Students elect to focus on one of the following areas of concentration: Arts, Humanities, or Social Sciences.

AFRI/AS10A/B. Introduction to Africana Studies; two courses. **This is a two- semester course that should be completed by the end of the student's sophomore year.**

Literature (African, African American, or Caribbean); one course. History (African, African American, or Caribbean); one course.

Social Science (e.g., Economics, Politics, Psychology, or Sociology); one course from the list of approved Africana Studies courses.

Art, Music, or Religion: one course from the list of approved Africana Studies courses.

4 courses which represent Africa and its Diaspora in the student's area of concentration within the major, e.g. Arts, Humanities or Social Sciences.

Senior Seminar. **Required of all majors; and AFRI 191 AF (thesis), AFRI 192 AF (project), or AFRI 193 AF (comprehensive exam).**

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

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

In addition, the department strongly recommends that students take 4 semesters of a language spoken in the African Diaspora (e.g., Arabic, French, Portuguese, Spanish, or an African language).

Requirements for the Minor in Africana Studies

Minor: For the Africana Studies minor, students are required to complete seven courses in African Studies, two of which must be the two-semester AFRI/AS10A&B course, and five other Africana Studies courses that represent at least three disciplines.

Art and Art History

ARHI 140 PO. 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. P. Jackson (Pomona). [not offered 2013-14]

ARHI141A AF. Seminar: (Re)presenting Africa: Art, History and Film. Seminar centers on post-colonial African films to examine (re)presentations of people, arts, cultures and socio-political histories of Africa and its Diaspora. Course critically examines the cinematic themes, aesthetics, styles and schools of African and African Diaspora filmmakers. Fall, P. Jackson (Pomona).

ARHI141B PO. Seminar: Africana Cinema Through the Documentary Lens. P. Jackson (Pomona). [not offered 2013-14]

ARHI144B PO. Daughters of Africa: Art, Cinema, Theory, & Love. Course examines visual arts and cultural criticism produced by women from Africa and the African Diaspora (North American, Caribbean, & Europe). Students identify and analyze aesthetic values, key representational themes, visual conventions, symbolic codes and stylistic approaches created from feminism's love of Africananess, Africaness, and justice. Complement to Africana Women Feminism(s) and Social Change (144AAF). P. Jackson (Pomona). [not offered 2013-14]

ARHI178 PO. Africana Aesthetics and the Politics of (Re)presentation. Survey of the visual arts produced by people of African descent in the U.S.A., from the colonial era to the present. Emphasis of Africana artists and changing relationship to African arts and cultures. Examines the emergence of an oppositional aesthetic tradition that interrogates visual constructions of "Africananess" and "whiteness," gender and sexuality as a means of re-visioning representational practices. Fall, P. Jackson (Pomona).

ARHI186L PO. Critical Race Theory Representations & Law. Critical Race Theory (CRT) and Critical Race Feminism (CRF) examine the role of law in constructing and maintaining racialized, gendered and classed disparities of justice. Course examines the intellectual, aesthetic and political convergences of critical jurisprudence with representational practices in the visual arts. Spring. P. Jackson (Pomona).

ARHI186W PO. 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 "Africananess" 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

ENGL009 AF. Black Feminist Community Learning and Creative Writing. (See English and World Literature 9). Fall/Spring, L. Harris.

ENGL012 AF. Introduction to African American Literature. (See English and World Literature 12AF) Fall, L. Harris.

LIT 103 HM. Third Cinema. Emerging in Latin America in the 1960s and 1970s, the notion of Third Cinema takes its inspiration from the Cuban revolution and from Brazil's Cinema Novo. Third Cinema is the art of political filmmaking and represents an alternative cinematic practice to that offered by mainstream film industries. Explores the aesthetics of film making from a revolutionary consciousness in three regions: Africa, Asia and Latin America. Fall, I. Balseiro (HMC).

FREN117 CM. Novel and Cinema in Africa and the Caribbean. 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. (Taught in French) M-D. Shelton (CMC). [not offered 2013-14]

ENGL122 AF. Healing Narratives. This course examines how African Diaspora writers, filmmakers, and critical theorists respond to individual and collective trauma, and how their works address questions of healing mind, body, and spirit. We will take particular interest in Black feminist theory, the body as a construct of racial ideology, and the business of remedy. V. Thomas (Pomona). [not offered 2013-14]

ENGL125C AF. Introduction to African American Literature: In the African-Atlantic Tradition. Survey of 18th and 19th century Africana Atlantic literary production, including oral and song texts, slave and emancipation narratives, autobiographical writing, early novels and poetry, with attention to cultural and political contexts, representations of race, gender and class, cultural political contexts, aesthetics of resistance, and African-centered literary constructions and criticisms. Fall, V. Thomas (Pomona).

ENGL130 AF. Topics in 20th Century African Diaspora Literature. Readings and discussions of contemporary African Diaspora literary production, with emphasis on particular authors, themes, critical and/or theoretical issues. V. Thomas (Pomona). [not offered 2013-14]

FREN132 CM. North African Literature After Independence. In this course, we will examine the post-independence work of North African writers from Morocco, Algeria, and Tunisia. Lectures and discussion will focus on those texts that are central to an understanding of the North African situation and that of its writers. Readings will also

include theoretical texts such as those by Frantz Fanon and Aimé Césaire, as well as novels by Tahar Ben Jelloun, Albert Memmi, and Rachid Mimouni. (Taught in French). F. Aitel (CMC). [not offered 2013-14]

ENGL132 AF. Black Queer Narrative & Theories. (See English and World Literature 132AF). L. Harris. [not offered 2013-14]

ENGL140 PO. Literature of Incarceration: Writings from No Man's Land. Focusing on writing by women within prison systems worldwide including the United States and South Africa, the course seeks to frame and analyze their confrontations and experiences where conflicts of gender, ethnicity, class and state authority produce inmates of policed and criminalized landscapes. V. Thomas (Pomona). [not offered 2013-14]

LIT 147 HM. Writers from Africa and the Caribbean. Fall, J. Baleiro (HMC).

LIT 155 HM. Post-Apartheid Narratives. This seminar maps the literary terrain of contemporary South Africa. Through an examination of prose, poetry, and visual material, this course offers some of the responses writers have given to the end of Apartheid to major social events such as the hearings of the Truth and Reconciliation Commission, and to the idea of a "new" South Africa. I. Balseiro (HMC). [not offered 2013-14]

LIT 160 AF. Caribbean Literature. Reading and analysis of novels, poetry, and essays representing the most important trends in modern Caribbean literature. M-D. Shelton (CMC). [not offered 2013-14]

LIT 162 AF. African Literature. Reading and analysis of novels, poetry, and essays representing the most important trends in modern African literature. M-D. Shelton (CMC). [not offered 2013-14]

LIT 165 AF. Writing between Borders: Caribbean Writers in the U.S.A. and Canada. Examination of works by women writers from the Caribbean. This course seeks to uncover the complex nature of cross-cultural encounters. Explores the strategies used by these writers to define themselves both inside and outside the body politic of two societies. Attention given to questions of identity, exile, history, memory and language. Authors include Jean Rhys, Paule Marshall, Maryse Conde, Jamaica Kincaid, Edwidge Danticat, and Michelle Cliff. Spring, M-D. Shelton (CMC).

ENGL166 AF. Major Figures in 20th Century American Literature: James Baldwin. (See English and World Literature 196AF). L. Harris. [not offered 2013-14]

ENGL170J PO. Special Topics in American Literature: Toni Morrison. A seminar on Morrison's contributions to African-American literature, the Western canon, Africana feminist discourse and promoting African Diaspora literacy. Students will examine Morrison as a writer of fiction, literary criticism, essays, short stories, cultural criticism, and editorial commentaries. V. Thomas (Pomona). [not offered 2013-14]

History

HIST040 AF. 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).

HIST041 AF. History of Africa, 1800 to the Present. History of Africa from the nineteenth 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).

HIST050A AF. 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 Africanas 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). [not offered 2013-14]

HIST050B AF. 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 Africana 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).

HIST100U AF. Pan-Africanism and Africana 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 Africana 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).

HIST100X PO. Modern Carribean Pro-Seminar. Examines European and U.S. imperialism in the region through the analytical lenses of sexuality and race. Emphasizes the ideological construction of subject peoples and the creative means by which colonized "subjects" resisted colonialism. Pays close attention to the racial and sexualized politics of emancipation, U.S. military intervention, migration, tourism and economic development. Juniors and seniors only. A. Mayes (Pomona). [not offered 2013-14]

HIST143 AF. 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). S. Lemelle (Pomona). [not offered 2013-2014]

HIST145 PO. Afro-Latin America. This course examines the social and political effects of racial and ethnic categorization for people of African descent in Latin America, with a particular focus on Cuba, Brazil, Colombia, Puerto Rico, the Dominican Republic and Mexico. We will look at the social organization of difference from a theoretical and historical perspective as it relates to colonialism, economic systems of production, such as slavery, issues of citizenship, national belonging and government services and access to resources. Our questions include: what have been the experiences of African-descended people in Latin America? Who is “Africana” or “African” in Latin America and why have the meanings of “Africananness” changed over time? A. Mayes (Pomona). [not offered 2014-13]

HIST153 AF. Slave Women in Antebellum America. This course examines the role of power and race in the lives and experiences of slave women in antebellum United States mainly through primary and secondary readings. Topics include gender and labor distinctions, the slave family, significance of the internal slave trade and regional differences among slave women’s experiences. The course ends with slave women’s responses during the Civil War. Fall. R. Roberts (Scripps).

HIST173 AF. Black Intellectuals and the Politics of Race. This course explores the varied way in which scientific racism functioned against African Americans in the United States from the mid-nineteenth to mid-twentieth centuries and addresses African American intellectuals’ response to biological racism through explicit racial theories and less explicit means such as slave narratives, novels, essays and films. R. Roberts (Scripps). [not offered 2013-14]

HIST176 AF. Civil Rights Movement Modern Era. 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. R. Roberts (Scripps). [not offered 2013-14]

Music

MUS 056 PO. Words and Music: Black Song. Study of the development of the solo song in Western art music. Student will learn how to analyze texts and compositional techniques. Examines the works of selected African-American composers. The ability to read music would be helpful, but it is not required. Spring, G. Lytle (Pomona).

MUS 062 PO. Survey of American Music. Introduction to the contributions that specific ethnic cultures have made to the diverse fabric of American music. Examines two ethnic populations and the elements which make up the musical life of each group. Lectures, guest presentations and concerts. G. Lytle. [not offered 2013–14]

Psychology

PSYC012 AF. Introduction to African American Psychology. 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 2013-14]

PSYC150 AF. Psychology of the Black Experience. Facilitates students' understanding of Afro-American psychological experience. Critical review of historical and traditional approaches to the psychological study of Black people; examination of the contributions of the first three generations of Black psychologists who set the foundations for the current generation; concludes with a look at Black psychology today and its influence on the mainstream of the field. Prerequisite: Psyc 51. Fall, E. Hurley.

PSYC157 SC. Psychology of the Black Woman in America. This course explores black women's lives by examining various psychological phenomena from a black feminist perspective. Emphasis will be placed on the multiplicity of experience and how it is shaped by oppression and struggle. Discussion topics will include identity, mental health, sexuality, academic achievement and work. Prerequisite: Psychology 52. S. Walker (Scripps). [not offered 2013-14]

PSYC180X AF. Culture and Human Development: African Diaspora. Explores the growing movement to situate the study of development in the context of culture. Examines cross-cultural research, but the focus is not on cross-cultural appreciation. Methodological issues pertaining to research across cultures, and theories important in culture and development will be explored. Spring, E. Hurley.

PSYC188 AF. Seminar in African American Psychology. Critically examines contemporary literature in African American Psychology. Emphasizes the ideas of leading theorists (e.g., Naim Akbar, Wade Nobles, Linda Myers) and the research literature on contemporary problems (e.g., teen pregnancy, gangs). Prerequisites: Psychology 10 or 12 (or permission of instructor). Fall, H. Fairchild.

PSYC194 PZ. Seminar in Social Psychology. (See Psychology 194). H. Fairchild. [not offered 2013-14]

Religious Studies

RLST142 AF. The Problem of Evil: African-American Engagements With (in) Western Thought. This course thematically explores some of the many ways African Americans, in particular, have encountered and responded to evils both as a part from the broader Western tradition. We will see how the African-American encounter with evil troubles the distinction often made between natural and moral evil and highlights the tensions between theodicies and ethical concerns. Fall, D. Smith (Pomona).

RLST150 PO. The Eye of God: Race and Empires of the Sun. Fall, D. Smith.

Sociology

SOC 009 PZ. Food, Culture, Power. (Also Anth 9/Chlt 9. See Sociology/Anthropology/Chicano/a Latino/a Transnational Studies 9), D. Basu/E. Chao/M. Soldatenko. [not offered 2013-14]

SOC 051 PZ. Cast, Class, and Colonialism. (See Sociology 51).,D. Basu. [not offered 2013-14]

SOC 088 PZ. Hip Hop and Incarceration. (See Sociology 88), D. Basu. [not offered 2013-14]

SOC 109 PZ. African American Social Theory. (See Sociology 109). Spring, A. Bonaparte.

SOC 124 AF. Race, Place and Space. (See Sociology 124), D. Basu. [not offered 2013-14]

SOC 134 PZ. Urban Life in L.A. (See Sociology 134). D. Basu. [not offered 2013-14]

SOC 136 AF. Framing Urban Life. (See Sociology 136). D. Basu. [not offered 2013-14]

SOC 142 AF. Black & So. Asian Diaspora in Great Britain. (See Sociology 142), D. Basu. [not offered 2013-14]

Courses for Majors

AFRI 10A AF. Introduction to Africana 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.(Pomona) Fall, S. Lemelle.

AFRI 010B AF. Introduction to Africana Studies: Research Methods. The purpose of this course is to introduce students to the methodologies used in research on topics pertinent to Africana Studies. In keeping with the interdisciplinary nature of the field, the course will introduce students to research methods in the humanities and social sciences. Coverage of research methods includes, but is not limited to, interviewing; content analysis; archival, library and Internet research; and participant-observation. (Scripps) Spring, D. Schnyder.

AFRI 120AF. Prisons and Public Education. In this course we will analyze and deconstruct existing realities, and posit new ones with respect to interlocking violence that is levied against black people in the form of public education and the prison industrial complex.(Scripps) D. Schnyder. [not offered 2013-14]

AFRI 149 AF. Africana Political Theory: Black Political Theory in the United States. Given the Black dispersal throughout the world, Africana Political Theory will analyze the intersection of race, class, gender, and sexuality in the formation of political structures through the African Diaspora. Utilizing the texts of Black scholars throughout the Diaspora, the course will provide a broad look into Black politics. Prereq: at least one course in Africana Studies. (Scripps) D.Schnyder [not offered 2013-14]

AFRI190 AF. Africana Studies Senior Seminar. Seminar for Africana studies majors. Compliments guidance of primary thesis adviser, by focusing on interdisciplinary research

strategies and data collection methods; development of authorial voice for the interrogation African/African Diasporan topics, notions of race, and manifestations of racism. Emphasis on writing, rewriting, and peer review. Minors require professor's permission. (Pomona) Fall, E. Hurley.

AFRI191 AF. 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.

AFRI192 AF. 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, e.g. original playscript, film or filmscript, or artwork. Offered each semester, Staff.

AFRI193 AF. 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 Africana Studies. The student chooses two fields in Africana Studies (e.g., history and literature) in which to be examined. (This option is not open to Scripps students). Offered each semester, Staff.

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 Advisers: B. Anthes, S. McConnell, C. Strauss.

Core Faculty in American Studies: While several faculty at the Claremont Colleges offer courses that fulfill the American Studies major, the faculty listed below are considered core members of the program and, as such, are available to serve as advisers for those students who decide to major in American Studies.

CMC: Niklas Frykman (HIST), Diana Selig (HIST), Lily Geismer (HIST)

HMC: Hal Barron (HIST), Jeff Groves (LIT), Isabel Balseros (LIT), Erick Dyson (REL)

PO: Hilary Gravendyk (ENG), Frances Pohl (ARHI), Victor Silverman (HIST), Tomas Summers Sandoval (HIST), Val Thomas (ENG).

PZ: Bill Anthes (ARHI), Stu McConnell (HIST), Claudia Strauss (ANTH)

SC: Matt Delmont (AMST), Julie Liss (HIST), Warren Liu (ENG), Rita Roberts (HIST), Cheryl Walker (ENG)

Requirements for the Major

An essential component of the American Studies curriculum is AMST 103 JT, 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 their junior year, majors consult with a member of the intercollegiate faculty to plan a program of study. Majors are required to complete nine courses approved by their American Studies faculty adviser, plus a senior seminar and a senior thesis. These requirements provide an introduction to the field, a broad knowledge of the United States, in-depth experience in a particular area of study (either a topic or a discipline) and a capstone senior project.

There are two tracks available for completion of the major, one with more of a disciplinary focus, the other with a thematic focus. Students must choose which track they will follow by

the beginning of their junior year. Those who opt for the theme-based track must choose a theme in consultation with his or her adviser and submit a 3-4 page proposal by week 5 of the fall semester of the junior year.

Track 1:

- I. To introduce students to the field of American Studies, students take: (1) AMST 103 JT, a prerequisite course that is team-taught by members of the intercollegiate faculty in the spring semester to introduce the themes, concerns and methodologies of American Studies
- II. To provide a broad knowledge and set of skills in the field, students take: (2-3) A two-semester survey of U.S. history (at Pitzer, HIST 025 PZ and HIST 026 PZ or equivalents); (4) A survey-level course in another discipline focusing on the U.S., such as art history, literature, music, sociology; (5) A course in Africana, Asian American or Chicano/a-Latino/a Studies, or one course on the histories and/or cultures of Native Americans
- III. To provide depth as well as breadth, students take: (6) AMST 180 SC, the American Studies Seminar, normally taken in the fall of the junior year; (7, 8, 9) Three seminar or upper-division courses in a single discipline (e.g. anthropology, art history, English)
- IV. For their capstone experience in American Studies, students must complete: (10,11) AMST 190 JT, Senior Seminar and AMST 191 PZ, Senior Thesis. All students are required to write a senior thesis by enrolling in a two-course, two-credit sequence. Students will enroll in AMST 190 JT, a seminar, in the fall semester. In the spring semester, students enroll in AMST 191 PZ and complete the thesis under the direction of their thesis adviser and second reader, at least one of whom must be from the student's home campus.

Track 2:

- I. To introduce students to the field of American Studies, students take: (1) AMST 103 JT, a prerequisite course that is team-taught by members of the intercollegiate faculty in the spring semester to introduce the themes, concerns and methodologies of American Studies
- II. To provide a broad knowledge and set of skills in the field, students take: (2-3) A two-semester survey of U.S. history (at Pitzer, HIST 025 PZ and HIST 026 PZ or equivalents); (4) A course in Africana, Asian American or Chicano/a-Latino/a Studies, or one course on the histories and/or cultures of Native Americans
- III. To provide depth as well as breadth, students take: (5) AMST 180 SC, the American Studies Seminar, normally taken in the fall of the junior year; (6, 7, 8, 9) Four courses drawn from at least two departments that focus on a specific theme (e.g. Race and Social Justice in the U.S.; the U.S. in a Transnational Context)
- IV. For their capstone experience in American Studies, students must complete: (10,11) AMST 190 JT, Senior Seminar and AMST 191 PZ, Senior Thesis. All students are required to write a senior thesis by enrolling in a two-course, two-credit sequence. Students will enroll in AMST 190 JT, a seminar, in the fall semester. In the spring semester, students enroll in AMST 191 PZ and

complete the thesis under the direction of their thesis adviser and second reader, at least one of whom must be from the student's home campus.

Combined Major: A combined major in American Studies requires at least nine courses:

- I. To introduce students to the field of American Studies, students take: (1) AMST 103 JT, a prerequisite course that is team-taught by members of the intercollegiate faculty in the spring semester to introduce the themes, concerns and methodologies of American Studies
- II. To provide a broad knowledge and set of skills in the field, students take: (2-3) A two-semester survey of U.S. history (at Pitzer, HIST 025 PZ and HIST 026 PZ or equivalents); (4) A course in Africana, Asian American or Chicano/a-Latino/a Studies, or one course on the histories and/or cultures of Native Americans.
- III. To provide depth as well as breadth, students take: (5) AMST 180 SC, the American Studies Seminar, normally taken in the fall of the junior year; (6,7) Two seminar or upper-division courses from different disciplines that focus on a specific theme in American Studies (e.g. Race and Social Justice in the U.S.; the U.S. in a Transnational Context).
- IV. For their capstone experience in American Studies, students are required to write a senior thesis by enrolling in a two-course, two-credit sequence. (8,9) Students will enroll in AMST 190 JT, a seminar, in the fall semester or a senior thesis seminar in their department of their other major. In the spring semester, students complete a thesis that meaningfully incorporates the approaches of both fields. Their thesis will be under the direction of one adviser from each discipline; at least one adviser must be from the student's home campus.

Minor: The minor in American Studies requires at least six courses:

AMST 103 JT: Introduction to American Cultures

A two-semester survey of U.S. history (at Pitzer, HIST 025 PZ and HIST 026 PZ or equivalent)

AMST 180 SC: American Studies seminar

Two additional American Studies approved courses selected in consultation with student's adviser.

Honors: Students whose GPA equals or exceeds 3.5 both overall and in the four core courses required for the major (AMST 103 JT, AMST 180 SC, HIST 025 PZ & HIST 026 PZ) and who have completed the senior thesis with a grade of A, are eligible for honors in American Studies. Candidates for honors also must pass an oral examination on the thesis, administered by a committee consisting of the two thesis readers plus one outside reader. The awarding of honors in American Studies is at the discretion of this oral examination committee.

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 advisers or an American Studies adviser at their home campus for current course offerings.

AMST 103 JT. 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, S. McConnell/V. Thomas.

AMST 180 SC. Seminar in American Studies. Interdisciplinary examination of problems in the history, politics and culture of the United States. M. Delmont (Scripps).

AMST 190 JT. Senior Thesis Seminar. This faculty-led, intercollegiate seminar is intended to help students work through the process of conceptualizing, researching and writing a senior thesis in American Studies, with the goal of producing one complete chapter by the end of the semester. Staff.

AMST 191 PZ. Senior Thesis. Spring, Staff.

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

Anthropology

ANTH 012 PZ. Native Americans and Their Environments

ANTH 076 PZ. American Political Discourses

Art History

ARHI 137 PZ. Tradition and Transformation in Native North American Art

ARHI 139 PZ. Seminar: Topics in Native American Art History

Asian American Studies

ASAM 075 PZ. Asian American and Queer Zines

ASAM 082 PZ. Racial Politics of Teaching

ASAM 090 PZ. Asian American and Multiracial Communities

ASAM 102 PZ. Fieldwork: Asian Americans Chicano/a Latino/a Transnational Studies

ASAM 128 PZ. Tattoos, Piercing, Body Adornment

ASAM 135 PZ. Filipina/o American Experiences

English and World Literature

EENGL 011A PZ. and ENGL 011B PZ. Survey of American Literature

ENGL 012 AF. Intro to African American Literature

ENGL 117 PZ. Contemporary American Fiction

ENGL 170 PZ. Empire and Education in U.S. Literature

Environmental Analysis

EA 074 PZ. California's Landscapes: Diverse Peoples and Ecosystems

EA 086 PZ. Environmental Justice

EA 095 PZ. U.S. Environmental Policy

EA 096 PZ. Hustle & Flow: CA Water Policy

History

HIST 025 PZ & HIST 026 PZ. U.S. History: 1620 to Present

HIST 050 PZ. Journalism in America: 1787 to Present

HIST 051 PZ. The Atomic Bomb in American Culture Since 1945

HIST 152 PZ. Down and Out: The Great Depression, 1929–1941

HIST 154 PZ. U.S. Labor History

HIST 156 PZ. American Empire: 1898 and After

HIST 158 JT. The Era of the Civil War and Reconstruction, 1845–1877

HIST 159 PZ. Victorian America, 1870–1900

Linguistics

LGCS 082 PZ. Racial Politics of Teaching

LGCS 116 PZ. Language and Ethnicity

Ontario Program

ONT 101 PZ. Critical Community Studies

ONT 104 PZ. Social Change Practicum

ONT 106 PZ. Applied Qualitative Methods

Political Studies

POST 101 PZ. The U.S. Electoral System

POST 105 PZ. American Politics

POST 107 CH. Latino Politics

POST 108 PZ. California Politics

POST 131 PZ. U.S. Foreign Policy

POST 133 PZ. Film, Politics and the Cold War

POST 174 CH. U.S. Immigration & Transnational Policy

POST 180 PZ. Secularism and Public Opinion

Psychology

PSYC 012 AF. Introduction to African American Psychology

Sociology

SOC 055 PZ. Juvenile Delinquency

SOC 78 PZ. Indigenous Peoples of the Americas

SOC 088 PZ. Hip Hop & Incarceration.

SOC 109 PZ. African American Social Theory.

SOC 145 CH. Restructuring Communities

SOC 155 CH. Rural and Urban Social Movements

SOC 157 PZ. Men & Women in American Society

ANTHROPOLOGY

Pitzer Advisers: E. Chao, L. Martins, S. Miller, D. Segal, C. Strauss.

Requirements for the Major

The major in anthropology requires a minimum of ten 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. Students interested in combining anthropology with the study of medicine, education, public policy, linguistics, art, or other fields are encouraged to talk to one of the anthropology advisers for recommended courses.

1. The Sociocultural Track requires:

- A. All of the following courses:
 - ANTH 001 PZ. Introduction to Archaeology and Biological Anthropology
 - ANTH 002 SC. Introduction to Sociocultural Anthropology
 - ANTH 003 PZ. Language, Culture and Society (or another course in linguistic anthropology)
 - ANTH 011 PZ. The World Since 1492
 - ANTH 105 PZ. Field Methods in Anthropology or ANTH 058 PZ. Doing Research Abroad
 - ANTH 153 PZ. History of Anthropological Theory
- B. A minimum of four electives in Anthropology. Courses taken on Pitzer Study Abroad programs may be eligible, if they are approved by the Anthropology Field Group.

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

- A. All of the following courses:
 - ANTH 001 PZ. Introduction to Archaeology and Biological Anthropology
 - ANTH 002 PZ. Introduction to Sociocultural Anthropology
 - ANTH 011 PZ. The World Since 1492
 - ANTH 101 PZ. Theory and Method in Archaeology (or ANTH 110 PO, Field Methods in Archaeology, or an approved summer Field School)
- B. Two upper level courses selected from the following:
 - ANTH 101 PZ. Theory and Method in Archaeology (cannot satisfy two requirements)
 - ANTH 102 PZ. Museums and Material Culture
 - ANTH 103 PZ. Museums: Behind the Glass
 - ANTH 110 PO. Archaeological Methods (Pomona)
 - ANTH 111 PZ. Historical Archaeology
 - CLAS 161 PZ. Greek Art and Archaeology
 - ANTH 168 PZ. Prehistoric Humans and Their Environments
 - ANTH 170 PZ. Seminar in Human Evolution
 - CLAS 125 PZ. Ancient Spectacle

CLAS 150 PZ. Archaeology in the Age of Augustus.
 CLAS 162 PZ. Roman Art and Archaeology.
 CLAS 164 PZ. Pompeii and the Cities of Vesuvius.

C. A minimum of four electives in anthropology.

A student may substitute a comparable course for a required course with the permission of the field group. Students majoring in anthropology should consult with their adviser to select for the fulfillment of their formal reasoning requirement a course suited both to their interests in anthropology and their background in mathematics. Normally, courses in the student's major cannot be taken on a pass/no credit basis.

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

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.

Combined Major: A combined major in anthropology (Sociocultural Track) requires at least seven courses, including Introduction to Sociocultural Anthropology (ANTH 002 PZ), Language, Culture and Society (ANTH 003 PZ) and The World Since 1492 (ANTH 011 PZ). In addition, students will normally take Introduction to Archaeology and Biological Anthropology (ANTH 001 PZ) or one course primarily in archaeology, biological anthropology, or material culture. A course on field methods (e.g., ANTH 105 PZ) is strongly recommended. At least two courses for the combined major should be ones at an advanced level in anthropology that are particularly suited to the interdisciplinary major of the student.

A combined major in anthropology (Human Evolution, Prehistory and Material Culture Track) requires at least eight courses, including Introduction to Archaeology and Biological Anthropology (ANTH 001 PZ), either Introduction to Sociocultural Anthropology (ANTH 002 PZ) or the World Since 1492 (ANTH 011 PZ), Theory and Method in Archaeology (ANTH 101 PZ) or the PO field methods course, or an approved summer field school). In addition, students will take two courses from the advanced courses listed in the catalog for the major; normally, this will include Historical Archaeology (ANTH 111 PZ). Finally, students will take at least three other courses in anthropology, chosen in consultation with the adviser.

For either track, up to two courses may be counted for both fields of the combined major. Where no specific courses are listed in the above requirements, the adviser and student will make a determination of what courses will be taken and the adviser will then circulate that outcome to the field group for approval.

Minor in Anthropology: Students who wish to graduate with a minor in anthropology must satisfactorily complete at least six graded anthropology courses, at least two of which are listed in the requirements for one or both of the anthropology tracks.

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.

ANTH 001 PZ. Introduction to Archaeology and Biological Anthropology. An introduction to the basic concepts, theories, methods and discourses of these fields. The course includes an examination of human evolution as well as a survey of human cultural development 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. Spring, S. Miller.

ANTH 002 PZ. 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/Spring, L. Martins

ANTH 003 PZ. 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.

ANTH 009 PZ. Food, Culture, Power. Also listed in Sociology & Chicana/ Latin@ Studies. Food is a source of our collective passion. In this course we will examine individual and collective food memories and social history. The course will address local and global modes of food production, distribution, and consumption, as well as alternative food culture and eating disorders. Fall, D. Basu/E. Chao/M. Soldatenko.

ANTH 011 PZ. The World Since 1492. Also listed in History. 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, C. Johnson/H. O'Rourke/D. Segal.

ANTH 012 PZ. 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. We will consider several regions of North America in our study of such groups as the Inuit, Kwakiutl, Cahuilla, Hopi, Navajo, Dakota and Iroquois. S. Miller.

HIST 012 PZ. History of Human Sciences. (See History 12). Fall, D. Segal.

ANTH 016 PZ. Introduction to Nepal. The course provides an introduction to the history and cultures of Nepal. Drawing on ethnographic accounts and anthropological framings, the class explores gender, literacy, class, caste, consumption, and recent political changes in contemporary Nepal. This course is appropriate for, but not limited to, students interested in study abroad in Nepal. Fall, E. Chao.

CLAS 020 PZ. Fantastic Archaeology: Modern Myths, Pseudo-Science, and the Study of the Past. (See Classics 20). M. Berenfeld.

ANTH 025 PZ. Anthropology of the Middle East. Drawing on a variety of ethnographies, films, and theoretical perspectives, this course simultaneously provides an overview of the Middle East (broadly defined) from an anthropological perspective and a critical exploration of the ways anthropology has contributed to the construction of the Middle East as a region in the first place. L. Deeb (Scripps).

ANTH 050 PZ. 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. Spring, E. Chao.

ANTH 052 PZ. Indigenous Societies: Histories of Encounters. The course gives an overview of the current lives of indigenous societies in different parts of the world (North America, South America, Africa, and Asia). We will examine major topics that mark their encounters with nation-states: political power, economic development, gender relations, collective rights, healthy, formal education, and religion. The course compares a variety of ethnographic cases (through movies and texts) to expose the difference and similarities between ‘indigenous peoples.’ L. Martins.

ANTH 056 PZ. Run to the Forest. Also listed in Art. This course is a visual, artistic and intellectual reflection about the insertion of traditional Amazonian indigenous knowledge within local and global discourses of nature, sustainability and development. This course explores art as a form of dialogue about nature, time, consumption, and cosmology for Amazonian indigenous peoples. Fall, L. Martins/ J. Esbell

MUS 066 SC. Music Cultures of the World. (See Music 66, Scripps). C. Jaquez.(Scripps).

ANTH 067 PZ. Monkeys, Apes and Humans. This course will explore the primates of the world--their social behaviors, ecology, and the habitats in which they live. Issues to be discussed include primate mating strategies, mother-infant bonds, infanticide and rape, the use of tools and medicinal plants, and language learning among captive apes. Finally, the course will examine human behavior and its reflection in our nonhuman primate cousins. Fall, Staff.

EA 068 PZ. Ethnoecology. (See Environmental Analysis 68). P. Faulstich.

ANTH 070 PZ. Culture and the Self. This course examines the way emotions, cognition and motivations are shaped by culture. Topics will include ideas of personhood in different societies, cultural differences in child rearing, whether there are any universal emotions or categories of thought, and mental illness cross-culturally. C. Strauss.

ANTH 076 PZ. American Political Discourses. This course will examine individualist discourses and alternatives to them (e.g., populist, religious, ethnic/racial identity, socialist, New Age) in the United States. We will study how these discourses have been used in the past and present by elites and average citizens, including their key words, metaphors, rhetorical styles and unspoken assumptions. The focus of the class will be original research projects examining the ways these discourses are used in discussions of politics and public policy. C. Strauss.

ANTH 083 PZ. Life Stories. We cannot just tell any story about ourselves. This course examines life stories from various societies and time periods, including our own. The focus is on the cultural concepts of self, linguistic resources, and aspects of autobiographical memory that shape how we represent and imagine our lives. Spring, C. Strauss.

ANTH 086 PZ. Anthropology of Public 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 2012-13]

ANTH 087 SC. Contemporary Issues in Gender and Islam. This course explores a variety of issues significant to the study of gender and Islam in different contexts, which may include the Middle East, South Asia, Africa and the U.S. Various Islamic constructions and interpretations of gender, masculinity and femininity, sexuality and human nature will be critically examined. L. Deeb (Scripps).

ANTH 088 PZ. China: Gender, Cosmology and the State. How can we understand contemporary China? In this class we will examine an array of topics from constructions of female pollution, kinship, marriage, folk religion and the canonization of state-approved deities to the experiences of the socialist transformation and reform era representations of *modernity* from soap operas and ethnic tourism to urban ghost towns and labor unrest. These explorations seek to provide students with an understanding of Chinese beliefs and practices contextualized in state and global arenas from the 20th century to the present. This class is a discussion-based seminar. It should be of interest to students interested in culture, religion, gender and state discourse. Fall, E. Chao.

ANTH 089 PZ. The American Sixties. This course will examine the now much mythologized period of American history known as “the sixties.” It will inevitably deal with the sordid history of “sex, drugs and rock ‘n’ roll,” as well as histories of revolting youth. But just as importantly, the course will be driven by three theoretical questions. First, what is the relationship between the political activism of bourgeois youth in the “the sixties” and ritualized processes of social reproduction, experienced as the transition from “childhood” to “adulthood”? Second, what is the relationship between the leftist politics of “the sixties” and the historical formation of professional managerial classes in U.S. and world history? And third, how do singular events—such as the decade’s iconic assassination of President John F. Kennedy—articulate with cultural schemas? Prereq: ANTH/HIST 11 PZ or concurrent enrollment in ANTH/HIST 11 PZ. D. Segal.

HIST 098 PZ. The Modern State and History: the Israeli Case. This seminar examines relationships between the Israeli state and historical remembering, particularly in regard to four moments: (i) the reported exile following the Bar Kokhba revolt of the second century, (ii) the Holocaust, (iii) the establishment of the Israeli state, and (iv) the 1982 Israeli invasion of Lebanon. The seminar's examination of the Israeli state's relationship to historical remembering is preceded by consideration of (i) the scholarly literature on the social construction of races, nations, and peoples, and (ii) debates about the desirability of "neutrality" and "balance" in courses on controversial, potentially incendiary topics (such as this course, obviously). Materials used in the course include films (such as, "A Film Unfinished," "Paradise Now," and "Gatekeepers"), as well as readings by such figures as Nadia Abu El-Haj, Rashid Khalidi, Amos Oz, Edward Said, and Shlomo Sand. The seminar concludes by considering what the Israeli case tells us more generally about modern states and historical remembering. Prerequisite. HIST 011 PZ/ANTH 011 PZ or (in exceptional cases) permission of the instructor. Spring, D. Segal.

ANTH 099 PZ. China in the 21st Century: Gender, Culture, Nation. This class will examine China in the 21st Century. Particular attention will be paid to the shift from communist to nationalist discourse; labor unrest and the declining state sector economy; land seizures and rural protest; generational differences and tensions; sex and gender; consumer culture; the rule of law; popular ritual practice; and modernity. Spring, E. Chao.

ANTH 100 PZ. Cannibalism, Shamanism, Alterity. Course will read and discuss contemporary theories on alterity (otherness), focusing on indigenous forms of producing otherness involving humans, non-humans, and non-material subjects. Alterity and subjectivity in Amerindian societies are produced through the manipulations of bodies; cannibalism and shamanism are particular forms of creating the social body and different types of subjects. Fall, L. Martins.

ANTH 101 PZ. 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.

ANTH 102 PZ. Museums and Material Culture. Material culture consists of artifacts that represent the behaviors of humans who create, utilize, value and discard things in culturally significant ways. This course will investigate the cultural and individual meanings of objects from several different groups. A major section of the course will focus on museums: how they present cultural materials (and possibly misrepresent). In required lab section meetings throughout the semester, students will cooperate to design and mount an exhibition of early American material culture. S. Miller.

ANTH 103 PZ. Museums: Behind the Glass. The focus of this course is on the museum as a cultural institution. In the class we will consider why our society supports museums and why we expect that a museum will conserve materials which are deemed of cultural value and exhibit these for the education of the public. A significant part of each student's experience in the course will consist of a working internship in a nearby museum. Fall, S. Miller.

ANTH 105 PZ. 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: Previous course in Anthropology. Fall, L. Martins.

ANTH 108 SC. Kinship, Family, Sexuality. 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. L. Deeb (Scripps); D. Segal.

ANTH 110 PZ. Nature and Society in Amazonia. The course investigates the relations between humans and the environment, focusing on the inter-play of social and natural Amazonian worlds in material, political, cultural and economic terms. The course has ethnographic and historical components: we will study different Amazonian groups and the ways their lives connect to the forest and its beings; we will consider the history of the human presence and the colonization of the Amazon to tease out the different roles that the region has played in the political-economy and the imaginary of Western societies. L. Martins.

ANTH 111 PZ. 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 Indians, the lives of Thomas Jefferson's slaves and other examples as seen through the archaeological evidence. S. Miller.

MS 111 PZ. Anthropology of Photography. (See Media Studies 111). Spring, R. Talmor.

MS 112 PZ. Anthropology of Media. (See Media Studies 112). Fall, R. Talmor.

MUS 112 SC. Intro to Ethnomusicology. Spring, C. Jaquez (Scripps).

ANTH 113 SC. Ethnographic Tales of the City: Anthropological Approaches to Urban Life. Students in this course will examine the ways ethnographic fieldwork methods have been applied to research in urban settings, explore global patterns of urbanization and urban sociality, and consider the distinct theoretical and epistemological issues that arise from the cultural analysis of urban life. Seminar participants will critically engage a range of recent and classic urban ethnographies from around the world and conduct their own investigations. Staff (Scripps).

ANTH 117 PZ. Language and Power. What is power and how is it reflected in and created through talk and writing? For example, who takes control of a conversation? Do women do

more conversational work than men? How do immigrants feel about non-native speakers using their language? How are ideological differences reflected in the way “facts” are reported? When is language discriminatory? We will examine the theories of Bourdieu, Bakhtin and Foucault through our own analyses of power dynamics in language use. C. Strauss.

CLAS 125 PZ. Ancient Spectacle: Glory, Games and Gore in Ancient Greece and Rome. (See Classics 125). M. Berenfeld.

ANTH 129 SC. Gender, Nationalisms and the State. This seminar examines the centrality of gender to identities produced in the modern world through participation in (or exclusion from) state, nation and nationalist and/or anti-colonial movements. Critical analyses of concepts such as “gender,” citizenship,” “imperialism,” “nationalism,” “power,” and “militarism” will be integrated with specific case studies. L. Deeb (Scripps).

ARHI 133 PZ. Indians in Action. Understanding of the indigenous cultures in the Americas have been shaped profoundly by cinematic images. Representations of and by Native Americans have much to say not only about the people they depict but also about the complex relationships between them and national societies. This class studies a selection of iconic films: including ethnographies, mainstream narrative films, as well as the work of indigenous film and videomakers. Our focus will be on understanding the constructed nature of these cultural artifacts as they become important elements in the production of history and historical agents. This course considers that what is put into images is as important as what is left out. B. Anthes/L. Martins.

ARHI 138 PZ. Native American Art Collection. [See Art History 138] Spring, B. Anthes.

EA 140 PZ. The Desert As a Place. (See Environmental Analysis 140). P. Faulstich.

EA 141 PZ. Progress & Oppression. (See Environmental Analysis 148). P. Faulstich.

EA 068 PZ. Ethnoecology. (See Environmental Analysis 68). P. Faulstich.

CLAS 150 PZ. Archaeology of the Age of Augustus. (See Classics 150). M. Berenfeld.

ANTH 153 PZ. 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: ANTH 002 PZ or ANTH 011 PZ/ HIST 011 PZ. Fall, E. Chao & Spring, D. Segal

ANTH 160 PZ. Native American Women’s Arts. This course explores arts created by native American women emphasizing their traditional forms of ceramics, basketry, textiles and beadwork. Other media such as painting, sculpture and jewelry are included. A primary focus is on the lives and work of individual artists, expressed in their changing cultural contexts. S. Miller.

CLAS 161 PZ. Greek Art and Archaeology. (See Classics 161). Fall, M. Berenfeld.

CLAS 162 PZ. Roman Art and Archaeology. (See Classics 162). M. Berenfeld.

CLAS 164 PZ. Pompeii and the Cities of Vesuvius. (See Classics 164). M. Berenfeld.

ANTH 168 PZ. Prehistoric Humans and Their Environments. 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. S. Miller.

ANTH 170 PZ. 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. Prerequisite: Anthropology 1, or equivalent. Spring, S. Miller

ANTH 171 SC. Seminar in Sexuality and Religion. This advanced seminar examines a variety of theoretical and methodological approaches to questions of the relationship between religion and sexuality cross-culturally. Questions addressed may include the production and nature of categories, discipline, bodies, submission, marriage and juridical regulation, moralities, kinship, politics, and the state. Prerequisites: ANTH 002 SC or ID 26 PZ. L. Deeb (Scripps).

CLAS 175 PZ. International Cultural Heritage. [See Classics 175] Fall, M. Berenfeld.

ANTH 185U SC. Topics in Anthropology of the Middle East/North Africa. Intensive and focused study of specific issues and themes in the Middle East and North Africa, drawing extensively on anthropological sources and modes of inquiry. Repeatable for credit with different topics. L. Deeb (Scripps)

ANTH 190 SC. Senior Seminar in Anthropology and Ethnographic Writing. This course has both practical and intellectual ends. Practically it aims to help students who plan to write theses on topics involving cultural representations to (a) formulate research questions; (b) situate their work in and against a relevant body of existing writing, and (c) structure their own descriptions and arguments. Intellectually, it aims to introduce students to some of the ways anthropologists have thought about the processes and politics of writing about culture(s) and people(s). L. Deeb (Scripps).

ANTH 191 SC. Senior Thesis Seminar. Spring, L. Deeb (Scripps).

ANTH 192 PZ. Senior Thesis and Project. This course is designed to facilitate and organize the process of preparing senior theses and projects, and to foster intellectual discussions pertinent to individual projects and to writing. Students will work in peer groups and in close contact with the professor. Fall, D. Segal

ART – STUDIO ART AND ART HISTORY

Pitzer Advisers: T. Berg, C. Ennis, J. McCoy, K. Miller (Studio Art); B. Anthes (Art History & Studio Art).

In studio art, the relation of the artist-teacher to the students precludes the possibility of overly specific course descriptions, other than general indications of media and level of advancement. However, it is important to note that entry-level courses assume no prior knowledge. First-year students are encouraged to enroll in these classes. Lower division studio art courses focus on the development of individual ideas in the context of class assignments. Additionally, but no less important is acquiring an understanding of tools, materials and techniques for the successful manifestations of those ideas. The artist-teacher presents material from her/his experience, convictions, technical knowledge and aesthetic sensibilities in the order and at the rate which, in her/his judgment will best related to the needs of the class and the individual student. Classroom activities are placed in the context of an historical perspective. Ample opportunity for dialogue among the students and artist-teacher is encouraged. The advanced studio course offerings have prerequisites and as such, are oriented toward more complex problem-solving and projects, both for the individual and for the group.

Requirements for the Major in Studio Art

A major in studio art requires the successful completion of 12 courses.

Seven (7) Studio Art Courses working towards competence in three different media, with excellence in one.

Three (3) Art History courses, including one (1) in contemporary art or art theory. Art 189 and Art 199, Art Innovation and Exhibition and Senior Projects in Art.

In the last semester of the senior year, studio art majors are required to mount an exhibition of their work as a part of the course Art 100: Senior Projects in Art. This involves the creation of a body of work that has a cohesive rationale, which will be discussed/critiqued with the entire Art Faculty and graduating peer group.

Studio Art Majors who intend to pursue graduate studies are encouraged to take at least 4 Art History courses as well as to apply for internships in museums, galleries, and conservation labs, and to study abroad.

Honors: Art majors with a cumulative grade point average of at least a 3.5 overall will be invited to have their work evaluated for honors. Students will submit a written proposal that will be evaluated by Art faculty in the fall of their senior year. Selected students will go on to write a thesis to accompany their artwork in the senior exhibition and prepare an oral defense of their work. Students who complete these required thesis components and receive a grade of “A” will be recommended by the Art Field Group for honors.

There are four exhibition spaces to accommodate these exhibitions. The Salathé Gallery, located in the lower level of McConnell Center, functions as a classroom lab and a gallery

and is administered by members of the art faculty. The Nichols Gallery, located in Broad Center, is a spacious gallery that lends itself to large-scale painting, sculpture and performance activity. The Hinshaw Gallery, is an intimate domestic space located in the Grove House and is administered by the Grove House Committee. The Circle Gallery, located in the Gold Student Center, is a medium sized gallery that can accommodate free-standing and pedestal-based objects, as well as two-dimensional work. The Lenzner Gallery is appropriate for works in all mediums and is particularly suitable for film and video.

Minor in Studio Art requires 6 graded courses, 5 in studio art and 1 in art history.

Combined Major in studio art requires 10 courses, which allows for a reduction of one (1) studio art class in the major. Art students are encouraged to consider combined and full majors with other disciplines. Recent combined and full majors include art and Environmental Studies, art and anthropology, art and art history and art and psychology, among others.

Students in the studio art and art history majors will be encouraged to enroll in no less than one semester of study abroad, usually during the junior year. Such study may be taken through one of Pitzer's many study abroad programs. No honors program is available in the studio art major.

Art/Media Studies Combined Major: A combined major in Art and Media Studies requires: seven (7) Media Studies courses (one introductory critical/theoretical Media Studies course; one introductory production course; one media theory course; one media history course; and three additional electives); six (6) Studio Art courses in at least three different media, and two Art History courses. Up to two courses can count for both fields if approved by the student's major advisers. In addition, students should take both Capstone courses (Senior Projects in Art and Senior Seminar in Media Studies) or can choose to substitute an independent study for one Capstone course as approved by major advisers.

Requirements for the Major in Art History

A major in art history at Pitzer College invites students to understand the history of art through interdisciplinary approaches, a global outlook and an interest in ethnic and gender diversity. Through the Five College Coordinated Art History Program, Pitzer College cooperates with Pomona College and Scripps College in offering courses in the history of African, Asian, European and North American art. Course offerings are designed to provide students with a broad grounding in the history of art, with attention to European as well as non-European traditions and to invite students to learn to analyze artworks in their complex relations to cultural, historical, political and philosophical/spiritual contexts. Specialties of art history faculty in the Five colleges Coordinated Art History Program include architecture and fresco painting in Italy; the art of Africa and of artists of African descent in the Americas; the history of cities and gardens; issues of gender and the body in Early Modern art; the social history of North American art, including the United States, Canada, Mexico and Native American traditions, from the 16th century to the present and contemporary art as a global discourse.

Art history majors will take two introductory art history courses, six additional art history courses, one studio art course, the senior seminar, and the senior thesis, for a total of 11 required courses.

- Two introductory courses: 51a or 51b, and 51c.
- One course in the art of Asia, Africa, or the African Diaspora.
- One course in the art of the Americas.
- One course in the art of Europe before 1840.
- One course in art since 1840.
- Two additional art history courses.
- One studio art course.
- Senior Seminar in the fall semester (Art History 190). Senior Thesis in the spring semester (Art History 191).

Majors who intend to pursue graduate studies should study at least two foreign languages appropriate to their areas of interest. Students are strongly encouraged to apply for internships in museums, galleries, and conservation labs, and to study abroad during their junior year.

Minor in Art History:

The minor in art history requires the successful completion of six courses:

- Introductory surveys: Arhi 51A or 51B; Arhi 51C
- Four additional courses in art history, including at least one course in non-European art.

Honors in Art History: A student who wishes to graduate with honors in art history must achieve a minimum grade point average of 3.5 in the major and earn an A or A- in a two-semester thesis that is more substantial than that of students not graduating with honors. The honors thesis must be proposed to the student's adviser by the end of the first semester of the senior year. The honors student will write and then orally defend the thesis before a faculty honors committee comprising at least three members—the two thesis readers and an additional member to be selected by the student in consultation with the adviser and/or first reader.

Learning Outcomes for the Art History Major: Pitzer Art History majors will

- gain knowledge of the theories, histories, and philosophies of art
- gain an understanding of art objects and traditions in their historical contexts and across cultures
- earn how to communicate effectively about art works in both written and oral forms
- earn how to conduct research in art history
- attain the skills and knowledge to pursue a productive career or further education in art history, or a related field

Courses—Studio Art

Pitzer Advisers: T. Berg, C. Ennis, J. McCoy, K. Miller (Studio Art); B. Anthes (Art History & Studio Art).

In studio art, the relation of the artist-teacher to the students precludes the possibility of overly specific course descriptions, other than general indications of media and level of advancement. However, it is important to note that entry-level courses assume no prior knowledge. First-year students are encouraged to enroll in these classes. Lower division studio art courses focus on the development of individual ideas in the context of class assignments. Additionally, but no less important is acquiring an understanding of tools, materials and techniques for the successful manifestations of those ideas. The artist-teacher presents material from her/his experience, convictions, technical knowledge and aesthetic sensibilities in the order and at the rate which, in her/his judgment will best related to the needs of the class and the individual student. Classroom activities are placed in the context of an historical perspective. Ample opportunity for dialogue among the students and artist-teacher is encouraged. The advanced studio course offerings have prerequisites and as such, are oriented toward more complex problem-solving and projects, both for the individual and for the group.

Requirements for the Major in Studio Art

A major in studio art requires the successful completion of 12 courses.

Seven (7) Studio Art Courses working towards competence in three different media, with excellence in one.

Three (3) Art History courses, including one (1) in contemporary art or art theory. ART 189 PZ and ART 199 PZ, Art Innovation and Exhibition and Senior Projects in Art.

In the last semester of the senior year, studio art majors are required to mount an exhibition of their work as a part of the course ART 199 PZ: Senior Projects in Art. This involves the creation of a body of work that has a cohesive rationale, which will be discussed/critiqued with the entire Art Faculty and graduating peer group.

Studio Art Majors who intend to pursue graduate studies are encouraged to take at least 4 Art History courses as well as to apply for internships in museums, galleries, and conservation labs, and to study abroad.

Honors: Art majors with a cumulative grade point average of at least a 3.5 overall will be invited to have their work evaluated for honors. Students will submit a written proposal that will be evaluated by Art faculty in the fall of their senior year. Selected students will go on to write a thesis to accompany their artwork in the senior exhibition and prepare an oral defense of their work. Students who complete these required thesis components and receive a grade of “A” will be recommended by the Art Field Group for honors.

There are four exhibition spaces to accommodate these exhibitions. The Salathé Gallery, located in the lower level of McConnell Center, functions as a classroom lab and a gallery

and is administered by members of the art faculty. The Nichols Gallery, located in Broad Center, is a spacious gallery that lends itself to large-scale painting, sculpture and performance activity. The Hinshaw Gallery, is an intimate domestic space located in the Grove House and is administered by the Grove House Committee. The Circle Gallery, located in the Gold Student Center, is a medium sized gallery that can accommodate free-standing and pedestal-based objects, as well as two-dimensional work. The Lenzner Gallery is appropriate for works in all mediums and is particularly suitable for film and video.

Minor in Studio Art requires 6 graded courses, 5 in studio art and 1 in art history.

Combined Major in studio art requires 10 courses, which allows for a reduction of one (1) studio art class in the major. Art students are encouraged to consider combined and full majors with other disciplines. Recent combined and full majors include art and environmental studies, art and anthropology, art and art history and art and psychology, among others.

Students in the studio art and art history majors will be encouraged to enroll in no less than one semester of study abroad, usually during the junior year. Such study may be taken through one of Pitzer's many study abroad programs. No honors program is available in the studio art major.

Art/Media Studies Combined Major: A combined major in Art and Media Studies requires: seven (7) Media Studies courses (one introductory critical/theoretical Media Studies course; one introductory production course; one media theory course; one media history course; and three additional electives); six (6) Studio Art courses in at least three different media, and two Art History courses. Up to two courses can count for both fields if approved by the student's major advisers. In addition, students should take both Capstone courses (Senior Projects in Art and Senior Seminar in Media Studies) or can choose to substitute an independent study for one Capstone course as approved by major advisers.

Requirements for the Major in Art History

A major in art history at Pitzer College invites students to understand the history of art through interdisciplinary approaches, a global outlook and an interest in ethnic and gender diversity. Through the Five College Coordinated Art History Program, Pitzer College cooperates with Pomona College and Scripps College in offering courses in the history of African, Asian, European and North American art. Course offerings are designed to provide students with a broad grounding in the history of art, with attention to European as well as non-European traditions and to invite students to learn to analyze artworks in their complex relations to cultural, historical, political and philosophical/spiritual contexts. Specialties of art history faculty in the Five colleges Coordinated Art History Program include architecture and fresco painting in Italy; the art of Africa and of artists of African descent in the Americas; the history of cities and gardens; issues of gender and the body in Early Modern art; the social history of North American art, including the United States, Canada, Mexico and Native American traditions, from the 16th century to the present and contemporary art as a global discourse.

Art history majors will take two introductory art history courses, six additional art history courses, one studio art course, the senior seminar, and the senior thesis, for a total of 11 required courses.

- Two introductory courses: ARHI 051A PO, or ARHI 051B PO, and ARHI 051C PO.
- One course in the art of Asia, Africa, or the African Diaspora.
- One course in the art of the Americas.
- One course in the art of Europe before 1840.
- One course in art since 1840.
- Two additional art history courses.
- One studio art course.
- Senior Seminar in the fall semester (ARHI 190 PO). Senior Thesis in the spring semester (ARHI 191 PZ)

Majors who intend to pursue graduate studies should study at least two foreign languages appropriate to their areas of interest. Students are strongly encouraged to apply for internships in museums, galleries, and conservation labs, and to study abroad during their junior year.

Minor in Art History:

The minor in art history requires the successful completion of six courses:

- Introductory surveys: ARHI 051A PO or ARHI 051B PO, and ARHI 051C PO
- Four additional courses in art history, including at least one course in non-European art.

Honors in Art History: A student who wishes to graduate with honors in art history must achieve a minimum grade point average of 3.5 in the major and earn an A or A- in a two-semester thesis that is more substantial than that of students not graduating with honors. The honors thesis must be proposed to the student's advisor by the end of the first semester of the senior year. The honors student will write and then orally defend the thesis before a faculty honors committee comprising at least three members—the two thesis readers and an additional member to be selected by the student in consultation with the advisor and/or first reader.

Learning Outcomes for the Art History Major:

Pitzer Art History majors will

- gain knowledge of the theories, histories, and philosophies of art
- gain an understanding of art objects and traditions in their historical contexts and across cultures
- earn how to communicate effectively about art works in both written and oral forms
- earn how to conduct research in art history
- attain the skills and knowledge to pursue a productive career or further education in art history, or a related field

Courses—Studio Art

ART 011 PZ. Drawing. This class will focus on realism as a basis for accurately perceiving shape, form, value and texture. The course will begin with measuring techniques and perspective, address light and surface quality and end with portraiture. Students will experience a range of drawing media and practice multiple techniques for applying value. Program fee: \$60. Spring, Staff.

ART 012 PZ. Painting. This is a beginning oil painting course with a focus on realistic painting. An understanding of painting realistically will be developed through work on accurate color matching and attending to common drawing problems. This course will introduce all basic oil techniques. Program fee: \$60. Prerequisite: ART 011 PZ or equivalent. Fall, J. McCoy.

ART 015 PZ. Beginning Wheel Throwing. 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: \$60. T. Berg.

ART 016 PZ. Beginning Hand Building. 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: \$60. T. Berg.

ART 017 PZ. Ceramic Tile. This course will revolve around the conception, fabrication and installation of ceramic tile. Students will learn hand-building and moldmaking techniques in the creation of flat, low-relief and three dimensional tile, which will be glazed and fired. A variety of presentation formats, including mounted tile and public art will be explored. Program fee: \$60. Spring, T. Berg.

ART 037 PZ. Environments and Art. 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. 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: \$60. K. Miller.

ART 057 PZ. Mixed Media/Sculpture. 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: \$60. Additional student expense approximately \$60. Fall, A. Hendrickson.

ART 075 PZ. Watercolor. This course will introduce the basic language of watercolor painting. An understanding of realistic painting will be developed through accurate color matching and painting from life. Students will learn to recognize the characteristics of watercolor as a medium and when to best utilize various techniques. Program fee: \$60. J. McCoy.

MS 088 PZ. Mexican Visual Cultures. (See Media Studies 88). Spring, J. Lerner.

MS 093 PZ. Media Off-Screen. (See Media Studies 93). M-Y. Ma

ART 101 PZ. 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: ART 057 PZ or equivalent. Enrollment is limited. Program fee: \$60. K. Miller.

ART 103 PZ. Environments Workshop. 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. Enrollment is limited. Program fee: \$60. Spring, K. Miller.

ART 109 PZ. Adobe & Brick Oven Construction. Students will learn about material properties, design implications and theoretical heat management while collaborating on the design, construction and permitting of an adobe and/or brick oven. Students will create unique designs that respond to a specific site. All tools and surface embellishments will be designed and fabricated by the students. Program fee: \$60. Spring, T. Berg.

ART 111 PZ. Intermediate Painting. Using realism as a foundation, we will push toward abstraction and explore the idea of unlimited space and mark making in painting. In particular, it seeks to maintain a balance between the orchestration of visual and syncopated energy in the exploration of mood, color and texture in crafting images. Program fee: \$60. J. McCoy.

ART 112 PZ. Anatomy/Figure Painting. This course will focus on drawing as it applies to the human form. Students will gain a comprehensive knowledge of surface anatomy and render it correctly. Exercises will include gesture drawing, anatomical studies and longer poses for value studies. Prerequisite: ART 011 PZ or equivalent. Program fee: \$60. J. McCoy.

ART 113 PZ. Drawing Workshop. This advanced course emphasizes contemporary drawing techniques and concepts. The aim of the class is two-fold: to encourage experimentation and broaden your range of media and ideas and to help you define your own body of work. Prereq: ART 011 PZ or equivalent. Program fee: \$60. Fall, J. McCoy

ART 115 PZ. Food and Painting. This course will examine the correlation between food and painting in three parts: the history of food painting, cooking technique as it parallels painting and adapting renaissance techniques for modern use. This is an advanced level

studio class that will introduce unusual techniques. A thorough knowledge of painting methods is required. Prerequisite: Painting 12 or equivalent. Program fee: \$60. J. McCoy.

ART 116 PZ. Moldmaking. A studio course introducing the intricacies of mold-making for ceramics. Students will learn how to make single and multi-part plaster molds from clay prototypes and everyday objects. Projects will rely upon press molding and slip casting multiples to create increasingly complex technical and conceptual resolutions to project outlines. Program fee: \$60. Fall, T. Berg.

ART 117 PZ. 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 16 or equivalent. Program fee: \$60, T. Berg.

ART 118 PZ. Intermediate Wheelthrowing. A continued exploration of the wheel as a tool for the manifestation of sculptural and utilitarian ceramic forms. Students will be challenged to create increasingly complex thrown, altered and hand-built forms, formulate and mix their own glazes and expand their ability to use ceramics to communicate in mature and compelling ways. \$60. T. Berg

ART 120 PZ. Photography Multi-Level. (Formerly 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 light meter. Enrollment is limited. Program fee: \$60. Additional student expenses around \$100.

ART 125 PZ. Photography Digital. 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 PZ or equivalent. Enrollment is limited. Program fee: \$60.

ART 126 PZ. Topics in Intermediate Photography. In this class we will create a strong body of work through theme-based assignments, as well as self-guided projects. By looking at art from present-day artists, we will be working to better understand decision-making and process in regards to our own photography. Each course will be exploring specific themes over the length of the semester. We will primarily be using digital photography as our main tool, so it is recommended that you have a digital SLR. Program fee: \$60.

ART 130 PZ. Design/Build Studio. A hands-on design/build course that will culminate in a collaboratively designed building that will serve as a temporary emergency structure to house two people in case of a major environmental disaster in our area. Students will work together to design and build an aesthetic and sustainable structure that can be used as

easily deployable prototype in the future should such an occasion arise. Program fee: \$60. Prereq: ART 037 PZ or ART 057 PZ or ART 135 PZ.

ART 132 PZ/ EA 132 PZ. Practicum in Exhibiting Nature. The course focuses on designing and implementing an exhibition plan for the Pitzer Outback. Students will assess the Outback as a resource and develop an exhibit strategy and management plan. Walking paths and interpretive signage will be constructed, and students will work in teams to design and develop the appropriate infrastructure. Program fee: \$60. P. Faulstich/K. Miller.

ART 133 PZ. Mural Painting. This course will introduce students to the history of local murals and the technical practice of mural painting. The second half of this course will be conducted off-campus, working with a local community group to develop a site-specific mural. J. McCoy.

ART 135 PZ. 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 well-crafted pieces of their own design, testing the technical possibilities and limits of new, eccentric and/or recycled materials. Prerequisites: ART 057 PZ or equivalent. Program fee: \$60. K. Miller.

ART 138 PZ. The Multi-Dimensional Figure. This course focuses on drawing and sculpting as it applies to the human form. The objective of this course is to realize a comprehensive knowledge and appreciation of the human form and to develop the practical and theoretical tools for using it as compelling subject matter. J. McCoy/T. Berg.

EA 140 PZ. The Desert As A Place. (See Environmental Analysis 140). P. Faulstich.

MS 175 PZ. Contemporary Animation Practice. (See Media Studies 175). Spring, S. Hutin.

ART 189 PZ. 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. Jr/Sr majors only, others by permission. Program fee: \$60. Fall, T. Berg/J. McCoy.

ART 195 PZ. Seminar: Humor in Contemporary Art. This seminar will explore the theoretical frame work for curating an international exhibition of contemporary ceramic art on the topic of humor. Students will discuss the role of humor in art history and contemporary ceramic practice through readings, critical thinking exercises, and visiting artist lectures. T. Berg.

ART 196 PZ. Artist Apprenticeship. An independent study which provides students with unique opportunity to shadow and work directly with a contemporary artist living and working in Los Angeles, one of the major art capitols of the world. Fall/Spring, C. Ennis.

ART 197 PZ. Art in Los Angeles Now. Providing insight and understanding of current issues and trends in contemporary art practice, *Art in Los Angeles Now* will immerse students in the thriving art scene of Los Angeles through visits to artist studios, selected museums and gallery exhibitions, and art schools- L.A.'s thriving incubators of world class art. Spring, C. Ennis

ART 199 PZ. Senior Projects in Art. Course is intended as a capstone for seniors majoring in Art and will involve the development and exhibition of each student's final thesis project. Spring, C. Ennis.

Art History Courses—Harvey Mudd, Pitzer, Pomona, Scripps

ARHI 051A,B,C: Introduction to the History of Art. Asks how the visual cultures of past times relate to those of the present. Critically examines the modern notion of "Art." Proceeds chronologically and globally with examples from Europe, Africa, the Americas, and Asia. Courses may be taken in any order:

ARHI 051A PO. Ancient Times in the Mediterranean World. Fall, J. Emerick (Pomona)

ARHI 051B PO. European-Mediterranean Middle Ages. B. Anthes, F. Pohl (Pomona)

ARHI 051C PO. Renaissance to Modern. Fall, G. Gorse (Pomona), Spring, B. Anthes (Pitzer)

MS 088 PZ Mexican Visual Cultures. (See Media Studies 88). J. Lerner.

CLAS 125 PZ. Ancient Spectacle. (See Classics 125). M. Berenfeld.

ARHI 133 PO. Art, Conquest and Colonization. Examines how images were enlisted in and helped shape the systematic exploration, conquest and colonization of the continent of North America (present-day Canada, the U.S. and Mexico) by Europeans—e.g. the French, British, and Spanish—from the end of the 15th century to the beginning of the 19th century. Considers how images were used by indigenous populations— e.g. the Mexican, the Hopi, the Huron—both to resist attempts to erase their cultural production and ways of life and to control the manner in which they assimilated into European settler cultures. F. Pohl (Pomona).

ARHI 186F PO. Art and Nationalism in Nineteenth-Century North America. Examines how nineteenth-century North American artists and art institutions were involved in shaping the "imagined communities" that constituted the nations of Canada, the U.S. and Mexico. Includes works in a variety of media—painting, sculpture, prints, architecture—and museums, art markets, and mass media industries. F. Pohl (Pomona).

ARHI 137 PZ. Tradition and Transformation in Native North American Art. This course offers an introductory survey of the visual and material culture of the Native peoples of

North America in terms of materials, technique, cultural, historical and philosophical/spiritual contexts. This class will also consider patterns of cultural contact and transformation, the collecting of Native American art, Federal government Indian policy and education institutions, and modern and contemporary Native American art and cultural activism. B. Anthes.

ARHI 138 PZ. Native American Art Collections Research. This seminar focuses on original student research with Native American artworks from the collection of the Pomona College Museum of Art. Working collaboratively, students will study these artworks in detail, develop bibliographies in relevant secondary literature, write weekly research progress reports, make a formal research presentation, and a final paper. B. Anthes.

ARHI 139 PZ. Seminar: Topics in Native American Art History. Examines in-depth one or more themes or critical issues in Native American art history, or artworks from a local collection or cultural center. Prerequisite: ARHI 051A, B, or C or one upper- division Art History course. B. Anthes.

ARHI 140 PO. 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. P. Jackson (Pomona).

ARHI 141A AF. Seminar: (Re)presenting Africa: Art, History and Film. Seminar centers on post-colonial African films to examine (re)presentations of the people, arts, cultures and socio-political histories of Africa and its Diaspora. Course critically examines the cinematic themes, aesthetics, styles and schools of African and African Diaspora filmmakers. P. Jackson (Pomona).

ARHI 141B PO. 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. P. Jackson (Pomona).

AFRI 144A AF. Black Women Feminisms(s) & Social Change. Spring, P. Jackson. (Pomona)

ARHI 144B PO. Daughters of Africa: Art, Cinema, Theory, Love. Course examines visual arts and cultural criticism produced by women from Africa and the African Diaspora (North American, Caribbean, & Europe) Students identify and analyze aesthetic values, key representational themes, visual conventions, symbolic codes and stylistic approaches created from feminism's love of Blackness, Africaness, and justice. Jackson (Pomona).

MS 147B PO. Body, Representation, Desire. (See Media Studies 147). J. Friedlander (Pomona).

ARHI 150 SC. The Arts of China. Survey of artistic traditions from Neolithic to Modern times. Architecture, sculpture, painting, calligraphy, ceramics and metal work in their cultural contexts. B. Coats (Scripps).

ARHI 151 SC. The Arts of Japan. The development of Japanese art and civilization from the Prehistoric through the Meiji periods. Major art forms examined in their cultural context. B. Coats (Scripps).

ARHI 154 SC. Seminar: Japanese Prints. A seminar that treats the subject matter and techniques of Japanese prints. Examines woodblock printing in Japan from 1600 to the present, using the Scripps College Collection of Japanese Prints. B. Coats (Scripps).

ARHI 155 SC. The History of Gardens, East and West. From sacred groves to national parks, this survey focuses on the functions and meanings of gardens, on the techniques of landscape architecture and on the social significance of major parks and gardens in Asia, Europe and North America. Prerequisite: 51A,B,C, or 52. B. Coats (Scripps).

ARHI 158 HM. Visualizing China. China seems to yield one spectacle after the other, but underneath the representations offered by the mainstream media, we find views that are infinitely diversified and paradoxical. This course examines a number of political, social, and cultural issues in contemporary China through the study of its visual culture, including films, documentaries, videos, pop culture images, and the avant-garde art. To approach these images, we will build a vocabulary that combines art history with cultural studies. C. Tan (Harvey Mudd).

ARHI 159 PO. History of Art History. Theories of art history in Modern times, from Hegel to Schnaase, Semper, Riegl and Wofflin, to Warburg and Panofsky and to the Frankfurt School (Benjamin and Adorno), Postmodern challenges to traditional art historiography. Not open to first-year students. J. Emerick (Pomona).

CLAS 161 PZ. Greek Art and Archaeology. (See Classics 161). M. Berenfeld.

CLAS 162 PZ. Roman Art and Archaeology. (See Classics 162). M. Berenfeld.

ARHI 163 PO. Hellenistic and Roman Art. Treats art in the Ancient Mediterranean from the end of the Periclean era in Athens (ca. 430 B.C.E.) to the reign of Augustus Caesar (27 B.C.E.–C.E. 14) in Rome. Asks how the public art of the Ancient Greeks and Romans incorporated the world views of its users. Charts the shifting meanings of standard forms or symbols over time and place. J. Emerick (Pomona).

CLAS 164 PZ. Pompeii and the Cities of Vesuvius. (See Classics 164). M. Berenfeld.

ARHI 166 PO. Pilgrimage and Crusade. Early Medieval art in Europe from the later ninth to the mid-12th centuries during the rise of the German empire, of the Anglo-Norman monarchy, of the Christian Spanish Kingdom of Oviedo and Leon (and the crusade versus the Muslims), of the pilgrimage to Santiago de Compostela and of the great reformed Benedictine monastic orders of Cluny and Citeaux. Letter grade optional. J. Emerick (Pomona).

ARHI 167 PO. Town, Castle and Cathedral in France. Early and High Gothic cathedral building in and around the Île-de-France from the reigns of Louis VI (1106–37) to Louis IX (1226–70). Church decoration in sculpture and stained glass. Letter grade optional. J. Emerick (Pomona).

ARHI 170 PO. The Early Renaissance of Italy. Painting, sculpture, and architecture in Italy in the 15th century. Emphasis on Florence and princely courts as artistic centers of the new style. G. Gorse (Pomona).

ARHI 171 PO. High Renaissance and Mannerism in Italy. Art and architecture in Florence, Rome, and Venice during the 16th century. The invention of the High Renaissance style by Bramante, Leonardo, Michelangelo, Raphael, Giogione, and Titian. Major works of the post-High Renaissance masters. The interaction of artists and patrons in historical context. G. Gorse (Pomona).

ARHI 172 PO. Northern Renaissance Art. Painting, sculpture and architecture in northern Europe in the 15th and 16th centuries. Developments in painting emphasized; special attention to the Low Countries and Germany. G. Gorse (Pomona).

ARHI 173 PO. The Medieval and Renaissance City. An interdisciplinary approach to the development of cities and urban spaces in Italy from the Middle Ages through the Twentieth Century. How have urban structures and social group identities changed from early city-states to modern metropolis with sprawling urbanization? What are the “narratives” produced around the city? Italian cities under the rubrics art history, architecture, literature and film. G. Gorse (Pomona)

ARHI 175 PO. Baroque Art of Northern Europe. Painting, sculpture, and architecture of the 17th and early 18th centuries in Germany, France, Spain, England, and the Low Countries. Poussin, Velasquez, Rembrandt, Rubens, Vermeer, Wren, Fischer von Erlach. French and Bavarian Rococo. G. Gorse (Pomona).

CLAS 175 PZ. International Cultural Heritage. (See Classics 175). M. Berenfeld.

ARHI 177 SC. Eighteenth-Century European Arts. The European Enlightenment will be explored with a focus on the visual and performing arts, and with concern for the popularization of the arts through public displays and performances. Field trips to see original 18th-century works are planned. B. Coats (Scripps).

ARHI 178 PO. Black Aesthetics and the Politics of (Re)presentation. Survey of the visual arts produced by people of African descent in the U.S. from the colonial era to the present. Emphasis on Black artists’ 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 revisioning representational practices. P. Jackson (Pomona).

ARHI 179 PO. Modern Architecture, City, Landscape, Sustainability. Survey of Modernist traditions of architecture and city planning (19th–21st c.), tracing the roots of sustainability from the Spanish tradition through Arts and Crafts movement to Bauhaus machine aesthetic to post-modernism and sustainable architecture—the new

Gesamtkunstwerk (total work of art). Los Angeles within these global contexts. G. Gorse (Pomona).

ARHI 180R SC. Russian and Soviet Avant-Gardes. This course explores Russian and Soviet avant-garde art and culture from 1910 to 1938. It examines how artists responded to western European achievements, contended with the approach and aftermath of the October Revolution, engaged with sociopolitical changes in their country, and reworked traditional ideas about the definition and function of art. Open to juniors and seniors. Prerequisite: one previous art history course or instructor permission. J. Koss (Scripps).

ARHI 181 PZ. Modern into Contemporary: Art from 1945–1989. An overview of significant issues and movements in art from 1945–1989. Mainstream and alternative art movements are discussed in relation to the cultural politics of the post-World War Two era. Topics include Abstract Expressionism, Pop, Minimalism, Performance and Conceptual Art, Process Art, Land Art, Site-Specificity, Institutional Critique, Feminist Art, and the Culture Wars of the 1980s. Emphasis is on North American and Western Europe, with comparisons to emerging global art centers. Prereq: ARHI 51C PO or another ARHI course. B. Anthes.

ARHI 183 PZ. The Art World Since 1989. An examination of contemporary art in the context of economic and cultural globalization. Topics include the impact of the end of the Cold War and the rise of economic neoliberalism on the arts; the emergence of new global art centers in the wake of major political transformations, such as the fall of South African Apartheid; contemporary Native American and Australian Aboriginal artists in the global marketplace; and artists' response to issues of nationalism, ethnic violence, terrorism, and war. B. Anthes.

ARHI 184 PO. Modernism, Antimodernism, Postmodernism: A Social History of North American Art. Social History of North American Art: Modernism, Antimodernism, Postmodernism. A comparative analysis of artistic production in Canada, the U.S. and Mexico in the 20th- and 21st centuries. Examines issues of race, class, gender, sexuality, and the relationships between artistic theories and practices, economic developments, and social and political movements (e.g., the Mexican Revolution, the Depression, the Women's Movement). F. Pohl (Pomona).

ARHI 185 SC. History of Photography. This course is a survey of the complex interactions among photographers, subjects, the pictures they made and their audiences, past and present. Through an approach grounded in political, social and economic history, as well as the literature, arts and intellectual battles of the period, we consider the myriad roles of the photograph as document, aesthetic expression, commercial production and personal record. Letter grade only. K. Howe (Pomona).

ARHI 185K PO. Seminar: Topics in History of Photography. Intensive investigation of topics relating to the production, distribution, and reception of photographs. Letter grade only. Includes field trips. Prerequisite, permission of the instructor. Topic: Picturing China, 19th century to contemporary. K. Howe (Pomona).

ARHI 186A PZ. Seminar: Theories of Contemporary Art. Based on close readings of key writings by artists, critics, curators and scholars, this discussion-based seminar focuses

on the evolving aesthetic, social-political and theoretical discourses that have informed the art world since World War II. B. Anthes.

ARHI 186B PZ. Seminar: Topics in Contemporary Art. Examines in-depth one or more themes or critical issues in contemporary art history or artworks from a local collection. Prereq: ARHI 51C PO or another ARHI course. B. Anthes.

ARHI 186C SC. Seminar: Topics in Asian Art. Designed as a “hands-on” experience with interpreting works of Asian art through investigative research and educational presentation. Fall 2013 topic: Meniji Japan. B. Coats (Scripps).

ARHI 186E PO. Art and Activism. Examines ways in which North American (Canada, the U.S. and Mexico) artists have used their work in the 20th and 21st centuries to engage in political activism, either on the street through performance and protests, or at specific physical and/or visual sites through murals, paintings, posters, prints, sculptures, installations, or websites. Look at political and philosophical underpinnings of these artistic productions. F. Pohl (Pomona).

ARHI 186F PO. Seminar: Topics in North American Art. Intensive investigation of a variety of topics relating to the production and reception of art in Canada, the United States and Mexico. F. Pohl (Pomona).

ARHI 186G PO. Gendering the Renaissance. Takes up historian Joan Kelly’s challenge, “Did women have a Renaissance?” Expands the question to cultural constructs of the male and female body, sexuality, identity, homosexuality and lesbianism and their implications for the visual arts, literature and the history of early modern Europe (14th–17th centuries). G. Gorse (Pomona).

ARHI 186K SC. Seminar in Modern Art. Examines in-depth one theme or set of themes in 19th and 20th century art and related fields. Topics change from year to year. Prerequisite: ARHI 051A PO, ARHI 051B PO, or ARHI 051C PO, or one upper-division Art History course. J. Koss (Scripps).

ARHI 186L PO. Critical Race Theory, Representation & the Rule of Law. Critical Race Theory (CRT) and Critical Race Feminism (CRF) examine the role of law in constructing and maintaining racialized, gendered and classed disparities of justice. Course examines the intellectual, aesthetic and political convergences of critical jurisprudence with representational practices in the visual arts. P. Jackson (Pomona).

ARHI 186M SC. Seminar in 20th-Century Art. Seminar will examine one movement, artist or other selected topic within the art of the 20th century. Juniors and seniors only. Spring 2012 topic: Art at Mid-Century. M. MacNaughton (Scripps).

ARHI 186P PO. Seminar: Women, Art, and Ideology. An examination of images of and by women, and of critical writings that attempt to locate these images within the history of art. F. Pohl (Pomona).

ARHI 186Q PO. Reading the Art Museum. Investigation of the art museum through history. The emphasis is on reading the ways in which museums structure the experience

of art as they relate to intellectual history of “experience” as a form of knowledge, integration, and consumption. Our field is the Euro-American museum from the 19th century to the present. Includes field trips. Prerequisite: instructor permission. Letter grade only. K. Howe (Pomona).

ARHI 186T PO. Art and Time. Technological developments over the past 200 years have altered relations between art and time. How has moving from painting to lithography, photography, film and digital media influenced the creation of art and its relation to beholders? Considering North America and Europe since 1800, we explore relations between still and moving images, and ask how artists manipulate our experience of time. First years with written permission of instructor only. A. Reed (Pomona).

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

ARHI 186Y PO. WMDs: Cinema Against War, Imperialism and Corporate Power. Documentary films (weapons for mind decolonization) by human rights advocates offer critical narratives effectively silenced by the blare of commercial mass media and post-9/11 nationalism. Course explores how documentary filmmakers raise historical awareness, deconstruct the rhetoric of power elites, debunk the conceits of imperialism, and dismantle the deceits of transnational corporations. Course promotes active spectatorship and creativity as the antidote to fear. Requires production of a mini-documentary. P. Jackson (Pomona).

ARHI 187 SC. Old New Media. Beginning with the birth of photography in the 1830s, attending to telegraphy, telephony, radio, and television, and ending with video, this seminar explores the history of the fascination, fear, and peculiar associations that have accompanied new technological developments in Europe and the United States. Prerequisite: one previous art history course or the instructor’s permission. J. Koss (Scripps).

ARHI 188 SC. Representing the Metropolis. Concentrating on the visual arts and incorporating film and literature, this seminar examines selected 20th-century representations of such cities as Vienna, Paris, London, Moscow, Berlin, New York, and Los Angeles. We will explore the cultural and political configuration of the metropolis as modern, cosmopolitan, and urban. Prerequisite: one upper-division art history course. J. Koss (Scripps).

ARHI 189 SC. European Modernism 1840–1940. Beginning with Courbet and ending with surrealism, this course surveys European art between 1840 and 1940 with particular emphasis on the relationship between modernism and mass culture. J. Koss (Scripps).

ARHI 190 PO. Senior Seminar. An overview of methodological and theoretical issues in art history through readings and student-led discussions. Guidance on research and writing

the thesis. Students meet with their first readers throughout the semester and turn in one thesis chapter at the end of the semester. Senior majors only. J. Koss (Scripps).

ARHI 191 PZ. Senior Thesis in Art History. Students work independently, but in constant contact with their advisors. Letter grade only (no thesis accepted graded less than “C”). Prerequisite: ARHI 190 PO. B. Anthes.

ARHI 198 SC. Independent Internship. Prerequisite: permission of instructor. Course or half-course. Staff. (Scripps)

ASIAN AMERICAN STUDIES

The Intercollegiate Department of Asian American Studies of the Claremont Colleges (IDAAS) offers a rigorous, multidisciplinary major that emphasizes social justice, critical thinking, and innovative analysis of the history, society, and cultural production of Asians in the United States, within both multiracial American and transnational contexts. The curriculum provides students with a comprehensive grounding in a range of thematic, theoretical, and methodological approaches within Asian American Studies. The major integrates theory and practice through community work, and sustained and focused inquiry in the senior project or thesis. In consultation with an IDAAS adviser, students take core interdisciplinary courses in Asian American Studies and select appropriate courses in a range of disciplines throughout the five colleges.

Pitzer Advisers: T. Honma, M-Y. Ma, J. Parker, L. Yamane, K. Yep.

Requirements for the Major

Eleven graded courses are required for the major.

1. Six core courses:

- Asian American History (ASAM 125 PZ/HIST 125 CM)
- Asian American Contemporary Issues (SOC 150 AA)
- Community Studies: approved field work in an Asian American community or internship with a Asian American community-based organization (ASAM 90 PZ)
- Theory and Methods in Asian American Studies (ASAM 115 PZ)
- Senior Seminar (ASAM 190A PZ)
- Senior Thesis or Project: independent work with senior thesis/project adviser (ASAM 190B PZ)

2. Breadth requirements and electives:

Five courses in addition to the core courses listed above. These courses should be selected in consultation with the IDAAS major adviser, and they must fulfill all the following requirements. Core courses above may not be used to fulfill any breadth requirements, but all other courses may fulfill two or more requirements. For example, a single non-core course might simultaneously fulfill the requirements for social sciences, gender and sexuality, and Asia and migration. If courses are used to fulfill multiple requirements, students must take additional IDAAS courses to make a total of eleven courses for the major. Consult list of approved courses for each requirement.

- At least one IDAAS social sciences course
- At least one IDAAS humanities course
- At least one IDAAS gender and sexuality course
- At least one approved non-Asian American ethnic studies course: e.g. comparative ethnic studies course, Africana Studies course, Chicana/o-Latina/o Studies course
- At least one approved course related to Asia and migration, globalization, and/or imperialism

Asian language courses and ASAM 197 SC are strongly recommended but not required.

Minor in Asian American Studies

The minor in Asian American Studies requires six graded courses:

- Asian American History (ASAM 125 PZ/HIST 125CM)
- Asian American Contemporary Issues (SOC 150 AA)
- Community Studies: approved field work in an Asian American community or internship with a Asian American community-based organization (ASAM 090 PZ)
- three additional IDAAS courses

IDAAS Core Courses

ASAM 090 PZ. Asian American and Multiracial Communities. Introduces students to studying and working beside Asian American and Pacific Islander communities through the exploration of the politics of place. Issues to be addressed in the course include ethical considerations of community projects and social topography as it changes in the Asian, Asian American, and Pacific Islander diasporas. Course will be project-based and working with community-based organizations. Fall, K. Yep/T. Honma.

ASAM 115 PZ. Theories and Methods in Asian American Studies. This course identifies methodological tools that distinguish Asian American Studies as a field of investigation. Asian American Studies not only documents the experience of Asian Americans and Pacific Islanders but also provides an approach, to teach, community-build, and research. K. Yep.

HIST 125 CM. Asian American History, 1850–Present. Survey course examines journeys of Asian immigrant groups (and subsequent American-born generations) as they have settled and adjusted to life in the United States since 1850. Address issues such as the formation of ethnic communities, labor, role of the state, race relations, and American culture and identity. Fall, T. Venit-Shelton (CMC).

SOC 150 AA. Contemporary Asian American Issues. Survey of contemporary empirical studies focusing on Asian American experiences in the U.S. and globally; major themes include race, class, gender, sexuality, marriage/family, education, consumption, childhoods, aging, demography, and the rise of transmigration. Readings and other course materials will primarily focus on the period since 1965. Fall, Staff (Pomona).

ASAM 190A PO. Asian American Studies Senior Seminar: Applications, Analysis, and Future Directions. This is the capstone seminar for senior Asian American Studies majors (minors optional). The seminar is designed to bring seniors together to discuss and assess their understanding of Asian American Studies practice and theory at the Claremont Colleges and beyond. We will engage in minor research activities, read & analyze provocative books and articles, and revisit key issues & controversies. Fall, S. Goto (Pomona).

ASAM 190B PZ. Asian American Studies Senior Thesis. Students will work with one or more faculty on original thesis research toward completion of senior thesis. Spring, Staff.

IDAAS Elective Courses

ASAM 102 PZ. Fieldwork in Asian American Communities. (1/2 credit) The goals of this class are for students to understand the difference between service-learning and social justice education and to understand roles of power, privilege, and positionalities in working in partnership with community members. The college students will provide English conversation support or provide coaching one-on-one with adult immigrants who have naturalization exam dates. Bi-weekly Monday evenings. Fall/Spring, K. Yep.

ASAM 197 AA. Special Topics in Asian American Studies. Special topics courses typically provide advanced study of selected topics in Asian American Studies. Intensive faculty-student collaboration; students take on the responsibility of planning and running the course. Course topic varies depending on the socio-political climate on campus, as well as in the surrounding community. May be repeated with approval. Spring, Staff (Scripps).

ASAM Social Sciences Courses

ASAM 082 PZ. Racial Politics of Teaching. Also listed in Linguistics. This class examines how race and ethnicity are constructed in schooling from sociological, linguistic, and ethnic studies standpoints. Specifically, we will discuss how race and ethnicity are constructed in schooling and ways teachers/educators may refine their pedagogies in relation to race and ethnicity. Students will do a research project. K. Yep/C. Fought.

ASAM 111 PZ. Asian Americans and Education. The broader social processes of racialization and contestation are explored using the educational experiences of Asian Americans. We will analyze access to education and curricular marginalization. Issues like bilingual education, Asian American feminist and critical pedagogies, education as a workplace, and racialized glass ceilings will be investigated. L. Yamane/K. Yep.

ASAM 135 PZ. Filipino American Experiences. Examines the interplay of historical, social, political, and cultural factors that have and continue to influence the Filipin@ American experience in the U.S. Similarities and differences within the Filipin@ community, as well as with other Asian American and ethnic/racial groups will be examined. Course includes a community engagement project. T. Honma.

ASAM 188 PZ. Decolonizing Education. This project-based seminar will explore theoretical work on decolonizing education drawing from Asian, Asian American and Pacific Islander scholar/activists. For this upper-division seminar, students should have familiarity with theories of coloniality, intersectionality, and racial formations. Work-load is high. Community teaching. Pre-requisite: One (1) Asian American Studies course. Fall, K. Yep.

EA 086 PZ. Environmental Justice. (See Environmental Analysis 86). B. Sarathy.

POLI 118 SC. The Politics of Korea. This course is an intensive introduction to North and South Korea, with their interlocking histories and greatly divergent economic, political, and social realities. The course pays special attention to the impact of U.S. foreign policy on Korean national formation and Korean American identity and community formation. Spring, T. Kim (Scripps).

PSYC 153 AA. 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. Spring, S. Goto (Pomona).

PSYC 155 CM. Seminar in Ethnic Minority Psychology and Mental Health. This course examines the roles and influences of ethnicity, race, and culture on psychology and mental health. Students will learn about intergroup dynamics, racism and White privilege, ethnic identity development, acculturation and immigration, ethnic differences in the expression of distress, differential patterns and barriers to help-seeking, mental health disparities, and ethnocultural issues that influence treatment processes. Spring, W. Hwang (CMC).

SOC 084 AA. Nonviolent Social Change. (See Sociology 84 AA). K. Yep.

SOC 095 PZ. Contemporary Central Asia. (See Sociology 95). A. Junisbai.

SOC 124 AA. Global Asia/Asia America. This course is about the challenges that globalization poses to people of Asian descent living outside of their country of birth. We focus on case studies, paying particular attention to education, sexuality, citizenship, gender, family, and work. We will use these cases to question new concepts, such as “flexible citizenship,” “cultural hybridity,” and “transmigrant” that have emerged to describe new forms of belonging in this global age. H. Thai (Pomona).

ASAM Humanities Courses

ASAM 022 PZ. Asian American Wellness. This interdisciplinary and participatory half-course will explore how historical, sociopolitical, and cultural factors impact Asian American mental health. It will also explore useful tools for healing and wellness through artistic expression. K. Yep/T. Kato-Kiryama.

ASAM 030 PZ. A Taste of Asian American Food Politics: An Exploration of Asian American Identity, Culture and Community Through Food. This seminar course will investigate Asian American Identity, culture and community through the exploration of food. Notions of culture, politics, taste, authenticity, emotions, and memory will be invoked through readings and eatings. This course will explore the origins of iconic “Asian” food such as Chop Suey and fortune cookies, as well as investigate the relationship of Asian Americans to the labor of production of food and the use of food in Asian American literature. Staff.

ASAM 075 PZ. Asian American & Queer Zines. This course examines do-it-yourself (DIY) politics through independently produced zines. We will focus on Asian American and queer zine subcultures to understand various aspects of contemporary media, including production and consumption, representation and self-expression, identity-construction and place-making, creativity and resistance, and the relevance of print in an increasingly digital world. Spring, T. Honma.

ASAM 077 PZ. Tattoos in American Popular Culture. This course examines how tattoos are depicted in U.S. popular culture and the meanings and significations that accompany these representations. Through close readings of texts and other visual materials, we will investigate how corporeal difference is constructed with regard to race, class, gender, sexuality, and belonging in the United States. Fall, T. Honma.

ASAM 086 PZ. Social Documentation and Asian Americans. Viewing of films and other documentary forms by Asian Americans and Pacific Islanders (AAPI) for critique and discussion. Basic instruction in use of digital video technology to document social issues relevant to Asian American and Pacific Islander communities. Community- project. Spring, Staff.

ASAM 103 PZ. Asian American Voices. From Kearny Street Workshop to San Jose Taiko, the arts have been central to rearticulating group identity and political consciousness in Asian American communities. Through critical and embodied pedagogies, this class analyzes popular culture as contested terrain. This class includes a community-based project. K. Yep/T. Kato-Kiryama.

ASAM 128 PZ. Tattoos, Piercing, and Body Adornment. This course introduces students to various body modification practices, with particular focus on regional developments in Asia, Pacific, and America. Key issues include: identity and community formation; agency power, and social control; colonialism and post-colonialism; cultural property and appropriation; global circulations of bodies, aesthetics, and labor. Pre-requisite: At least one ASAM class or one gender/sexuality class. T. Honma.

ASAM 130 PZ. Science, Technology, Asian America. This course explores the implications of Western science and technology on the Asian American experience. By interrogating how science has been defined in the “West” in relation to “non-Western” peoples, we will explore questions related to epistemology, racialization, migration, education, professionalization, and research, and the political stakes therein. Spring, T. Honma.

ASAM 134 AA. South Asian American Experiences. This course looks at the historical, cultural, social, and political issues which confront the South Asian American community today. Issues such as citizenship and transnational experiences, minoritization, economic opportunity, cultural and religious maintenance and adaptation, changes in family structure, gender roles, and generational shifts are explored. Staff. (Harvey Mudd)

ASAM 179A AA. Asian Americans and Hip Hop. From Far East Movement’s rise to the top of the charts to Asian American dance crews headlining MTV’s American’s Best Dance Crew, these Asian Americans receiving mainstream recognition are just a slice of a larger

rich history of Asian Americans and hip hop culture. But what these artists and these practices show us are the complex ways Asian Americans articulate their individual and collective identities through popular culture practices. By examining competing conceptions of what hip-hop is, where it comes from, who it belongs to and who belongs to it, we will explore how Asian American Identities, communities, and experiences are shaped by the complex weaving of race, class, gender, power, authenticity, and place in the late twentieth and early twenty-first century. Staff. (Harvey Mudd).

ASAM 187 AA. Art, Activism, Asian Americans, and Pacific Islanders. This course will focus on the role that different artistic forms including but not limited to music, fine arts, street art, and poetry have played in social justice work. The participatory course analyzes transformative power and potential of art within the context of Asian American social movements seeking transformative social and political changes. The course will put students directly into contact with the performance and display of Asian American art events, and seek to integrate their active participation in these events as a means to develop both creative outlets as well as critical thinking. Staff (Scripps).

ASAM 189 PZ. Hist. Globalization and Oceania: Hawai'i and Tonga. Globalization in Oceania has included the multidirectional circulation of goods, information, people, and ideologies. This class examines the experience and impacts of globalization as traced through the histories, migrations, and the current economic, health, and education status of Pacific Islander communities. Prereq: one IDAAS/ASAM class. K. Yep/C. Johnson.

ENGL 114 PO. Asian/American Forms. This course examines Asian/American literary texts that exhibit self-consciousness about their own formal characteristics as a means of engaging with and interrogating social and racial formations. Readings will include both texts written by Asian Americans and texts that address Asianness in an American context. J. Jeon (Pomona).

ENGL 180 SC. Asian American Fiction. This course will focus on Asian American Fiction and will explore the function of representation (both political and aesthetic) in relation to questions of race, ethnicity, gender, sexuality, and class. The course will involve readings in both primary and secondary texts including critical and theoretical work in Asian American studies. Fall, W. Liu (Scripps).

ENGL 189J PO. Topics in Asian American Literature. This course is a general introduction to Asian American literature that tracks the major historical events, ideological problems, and social movements of Asians in America since the nineteenth century. We will examine a number of literary forms (fiction, memoir, drama, poetry) and investigate writing by authors from a number of different ethnic immigrant groups (Japanese, Chinese, Korean, Vietnamese, Filipino, Vietnamese, Indian). Through these engagements, this course aims to introduce students to the major issues in this field of study; to explore overlaps with adjacent critical fields-- such as postcolonial, queer, and gender studies--and to consider new directions for a literature and discourse that is often described as on the cusp of the significant change. J. Jeon (Pomona).

JPNT 177 PO. Japanese and Japanese American Women Writers. The course will examine the writings of classical/modern Japanese/Japanese American women writers

within their local/global settings focusing on what they wrote, why they wrote, and where they wrote. The course will also explore how local/global gender and race politics inform these writings--and their reception--and look at the ways these formulations (which have crossed back and forth across the Pacific from the earliest Japanese immigration to the U.S. through international exchanges to this day) continue to fashion the writings of these women writers. L. Miyake (Pomona).

JPNT 178 PO. 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. L. Miyake (Pomona).

MS 100 AA. Asian Americans in Media. (See Media Studies 100 AA). M-Y Ma.

MUS 126 SC. Music in East Asia and its American Diasporas. This course introduces the "traditional" music of China, Korea, and Japan and explores the ways in which traditional performing arts have been transformed, adapted, and given new meanings in these modern nation-states and the East Asian diasporic communities of the United States. A survey of these musical traditions will be followed by a closer study of pungmul, kabuki, taiko, Chinese opera, and pansori. Fall, Y. Kang (Scripps).

THEA 001E PO. Basic Acting: Acting for Social Change. Acting for Social Change is an Introduction to the fundamentals of acting, drawing upon different techniques such as psychological, realism and physical theatre. Students will perform a self-written monologue, a documentary monologue transcribed from a live interview, and a two or three person scene from a play. They will also be introduced to Playback Theatre and Theatre of the Oppressed, two forms of theater that are applied commonly today to create dialogue, heal conflict and trauma, and build community. J. Lu (Pomona).

THEA 115N PO. Contemporary Asian American Drama. This course examines several post-1960 dramatic and performance works created by Asian American artists, such as Phillip Kan Gotanda, David Henry Hwang, Julia Cho, Ralph Pena, and Lan Tran, taking into account the historical and cultural contexts in which these productions emerged. We will look at how these different artists attempt to represent themselves and their experiences with dignity, how they preserve old traditions and create new ones, and at how these practices reflect different aspects of the relationships between the United States and various Asian countries, and between different ethnic groups in the U.S. this course includes a field trip, a written review of your experience, as well as a self-written monologue, and a final paper or dramatic performance. J. Lu (Pomona).

ASAM Gender and Sexuality Courses

ASAM 075 PZ. Asian American and Queer Zines. Spring, T. Honma.

ASAM 128 PZ. Tattoos, Piercing, and Body Adornment. T. Honma.

ASAM 160 AA. Asian American Women's Experiences. 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, and the impact of sexism and racism on the lives of Asian American women through education, work, and home life. Spring, Staff (Scripps).

ENGL 183 SC. Asian American Literature: Gender and Sexuality. This course will explore questions of gender and sexuality in the context of Asian American literature, and will investigate how these key terms undergird even the earliest formations of Asian America. The course will investigate this idea through a variety of lenses, focusing on both creative and critical texts. W. Liu (Scripps).

JPNT 178 PO. Japanese and Japanese American Autobiography. L. Miyake (Pomona).

MS 080 AA. Video and Diversity. (See Media Studies 80AA). M-Y. Ma.

MS 100 AA. Asian Americans in Media: A Historical Survey. (See Media Studies 100AA). M-Y. Ma.

Comparative Ethnic Studies Courses

(Comparative ethnic studies course as approved by your adviser or cross-listed in Africana Studies, or Chicana/o-Latina/o Studies)

ASAM 077 PZ. Tattoos in American Popular Culture. Fall, T. Honma.

ASAM 082 PZ. Racial Politics of Teaching. (See Sociology 82). K. Yep.

ASAM 188 PZ. Decolonizing Education. Fall, K. Yep.

MS 080 AA. Video and Diversity. (See Media Studies 80AA). M-Y. Ma.

POLI 128 SC. Race and American Capitalism. This course engages in a sustained examination—both theoretical and grounded—of the contemporary political struggle of communities of color negotiating liberal-capitalist ideology and its empirical manifestations. Through textual engagement, the course seeks to significantly advance and refine analyses that focus on the relationship between race, racism, and American capitalism. Through direct engagement with individuals and organizations involved in social justice work that confronts white supremacy and class domination, the course seeks to provide practical insight into working for social change that is grounded in the lives of communities negotiating the systemic relationship between race and capitalism on daily basis. Spring, T. Kim (Scripps).

PSYC 151 CH. Psychology of Multicultural Education. This course 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. R. Buriel (Pomona).

PSYC 155 CM. Seminar in Ethnic Minority Psychology and Mental Health. Spring, W. Hwang (CMC).

SOC 084 AA. Nonviolent Social Change. (See Sociology 84AA). K. Yep.

Courses related to Asia and Migration, Globalization and/or Imperialism

ASAM 128 PZ. Tattoos, Piercing, and Body Adornment. T. Honma.

ASAM 130 PZ. Science, Technology, Asian America. Spring, T. Honma.

ASAM 135 PZ. Filipino American Experiences. T. Honma.

ASAM 189 PZ. Hist. Globalization and Oceania: Hawai'i and Tonga. C. Johnson/K. Yep.

HIST 128 HM. 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).

HIST 172 PZ. Empire and Sexuality. (See History 134). C. Johnson.

IIS 128 PZ. The War on Terror. (See International and Intercultural Studies 128). Spring, J. Parker/G. Herrera.

POLI 118 SC. The Politics of Korea. Spring, T. Kim (Scripps).

SOC 095 PZ. Contemporary Central Asia. (See Sociology 95). A. Junisbai.

SOC 124 AA. Global Asia/Asia America. H. Thai (Pomona).

SOC 126 AA. Immigration and the Second Generation, Analysis of post-1965 children of immigrants, and/or immigrant children in Asia America. Emphasis on variations on coming of age patterns, the course examines diverse childhood experiences, including "transnational" children, "refugee" children and "left-behind" children. Emphasis on gender, class, ethnicity, intergenerational relations, education, sexuality, popular culture, and globalization and specifically how young adults negotiate major American institutions such as the labor market and educational systems. Spring, H. Thai (Pomona).

SOC 142 AF. Black & South Asian Diaspora in Great Britain. (See Sociology 142). D. Basu.

CHICANA/O-LATINA/O STUDIES

Professors Buriel (PO), Tinker Salas (PO), Ochoa (PO)

Associate Professors Alcalá (SC), , Pantoja (PZ), Soldatenko (PZ), Summers Sandoval (PO)

Assistant Professor Gonzalez (SC)

Lecturers Gálvez (SC)

Chicana/o-Latina/o studies is concurrently a multidisciplinary and interdisciplinary field of academic inquiry broadly relating to people of Latin American descent within the hemisphere, in particular within the United States and the wider diaspora. Chicana/o-Latina/o studies is the “umbrella name” for distinct and important academic and critical inquiries which began to converge in the last 20 years. Chicana/o-Latina/o studies takes into account the intersections of race, ethnicity, class, culture, gender and sexuality. These courses are distributed across four areas of concentration that make up the Chicana/o-Latina/o studies major: 1.) Border and Transnational Studies; 2.) Education: Social Justice, Formation and Critical Pedagogy; 3.) Literature, Art and Representation; and 4.) Politics, Social Movements, and Labor. Chicana/o-Latina/o studies contributes to all fields in the humanities and social sciences, including professional programs such as education, social work, medicine and law.

Chicana/o-Latina/o studies is an intercollegiate program at the Claremont Colleges. Chicana/o-Latina/o studies emerged in the academy as a product of educational and social movements of the 1960s. These movements led to the initial creation of the program here at The Claremont Colleges in the 1960's, making our program the second oldest in the nation. More recently, Chicana/o-Latina/o studies has emerged as a field of inquiry relating to Latin Americans in the hemisphere and has been the site for work seeking to transcend the gaps in area studies and ethnic studies.

Requirements for the Major

- a. SPAN 044 PZ, or equivalent.
- b. HIST 017 CH, Chicana/o and Latina/o History.
- c. Two of the following introductory courses:
 - 1) CHLT 61 CH, Contemporary Issues of Chicanas and Latinas.
 - 2) PSYC 084 CH, Psychology of the Chicano/a.
 - 3) SOC 030 CH, Chicanos/as in Contemporary Society.
- d. Four courses, one from each of the four areas of concentration:
 - 1) Border and Transnational Studies
 - CHLT 072 CH, Central American in the U.S. (Portillo)
 - CHLT 079 CH, Gender Sexuality & Healthcare in the America
 - CHLT 082 PZ, Tropics to Borderlands: Central American (Portillo)
 - CHLT 085 PZ, Central American Women (Portillo)
 - CHST 101 CH, Community Partnership (Summers Sandoval)
 - CHLT 154 CH, Latinas in the Garment Industry (Soldatenko)
 - HIST 025 CH, All Power to the People (Summers Sandoval)

- HIST 031 CH, Latin America Before Independence (Tinker Salas)
 HIST 032 CH, Latin America Since Independence (Tinker Salas)
 HIST 100C CH, Chicana/Latina Histories (Summers Sandoval)
 HIST 100I CH, Identity & Culture in Latin America (Tinker Salas)
 HIST 100N CH, The Mexico-U.S. Border (Tinker Salas)
 HIST 100NB CH, U.S.-Latin American Relations (Tinker Salas)
 HIST 110S CH, Latino/a Oral Histories (Summers Sandoval)
 POST 198 CH, God in the Barrio (Pantoja)
 SPAN 127 CH, Literatura Chicana en Español (Alcalá)
- 2) Education, Social Justice, Critical Pedagogy and Inquiry:
 CHLT 060 CH, Women in the Third World (Soldatenko)
 CHLT 115 CH, Gender, Race and Class: Women of Color in the U.S. (Soldatenko)
 CHLT 118 PZ, Gender & Global Restructure (Previously GFS 118 PZ)
 (Soldatenko)
 CHLT 155 CH, Chicana Feminist Epistemology (Soldatenko)
 CHLT 157 CH, Latina's Activism Work & Protest (Soldatenko)}PSYC 084 CH,
 Psychology of the Chicano (Buriel)
 PSYC 151 CH, The Psychology of Multicultural Education (Buriel)
 PSYC180M CH, Chicano/Latino Cultural Psychology (Buriel)
 SOC 141 CH, Chicanas and Latinas in the U.S. (Ochoa)
 SOC 150 CH, Chicanos/Latinas and Education (Ochoa)
- 3) Literature, Art, and Representation:
 CHST 067 CH, Chicano Art and Its Antecedents (Staff)
 CHLT 068 CH, Rock in Las Americas (Soldatenko)
 CHST 070 CH, Regional Dances of Mexico (Galvez)
 CHST 073 CH, Pre-Columbian Dances (Galvez)
 SPAN 127 CH, Literatura Chicana en Español (Alcalá)
 CHLT 126A CH, Chicano Movement Literature (ENGL 184A CH) (Alcalá)
 CHLT 126B CH, Contemporary Chicana/o Literature (ENGL 184B CH) (Alcalá)
 CHST 184D CH, Chicana/o Short Fiction (ENGL 184D CH) (Alcalá)
 CHLT 186 CH, Seminar in Contemporary Chicana Narrative (ENGL 184C CH)
 (Alcalá)
 THEA 001C PO, Basic Acting: Chicano Theatre & Performance (Martinez)
 MUS 130 SC, Rhythm & the Latina Body Politic (Jaquez)
 MUS 131 SC, Mariachi Performance & Culture (Jaquez)
 ENGL 075 PZ, Contemporary Chicana/o Literature (Hildago)
- 4) Politics, Social Movements, and Labor:
 CHLT 009 CH, Food Culture, Power (ANTH 009 PZ) (Soldatenko, Chao)
 CHLT 061 CH, Contemporary Issues of Chicanas and Latinas (Previously GFS
 061 CH) (Soldatenko)
 CHLT 118 PZ, Gender & Global Restructure (Previously GFS 118 CH)
 (Soldatenko)
 CHLT 126A CH, Chicano Movement Literature (ENGL 184A CH) (Alcalá)
 CHLT 154 CH, Latinas in the Garment Industry (Soldatenko)
 CHLT 157 CH, Latina's Activism Work & Protest (Soldatenko)
 CHST 101 CH, Community Partnerships (CP) (Summers Sandoval)

- HIST 025 CH, All Power to the People! (Summers Sandoval)
 POST 107 CH, Latino Politics (Pantoja)
 POST 174 CH, U.S. Immigration Policy and Transnational Politics (Pantoja)
 SOC 030 CH, Chicanas/os in Contemporary Society (Ochoa)
 SOC 114 CH, Los Angeles Communities: Transformations, Inequality & Activism (Ochoa)
 SOC 145 CH, Restructuring Communities (Staff)
 SOC 155 CH, Rural and Urban Social Movements (Staff)
- e. Two advanced courses in one of the above areas of concentration chosen in consultation with her academic adviser.
 - f. At least one of the above area studies courses must have a service learning or civic engagement component (CHLT 154 CH; SOC 030 CH, SOC 114 CH, SOC 141 CH, SOC 145 CH, SOC 150 CH, or SOC 155 CH or CHST 101 CH Community Partnership.)
 - g. Senior thesis with oral presentation.

Requirements for the Minor

- a. SPAN 044 PZ, or equivalent.
- b. HIST 017 CH, Chicana/o and Latina/o History.
- c. One of the following introductory courses:
 - 1) CHLT 061 CH, Contemporary Issues of Chicanas and Latinas (Previously GFS 061 CH)
 - 2) PSYC 084 CH, Psychology of the Chicano/a.
 - 3) SOC 030 CH, Chicanos/as in Contemporary Society.
- d. One course from each of the four areas of concentration listed above for the major.

Course Descriptions

Chicana/o-Latina/o Studies

CHLT 060 CH. Women in the Third World. (Pitzer) This class explores the lives of women in Africa, Asia and Latin America and their feminist writing based on their own experiences in conversation with feminists of color in the global North. It addresses such questions as these: How are women's lives affected by neoliberal policies? What types of feminisms and mobilizations women have developed and in which ways do they assert their agency and resist empire? What are the conceptualizations, alternative feminisms, activisms, and praxis women of color in the global North and the global South use in order to survive? *M. Soldatenko.*

CHLT 061 CH. Contemporary Issues of Chicanas and Latinas. (Pitzer) 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. *M. Soldatenko.*

CHLT 072 CH. Central Americans in the U.S. This interdisciplinary survey of history and culture of Central Americans in the United States examines social, political and economic forces resulting in Central American migration and settlement. The class explores the intersectionality of race, class, gender and sexuality; transnational connections, identity formation, and the concept of 'Mestizaje', for indigenous and afrodescendant groups. S. Portillo.

CHLT 082 PZ. From the Tropics to the Borderlands: Central America and Central American Migration in the 20th Century. This class will engage students in the study of the transnational relationships between Central American and Central Americans in the United States. Emphasis on the history of the home countries will allow critical observation into individual country dynamics and diversity, and the intersection of race, ethnicity, gender, sexuality and migration. S. Portillo.

CHLT 085 PZ. Central American Women: Gender, Radicalism and Revolution. Introduction to the history and contemporary reality of women in Central American and the U.S. examining gender as a component of social movements and the historical and political contexts in which multiple and distinct feminisms develop (e.g., in Marxist movements, among working, middle-class, first and developing world women, and LGBTI community). S. Portillo.

CHLT 105 PZ. Undocumented Los Angeles: The Untold Story of Organizing. Undocumented L.A. will explore the unrecorded history of community organizing efforts in L.A. Students will engage in fieldwork in a community-based group, on a project that benefits both the organization and student. Students will conduct oral interviews, review historical materials to help construct a 'memory document' for the organization. S. Portillo.

CHLT 115 CH. Gender, Race, and Class. (Pitzer) 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 U.S. M. Soldatenko.

CHLT 126A CH. Chicano/a Movement Literature. (Scripps) Readings in Chicano literature from the 1940s to the 1970s. Special emphasis will be placed 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/a Movement will be our subjects of inquiry. Taught in English. R. Cano Alcalá.

CHLT 126B CH. Contemporary Chicana/o Literature. (Scripps) 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 Anzaldúa, Castillo, Cisneros, Cuadros, Gaspar de Alba, Islas, Moraga, and Viramontes, among others. Taught in English. R. Cano Alcalá.

CHLT 154 CH. Latinas in the Garment Industry. (Pitzer) This research seminar will study the lives and work of Latinas in the garment industry in southern California, using a historical and comparative approach. The course will consider the origins of this industry in the United States, 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. *M. Soldatenko.*

CHLT 157 CH. Latina's Activism Work & Protest. (Pitzer). This course will examine the experiences of working class Latinas in the United States by looking at different aspects of working class culture, history, labor organizing, work sites in different contexts. We will learn about the rich and diverse experiences that connect U.S. born and immigrant Latinas in terms of resistance. *M. Soldatenko.*

CHLT 166 CH. Chicana Feminist Epistemology. (Pitzer) This course examines Chicanas' ways of knowing and the origins, development and current debates on Chicana feminism in the United States. The study of Chicana writings informs a search for the different epistemologies and contributions to feminism and research methods. *M. Soldatenko.*

CHST184D CH. Chicana/o Short Fiction. (ENGL 184D CH) A wide compendium of short stories written by Mexican Americans or Chicanos, will be analyzed, dating from the 1930s to the present day. Diverse approaches—historic, thematic, or regional—will be employed, as well as a focus on subgenres, such as adolescent literature or detective fiction. Authors include Daniel Cano, Sandra Cisneros, Jovita Gonzales, Américo Paredes, Albert A. Rios, Gary Soto, and others. Taught in English. *Rita Cano Alcalá.*

CHLT 186 CH. Contemporary Chicana Literature Seminar. (ENGL184C CH) (Scripps) This seminar analyzes how Chicana writers have negotiated with and against the symbolic inheritance (and the material social consequences) of four Mexican cultural icons of womanhood: La Malinche, La Virgen de Guadalupe, Sor Juana Ines de la Cruz, and La Llorona. Furthermore, the process of icon construction in Mexicano-Chicano culture will be explored by studying post-mortem representations of Selena Quintanilla. Taught in English. *R. Cano Alcalá.*

CHST 191 CH. Senior Thesis. Required for Chicana/o-Latina/o studies majors. Offered annually. *Staff.*

Fine Arts

CHST 067 CH. Contemporary Chicano Art and Its Antecedents. (Pomona) 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. *Staff.*

DANC 073 CH. Pre-Columbian Dance. (Pomona) Introduction to Mexican dances since pre-Columbian times: La Danza de la 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 to make Aztec and Matachine costumes and headdresses. *J. Galvez.*

MUS 131 SC. Mariachi Performance and Culture. *C. Jaquez*

THEA 001C PO. Basic Acting: Chicano Theatre & Performance. *A. Martinez*

History

HIST 017 CH. Chicana/o and Latina/o History. (Pomona) Survey introduction to Chicana/o and Latina/o historical experiences across the span of several centuries, but focused on life in the U.S. Analyzes migration and settlement; community and identity formation; and the roles of race, gender, class and sexuality in social and political histories. Core course. *T. Summers Sandoval.*

HIST 025 CH. All Power to the People! (Pomona) A survey of 20th-century movements for change, with a focus on those created by and for communities of color. Examines issues of race, gender, and class in the U.S. society, while investigating modern debates surrounding equity, equality, and social justice. *T. Summers Sandoval.*

HIST 031 CH. Latin America Before Independence. (Pomona) Examines the history of Latin America up to 1820, focusing on the indigenous civilizations of the region (Olmecs, Teotihuacanos, Mayas, Aztecs, and Incas); the process of European expansion; 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 19th century. *M. Tinker Salas.*

HIST 032 CH. Latin America Since Independence. (Pomona) 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 economies, political alternatives to the traditional order, relations with the United States, and conflict in Central America. *M. Tinker Salas.*

HIST 100C CH. Chicana/Latina Histories. (Pomona) Reading seminar analyzes the historical experiences of Chicanas and Latinas. Foregrounds gender, race, class and sexuality, examining these women's responses to conquest, capitalism, racism and patriarchy. Investigates their struggles for justice, connections to other "Third World" women and formations of feminist theory and practice. *T. Summers Sandoval.*

HIST 100I CH. Identity & Culture in Latin America. (Pomona) Latin America incorporates indigenous, European, African, and Asian traditions. This seminar examines the interplay among race, identity, culture, gender, and national consciousness; the multifaceted process of ethnicity and race relations in colonial societies; the 19th 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.*

HIST 100N CH. The Mexico-United States Border. (Pomona) 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/as experience as a result of border interaction. *M. Tinker Salas.*

HIST 100NB CH. United States-Latin American Relations. (Pomona) An overview of the basic elements which have shaped the U.S. presence in Latin America and the way in which Latin America has been represented in the U.S. from the early 19th century to the present day, exploring both official (public) policy as well as the impact of corporations and the market, ideology, cultural representation, the media, and others. *A. Mayes.*

HIST 110S CH. Latina/o Oral Histories. (Pomona) Explores use of oral histories in historical research of marginalized communities, investigating issues such as memory and the “body as archive.” Provides overview of oral history theory, practice, and ethical concerns. Students apply course knowledge in research project incorporating Latina/o oral histories. *T. Summers Sandoval.*

Political Studies

POST 107 CH. Latino Politics. (Pitzer) The role of Latinos in the American political process is examined. Latino political empowerment movements are analyzed with a focus on political culture/voter participation; organizational development in the different Latino subgroups; leadership patterns, strategy, and tactics; and other issues impacting the Latino community. *A. Pantoja.*

POST 174 CH. U.S. Immigration Policy and Transnational Politics. (Pitzer) Examines the factors shaping the size and composition of past and contemporary immigration flows to the U.S. Areas examined include the role of economics, social networks, policy and politics in shaping immigration flows and the process by which immigrants simultaneously participate in the politics of sending and receiving countries. *A. Pantoja.*

POST 175 CH, Immigration & Race in America. (Pitzer) America has long prided itself in being a nation of immigrants and in its ability to assimilate persons with distinct religious cultures and national origins. Far from being color-blind, the United States has been and remains a color-conscious society. The purpose of this course is to examine immigration and the formation of racial ideologies, hierarchies, and identities in America. *A. Pantoja*

Psychology

PSYC 084 CH. Psychology of the Chicano/a. (Pomona) Selected topics in psychology dealing with the affective and intellectual aspects of Chicano/a behavior. The psychological development of Chicanos/as will be evaluated against traditional psychological theories and variations in the Chicano/a’s sociocultural environment. *R. Buriel.*

PSYC 151 CH. The Psychology of Multicultural Education. (Pomona) Examines educational theory, research, and practice as it relates to the experience of the Chicanos/as and other ethnic and linguistic minorities. Consideration of selected psychological processes that potentially explain the scholastic performance of these groups. Discussion of multicultural education as a movement of school transformation. *R. Buriel.*

PSYC 180M CH. Chicano-Latino Cultural Psychology. (Pomona) The cultural basis of Chicanos’ and Latinos’ psychology will be examined in different areas, including

immigration, acculturation, identity formation, family life and mental health. The immigrant student paradox in behavior and education will constitute a central theme of the seminar. *R. Buriel.*

Sociology

SOC 030 CH. Chicanos/as in Contemporary Society. (Pomona) Sociological analysis of the theoretical and methodological approaches used to study the Chicano/a and Latina/o communities. Examines socioeconomic conditions, education, cultural change, the family, gender relations, and political experiences. Includes a field internship option. *Staff*

SOC 114 CH. Los Angeles Communities: Transformations, Inequality and Activism. (Pomona) This course uses a case study approach to explore the interplay between economic and demographic transformations and community dynamics. Focusing on Los Angeles communities, the course reviews some of the most recent scholarship in this area and considers topics such as economic transformations, (im)migration, class divisions, race and ethnic relations, community organizing, women and activism and strategies and possibilities for change. *G. Ochoa.*

SOC 141 CH. Chicanas and Latinas in the U.S. (Pomona) This seminar focuses on the ways that race, ethnicity, class, gender, and sexuality intersect and impact on the lives of Chicanas/os and Latinas/os in the U.S. As a way of linking theory to concrete experiences, the course examines in detail several key area: health, migration, work, and family. Examples of resistance and strategies for building alliances are discussed throughout the course. *G. Ochoa.*

SOC 145 CH. Restructuring Communities. (Pitzer) This course examines how Latino and multi-racial communities are being transformed through economic restructuring, both locally and globally. Issues of community building and participating in the informal economy are brought to life through a service learning collaborative with a day labor center in the city of Pomona. Students work in teams as part of a partnership with immigrant day laborers, city officials, community leaders and a community-based board of directors. *Staff.*

SOC 150 CH. Chicanos/as-Latinos/as and Education. (Pomona) 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. *G. Ochoa.*

SOC 155 CH. Rural and Urban Ethnic Movements. (Pitzer) This course examines the emergence of social movements, the process of their formation and the varied strategies for their mobilization. Particular attention paid to the Chicano/a civil rights, farm labor and union movements. Students organize a memorial and alternative spring break with the United Farm Workers Union. *Staff.*

Spanish Language and Literature

SPAN 127 CH. Literatura Chicana en Español. (Scripps) Analyzes 20th-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. *R. Cano Alcalá.*

CHICANA/O-LATINA/O TRANSNATIONAL STUDIES

The Chicano/Latino/a Transnational Studies has three primary purposes. The first is to understand the history of the Chicano/Mexican people and other Latinos living in the Americas. The second is to use these experiences as an analytical window into broader social processes such as social stratification, global economics, Diasporas, forced and voluntary migration, social reproduction, social movements, racial formation, political engagement, interlocking axes of sexuality. The third is to connect the classroom to the community through the application of critical pedagogy, participatory research, and community-based learning.

Pitzer Advisers: A. Pantoja, S. Portillo Villeda, M. Soldatenko.

CHLT 009 PZ. Food, Culture, Power. (Also ANTH 009 PZ and SOC 009 PZ). Food is a source of our collective passion. In this course we will examine Individual and collective food memories and social history. The course will address local and global modes of food production, distribution, and consumption, as well as alternative food culture and eating disorders. Fall, D. Basu/E. Chao/M. Soldatenko.

CHLT 060 CH. Women in the Third World. (Pitzer) This class explores the lives of women in Africa, Asia and Latin America and their feminist writing based on their own experiences in conversation with feminists of color in the global North. It addresses such questions as these: How are women's lives affected by neoliberal policies? What types of feminisms and mobilizations women have developed and in which ways do they assert their agency and resist empire? What are the conceptualizations, alternative feminisms, activisms, and praxis women of color in the global North and the global South use in order to survive? M. Soldatenko.

CHLT 061 CH. Contemporary Issues of Chicanas and Latinas. (Pitzer) 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. M. Soldatenko.

CHLT 068 CH. Rock in Las Americas. In this course we will explore the history, political economy, and cultural production of Latino/a rock and roll in Las Americas. We will investigate the attitudes, dress, hairstyles, dance, and music of Latino/a rockers in Latin America and the United States. Rock and roll is a transnational phenomenon whose different manifestations point to race, class, sexuality, and gender divisions in different nations and contexts. In this course, we will look closely at the changes in rock and how these changes were interpreted in Latin America and Latinos/as in the U.S., as well as the reaction of governments and social groups. M. Soldatenko.

CHLT 072 CH. Central Americans in the U.S. This interdisciplinary survey of history and culture of Central Americans in the United States examines social, political and economic forces resulting in Central American migration and settlement. The class explores the

intersectionality of race, class, gender and sexuality; transnational connections, identity formation, and the concept of 'Mestizaje', for indigenous and afrodescendant groups. S. Portillo.

ENLG 075 PZ. Contemporary Chicano/a Literature. (See English and World Literature 75). M. Hidalgo.

CHLT 079 CH. Gender, Sexuality and Healthcare In the Americas. This seminar examines historical and contemporary health and healthcare and intersections of gender, sexuality and class in the Americas in the 20th century. Through a multidisciplinary set of readings the class will cover various geographic areas and underserved. Indigenous and Afro-descendent populations in North, Central, South America, and the Caribbean. Fall, S. Portillo Villeda.

CHLT 082 PZ. From the Tropics to the Borderlands: Central America and Central American Migration in the 20th Century. This class will engage students in the study of the transnational relationships between Central American and Central Americans in the United States. Emphasis on the history of the home countries will allow critical observation into individual country dynamics and diversity, and the intersection of race, ethnicity, gender, sexuality and migration. S. Portillo.

CHLT 085 PZ. Central American Women: Gender, Radicalism and Revolution. Introduction to the history and contemporary reality of women in Central American and the U.S. examining gender as a component of social movements and the historical and political contexts in which multiple and distinct feminisms develop (e.g., in Marxist movements, among working, middle-class, first and developing world women, and LGBTI community). S. Portillo.

POST 107 CH. Latino Politics. (Pitzer) The role of Latinos in the American political process is examined. Latino political empowerment movements are analyzed with a focus on political culture/voter participation; organizational development in the different Latino subgroups; leadership patterns, strategy, and tactics; and other issues impacting the Latino community. A. Pantoja.

CHLT 115 CH. Gender, Race, and Class. (Pitzer) 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 U.S. M. Soldatenko

CHLT 118 PZ. Gender and Global Restructuring. In this course we will explore the relationship between globalization, gender and work. We will study the major trends of global restructuring and their effect on the gender division of labor. Using examples of three major gendered production networks: export production, sex work and domestic service through the lives and experiences of poor women. Prerequisite: GFS 60 or equivalent. M. Soldatenko.

CHLT 154 CH. Latinas in the Garment Industry. (Pitzer) This research seminar will study the lives and work of Latinas in the garment industry in southern California, using a historical and comparative approach. The course will consider the origins of this industry in the United States, 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. M. Soldatenko.

CHLT 157 CH. Latina's Activism Work & Protest. (Pitzer). This course will examine the experiences of working class Latinas in the United States by looking at different aspects of working class culture, history, labor organizing, work sites in different contexts. We will learn about the rich and diverse experiences that connect U.S. born and immigrant Latinas in terms of resistance. M. Soldatenko.

CHLT 166 CH. Chicana Feminist Epistemology. (Pitzer) This course examines Chicanas' ways of knowing and the origins, development and current debates on Chicana feminism in the United States. The study of Chicana writings informs a search for the different epistemologies and contributions to feminism and research methods. M. Soldatenko.

CLASSICS

Classics is an interdisciplinary major. The study of the ancient world combines archaeology, philology, history, philosophy, and anthropology—among other disciplines. While Classics is the name traditionally given to the study of ancient Greece and Rome from the Bronze Age to the early Middle Ages, the Classics curriculum also includes opportunities to study diverse cultures around the ancient Mediterranean and Near East. The curriculum provides students with the opportunity to read ancient literature both in the original languages and in English translation, and to explore the life and culture of antiquity. Several courses examine the reception of antiquity and its influential role in shaping the modern world. Students pursuing a major or minor in Classics are encouraged to study abroad in Athens or Rome.

Pitzer Adviser: M. Berenfeld.

Requirements for the Major

There are two tracks for the major:

1. Classical Languages and Literature

This option is designed for students who intend to study classical languages in depth. Students considering graduate school in Classics or Classical Archaeology (or related disciplines) should select this track; they are strongly urged to acquire a solid foundation in both Greek and Latin as soon as possible.

2. Classical Studies

This option is designed for students seeking a comprehensive background in ancient cultures as they plan for careers in law, medicine, business, or other fields in which a liberal arts education and strong critical thinking skills are essential. A major in Classical Studies also complements material in a range of related fields (e.g., History, English, Philosophy, Humanities, Art History, and Archaeology) and provides preparation for students planning to do graduate work in those areas.

Classical Languages and Literature

To complete the option in Classical Languages, students are required to complete satisfactorily a total of ten courses in two languages chosen from Greek, Latin, and Classical Hebrew, plus the Senior Seminar (CLAS 190 PZ). Students must complete at least three courses in each of the two languages chosen. Up to two courses in Classical civilization, archaeology, 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 adviser. A senior thesis may count as one of these three courses.

For students intending to pursue graduate study in Classics or Classical Archaeology, a command of both Greek and Latin is essential; reading competency in French, German, and/or Italian is strongly recommended. Classical Languages and Literature majors should take the Classics Senior Seminar in the Fall of their Senior year.

Classical Studies

To complete the option in Classical Studies, students are required to complete satisfactorily at least ten courses. These ten courses must include:

- At least three courses (at least through intermediate level) in Greek, Latin, or Classical Hebrew; at least one must be numbered 100 or above.
- At least one course from among the following: CLAS 001 PO, CLAS 060 SC, CLAS 061 SC; HIST 010 PO; or equivalent approved by the major adviser.
- The remaining courses will be chosen in consultation with the major adviser, and may be drawn from offerings in Classics and related subject fields. A senior thesis (CLAS 191 SC) may count as one of the remaining courses.
- Classical Studies majors should take the Senior Seminar (CLAS 190 PZ) in the Fall of their Senior year.

Minor in Classics: There are also two tracks for the minor

1. **The Minor in Classical Languages and Literature** allows students to combine the study of Greek or Latin with courses in ancient culture. For this track, students must satisfactorily complete six Classics courses for the minor, including a sequence of three courses in Greek, Latin, or Classical Hebrew, and at least one upper-level Classics course.
2. **The Minor in Classical Civilization** is designed for maximum flexibility in students' interests in the ancient world. It has no language requirement. Students must satisfactorily complete six classes for the minor, including at least one upper-level Classics course.

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).

Study Abroad: Pitzer students with an interest in Classics are encouraged to apply to study abroad at the Intercollegiate Classics Center in Rome or the College Year in Athens. Students should consult with their advisers about plans to study abroad.

Latin

CLAS 008A SC, CLAS 008B PO. 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 CLAS 008B PO qualifies a student for CLAS 100 SC. Fall, Spring E. Finkelpearl (Scripps).

CLAS 032 PO. Introductory/Intermediate Latin. Semi-intensive course for students with some previous Latin who are too advanced for CLAS 008A SC and not ready for CLAS 100 SC. Designed to place students in second semester Latin courses (CLAS 110 PO or CLAS 112 PO) 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, Spring, C. Chinn (Pomona).

CLAS 100 SC. 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. Prerequisites: CLAS 008A SC, CLAS 008B PO, or equivalent. Fall, C. Chinn (Pomona).

CLAS 103 PO. Intermediate Latin: Medieval. Selections from medieval Latin texts. Emphasis on translation and historical contextualization. Prerequisite: CLAS 008B PO (or equivalent) and permission of instructor. Half-course. May be repeated for credit. Fall/Spring, K. Wolf (Pomona).

CLAS 110 PO. 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 2013-2014].

CLAS 112 PO. 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.

CLAS 181A SC, CLAS 181B PO. 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. Fall, E. Finkelppearl (Scripps); Spring, C. Chinn (Pomona).

Greek

CLAS 051A PO, CLAS051B PO. 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, B. Keim (Pomona).

CLAS 101A PO, CLAS 101B SC. 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: CLAS 051A PO, CLAS 051B PO, or permission of the instructor. Fall, R. McKirahan (Pomona); Spring, D. Roselli (Scripps).

CLAS 104 PO. Readings in Koine Greek. Koine Greek was the common language of the Eastern Mediterranean during the Hellenistic and Roman eras. This course allows students to hone their skills by translating selections from important Koine texts (the Septuagint and the New Testament) and authors (such as Philo and Josephus). Prerequisites: CLAS 051B PO or permission of instructor. P/NC only. Half-credit. May be repeated for credit.

CLAS182A PO, CLAS 182B PO. Advanced Greek Readings. Great works of Greek prose and poetry selected from major authors, genres and periods. Authors and topics may include 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, R. McKirahan (Pomona); Spring, D. Roselli (Scripps).

Hebrew

CLAS 052A PO, CLAS 052B PO. Elementary Classical Hebrew. Basic elements of Hebrew grammar and translation of selected biblical passages. Fall/Spring, Staff.

CLAS 102 PO. Readings in Classical Hebrew. Review of grammar and readings of selected prose and poetic texts from the Hebrew Bible and the Qumran Library. Fall/Spring, Staff.

Classical Civilization and Literature in Translation

CLAS 001 PO. Introduction to the Ancient Greeks and Romans. Who were the Greeks? What was life like in ancient Rome? This course is an interdisciplinary introduction to the ancient world that draws upon literary and historical texts as well as material culture and archaeology. Spring, C. Chinn (Pomona).

CLAS 010 PO. 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.

CLAS 012 SC. 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.

CLAS 014 SC. Ancient Comedy. A survey of Greek and Roman Comedy, this course explores the origins, staging techniques, architecture and rituals of the ancient theater in terms of its changing social, political and historical contexts. Special attention is paid to the function(s) of comedy and the role(s) of humor in the ancient world.

CLAS 018 SC. 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. E. Finkelpearl (Scripps). [not offered 2013-14]

CLAS 019 SC . The Ancient World in Film. This course examines the reception of classical antiquity in cinema through a close reading of ancient texts and their transformation into film. Emphasis will be placed on how cinema has (mis)represented Roman history and Greek drama and the ideological uses of the past in the 20th century. D. Roselli (Scripps).

CLAS 020 PZ. Fantastic Archaeology: Modern Myths, Pseudo-Science, and the Study of the Past. An exploration of popular and fantastic interpretations of archaeological sites and finds. This course investigates pseudoscientific explanations of archaeological questions and the biases that underlie them. M. Berenfeld. [not offered 2013-14]

CLAS 060 SC. Greek Civilization. How civilized were the ancient Greeks? How different did they think themselves from others? This course is intended as an introduction to Greek culture and society from Homer to Alexander the Great. It draws on poetic and historical texts (in English translation) and material culture. Topics may include daily life, social customs, politics, civilization, religious festivals, class, gender and sexuality. D. Roselli (Scripps).

CLAS 061 SC. Roman Life and Literature. Literary texts organized around topics of importance to the study of Roman culture from ca. 300 BC to 200 AD: 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 2013-14]

CLAS 114 SC. 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 2013-14]

CLAS 121 JT. Classical Mythology. An exploration of Greek and Roman mythology through both literature (in translation) and visual material (ancient art, architecture, and other material culture). Spring, M. Berenfeld and E. Finkelpearl (Scripps).

CLAS 125 PZ. Ancient Spectacle. Spectacles offered ancient Greeks and Romans countless opportunities to define and present themselves to others—as individuals, as communities, even as kings and emperors. Using archaeological and literary evidence, this course will explore topics such as ancient theater and other types of performance, parades and triumphs, athletic competitions, gladiatorial contexts and wild beast games, mock battles, and even public protests. We will also look at domestic spectacles, from pleasure boats and county houses to fantastic dinner parties. Spring, M. Berenfeld. [not offered 2013-14]

CLAS 130 SC. Roman Decadence. An examination of the forces at work within the Roman Empire which counteracted its self-created image of order, stability and propriety. Religious cults, superstition, personal corruption and excess, popular violence, the Roman obsession with death, and the radical decline from Classical models of life and art. [not offered 2013-14]

CLAS 141 PZ. Egyptian Art and Archaeology. An introductory survey to the art, architecture, and archaeology of ancient Egypt, from the prehistoric cultures of the Nile Valley to the Greco-Roman period. Fall, Staff.

CLAS 145 PZ. Archaeology Seminar. Explores the archaeology of the early Mediterranean, including evidence for prehistoric societies, ancient trade networks, and early complex societies. Fall, Staff.

CLAS 150 PZ. Special Topics in Ancient Studies. A research seminar that focuses on specific historical periods, societies, problems, or themes. In 2014, the seminar will focus on archaeology and urbanism in the ancient Mediterranean. Spring, M. Berenfeld.

CLAS 161 PZ. Greek Art and Archaeology. An introduction to the art, architecture, and other material culture of the ancient Greek world, from the Bronze Age through the rise of Alexander the Great. Fall, Staff.

CLAS 162 PZ. Roman Art and Archaeology. An introduction to the art and architecture of the ancient Roman world, from the late Republic through the High Empire and up until the reign of Constantine. The course will include discussion of material both from the city of Rome and around the empire. Spring, M. Berenfeld.

CLAS 164 PZ. Pompeii and the Cities of Vesuvius. Explores the archaeology, history, and art and architecture of the ancient Roman towns of the Bay of Naples buried by the eruption of Mt. Vesuvius in 79CE, including Pompeii and Herculaneum, as well as the villas and estates in the area. Examines the evidence for daily life in an ancient Roman city through the unusually well preserved remains of these sites and considers them in the context of the wider Roman world. M. Berenfeld. [not offered 2013-14]

CLAS 175 PZ. International Cultural Heritage. Cultural heritage can be defined as physical signs of the human past that exist in the present. This course focuses on cultural heritage as part of the built environment and its role in the effort to create a sustainable future. Students will be introduced to key concepts and examine theories and methods in the field today, particularly how these intersect with scholarship, international law, and policy. M. Berenfeld. [not offered 2013-14]

CLAS 190 PO. Senior Seminar in Classics. This course consists of an intensive study of selected topics within the larger field of classical studies leading to significant independent research. Required of majors in the senior year. Fall, C. Chinn (Pomona).

CLAS 191 SC. 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. Fall/Spring, Staff.

Related Courses:

History

HIST 010 PO. The Ancient Mediterranean. Fall, B. Keim (Pomona).

HIST 011 PO. The Medieval Mediterranean. Spring, K. Wolf (Pomona).

HIST 012 PO. Saints and Society. Fall, K. Wolf (Pomona). [not offered 2013-14]

HIST 054 CM. Bread and Circuses. Fall, S. Bjornle. (CMC).

HIST 080 HM. History of Science and Technology in the Ancient and Medieval Worlds. R. McKirahan. [not offered 2013-14]

HIST 100WC PO. Early Christian Views of Islam. Spring, K. Wolf (Pomona).

HIST 101 PO. Ancient Greece. Spring, B. Keim (Pomona).

HIST 103A CM. History of the Roman Republic. Fall, S. Bjornle (CMC).

HIST 103B CM. Roman Empire: 44BCE-565 CE. Spring, S. Bjornle (CMC).

HIST 104 CM. Late Antiquity and the Early Middle Ages. S. Bjornle (CMC). [not offered 2013-14]

HIST 105 PO. Saints and Society. K. Wolf (Pomona). [not offered 2013-14]

HIST 107 CM. Ancient and Medieval Historians. Spring, S. Bjornle (CMC).

HIST 108 CM. The Age of Cicero. Spring, S. Bjornle (CMC).

HIST 100WR PO. Medieval Spain. Spring, K. Wolf (Pomona)

HIST 110K PO. Topics in Ancient History. Fall, K. Wolf (Pomona).

HIST 110WH PO. Heresy and Church. Fall, K. Wolf (Pomona).

HIST 183 CM. The Fall of Rome and the End of Empire. S. Bjornle (CMC). [not offered 2013-14]

Philosophy

PHIL 040 PO. Ancient Philosophy. R. McKirahan (Pomona). [not offered 2013-14]

Religious Studies

RLST 061 SC. New Testament and Christian Origins. A. Jacobs.

RLST 090 SC. Early Christian Bodies. A. Jacobs.

RLST 091 SC. Heretics, Deviants, and "Others" in Early Christianity. A. Jacobs.

RLST 092 SC. Varieties of Early Christianity. A. Jacobs.

RLST 093 SC. Early Christianity and Theory. A. Jacobs.

RLST 129 CM. Formative Judaism. G. Gilbert.

CREATIVE STUDIES

The Creative Studies field group encourages interested students to pursue a special major in Creative Studies. Creative Studies faculty will assist students to develop such a major. Please speak to a Creative Studies adviser if you are interested.

Pitzer Advisers: S. Miller, S. Naftilan, A. Wachtel.

CREA 018 PZ. A History of the Creative Process. The course examines the history of the creative process from an interdisciplinary perspective. As a consequence, the history creative process will be theorized from the vantage point of the combination of intellectual history and performance studies. The knowledge area that will be looked at will stretch from natural history (Big Bang Theory) to human history (abstract art). The coordinates of time and space will be the parameters in this study of the human imagination. Fall, A. Wachtel.

CREA 025 PZ. 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 2012-13]

CREA 031 PZ. Creative Writing and Creative Thought. We shall be studying and writing short stories and poems with an eye to their relation to other disciplines that generate ideas and are in return enriched by creative writing. Students will share what they have learned from their readings of assigned authors in return for the favor of workshop responses and suggestions to their own efforts during class. A. Wachtel. [not offered 2012-13]

SOC 079 PZ. Scandinavian Culture & Society. (See Sociology 79). P. Zuckerman.

ANTH 102 PZ. Museums and Material Culture. (See Anthropology 102). S. Miller.

ANTH 103 PZ. Museums: Behind the Glass. (See Anthropology 103). S. Miller.

CREA 105 PZ. Pictures in Text-Texts in Pictures. This course will focus on a selected number of representations (from Shakespeare to our time) distinguished by a specific combination or mixture of text and image. The texts include such fascinating poems as Blake's "The Tyger", Shelley's Ozymandias, Melville's Moby Dick, Cormac McCarthy's The Crossing; and the pictures include paintings from the 18th through the early 20th centuries. Fall, P. Wagner.

CREA 110 PZ. Science and Creativity. This course examines the nature of creativity in the context of traditional Western science. Topics include the uniqueness of science, does it uncover "universal truths" in ways other disciplines do not? How is science influenced by culture and gender? Does scientific creativity always yield progress and benefit human kind, or does science need to be subject to ethical constraints? S. Naftilan. [not offered 2012-13]

CREA 120 PZ. Greek Tragedy in Translation (Formerly Studies in Drama: Greek 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 2012-13]

CREA 124 PZ. The Bible and Homer. A literary study of the twin fountainhead of Western literature: Homer and the Hebrew bible. Prereq: a college-level course in literature, religion, or classics or permission of the instructor. Spring, A. Wachtel.

CREA 159B PZ. Shakespeare: Tragedy and Beyond. This course is devoted to the evolution of Shakespearean tragedy from the last years of his period of high romantic comedy to the end of his tragic period. We will be concerned also with Shakespeare’s reception and interpretation in Germany. Prerequisite: One of the following or the equivalent—ENGL 010A PZ or ENGL 010B PZ or ENLG 011A PZ or ENGL 011B PZ, or some lower or upper division literature course. Fall, A. Wachtel.

CREA 159C PZ. Shakespeare and Film. At best a director’s work is a form of literary analysis. We shall be using texts of Shakespeare plays as the sticking point from which to proceed to comparative analyses of film productions of the plays. Fall, A. Wachtel.

ANTH 160 PZ. Native American Women’s Arts. (See Anthropology 160). S. Miller.

CREA 193A PZ. Fictions of 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 2012-13]

CREA 199 PZ. Senior Thesis or Exhibition. Exceptional students may apply to the field group to write a thesis or participate in a senior exhibition. Applications are due before the end of the previous semester. This course will be taken in addition to the other requirements for the major. (This course will be offered as needed on an independent study basis).

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 Advisers: M. Federman, E. Stephens, L. Yamane.

Requirements for the Major in Economics

A major in Economics requires the successful completion of:

1. One year of Principles of Economics (ECON 051 PZ & ECON 052 PZ)
2. One year of Economic Theory (ECON 051 PZ & ECON 052 PZ)
3. One semester of Economic Statistics (ECON 051 PZ & ECON 052 PZ)
4. One semester of Econometrics (ECON 125 PZ)
5. Four additional upper-level courses in economics (i.e., courses having principles of economics as a prerequisite).
6. Senior Seminar in Economics in the student's final year (ECON 125 PZ)
7. Senior thesis for honors candidates.

Completion of MATH 30 PZ or equivalent is required before taking Macroeconomic Theory and Microeconomic Theory. Accounting courses do not fulfill the upper-level elective course requirement.

Students planning to study abroad or wanting to transfer in courses taken at institutions outside of the Claremont Colleges consortium should consult with an Economics adviser beforehand. At most one course for the major can be taken abroad. Additionally, only two courses taken at an institution outside of the Claremont Colleges consortium can be counted towards the major (any course taken abroad is included in this count).

Econometrics cannot be taken abroad; similarly, students wanting to take Econometrics at an institution outside the Claremont Colleges consortium must get permission in advance and confirm if the course is eligible. These limits apply to the minor, combined major, special majors, and to the economics courses in the Mathematical Economics major.

Students intending to pursue graduate work in economics are strongly urged to major in Mathematical Economics or double major in Economics and Mathematics, due to the increased use of mathematical modeling in Economics at the graduate level.

Pitzer College and Claremont Graduate University offer an accelerated program for completion of the BA and MA in Economics in five years. Interested students apply in the fall of their junior year and should contact the Pitzer economics faculty for more information.

Requirements for the Major in Mathematical Economics

A major in Mathematical Economics requires the successful completion of:

1. One year of Principles of Economics (ECON 051 PZ & ECON 052 PZ)
2. One year of Economic Theory (ECON 104 PZ & ECON 105 PZ)
3. One semester of Economic Statistics (ECON 091 PZ)
4. One semester of Econometrics (ECON 125 PZ)
5. Two upper level courses in Economics
6. Three semesters of Calculus: MATH 030 PZ, MATH 031 PZ and MATH 032 PZ.
7. 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 012 HM (Linear Algebra) and either MATH 013 HM (Differential Equations) or MATH 062 HM (Intermediate Probability). CMC: MATH 060 CM (Linear Algebra) and either MATH 111 CM (Differential Equations) or MATH 151 CM (Probability). POMONA: MATH 060 PO (Linear Algebra) and either MATH 102 PO (Differential Equations and Modeling) or MATH 151 PO (Probability).
8. Senior Seminar in Economics in the student's final year (ECON 198 PZ)

Requirements for Combined Major (Economics/Political Studies)

Students with an interest in both Economics and Political Studies should consider either (a) a major in International Political Economy (see International 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.

Double Major

Students with an interest in both Economics and Political Studies should consider either (a) a major in International Political Economy (see International 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..

Minor in Economics requires the following:

1. Principles of Macroeconomics (ECON 051 PZ)
2. Principles of Microeconomics (ECON 052 PZ)
3. Economic Statistics (ECON 091 PZ)
4. One Economic Theory course [either Macroeconomics Theory (ECON 104 PZ) or
5. Microeconomic Theory (ECON 105 PZ)
6. Two upper-level courses in Economics (courses having Principles of Economics as a prerequisite).

Completion of MATH 030 PZ or equivalent is required before taking Macroeconomic Theory and Microeconomic Theory. Accounting courses do not fulfill the upper-level elective course requirement. See the major descriptions above for additional information on study abroad and transfer courses.

ECON 051 PZ. 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, P. Jiao/Spring E. Stephens.

ECON 052 PZ. 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/Spring, J. Harris.

ECON 091 PZ. 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. Prerequisite: MATH 020 PZ or equivalent. Spring, L. Yamane.

ECON 104 PZ. 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: ECON 051 PZ & ECON 052 PZ. Spring, L. Yamane.

ECON 105 PZ. Microeconomic Theory. Theories of consumer behavior, demand, production, costs, the firm, market organization, resource use, general equilibrium and income distribution in a modern market economy. Prerequisites: ECON 052 PZ; MATH 030 PZ or equivalent. Fall, E. Stephens.

ECON 115 PZ. 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. Prerequisite: ECON 052 PZ. M. Federman. [not offered 2012-13]

ECON 125 PZ. 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: Econ 91 or equivalent. Fall, L. Yamane.

ECON 132 PZ. 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: ECON 051 PZ & ECON 052 PZ. L. Yamane. [not offered 2012-13]

ECON 135 PZ. Money, Banking and Financial Markets. Discussion of various financial markets such as money, bond and stock markets and various financial institutions, banking and non-banking. Introduction to the relevant basic monetary and financial theories. The course will also cover the banking system and the money supply process of the Federal Reserve, as well as the conduct of monetary policy such as its tools, goals and transmission mechanisms. Prerequisites: ECON 051 PZ & ECON 052 PZ. Spring, P. Jiao.

ECON 140 PZ. Development Economics. This course will cover topics that analyze the process of economic development from many perspectives, including economic growth, inequality, characteristics of rural economies, market frictions in low-income countries and some of the international aspects of development. The course aims to offer an overview of economic development themes and debates. Prerequisites: ECON 051 PZ & ECON 052 PZ. Fall, E. Stephens.

ECON 145 PZ. International Economics. 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. Prerequisites: ECON 051 PZ & ECON 052 PZ. [not offered 2012-13]

ECON 147 PZ. International Money and Finance. Intermediate level course study for the study of the monetary and financial aspects of international economics. Subjects covered include balance of payments, international finance markets, theories of exchange rate determination, fundamental international parity conditions, history and current issues of the international monetary system, and macroeconomic policies in the open economy under different exchange rate arrangements. Prerequisites: ECON 051 PZ & ECON 052 PZ.

ECON 163 PZ. Economics of Poverty and Discrimination. This course examines the phenomenon of poverty and the role of discrimination as a potential contributing cause. The course has a strong policy focus including examination of recent policy debates on welfare reform and affirmative action. The course begins with a discussion of the definition and measurement of the poor in the US and in developing economies. This discussion is followed by an examination of differing views of the causes of poverty. Next, the role of racial, class, and sex discrimination in both education and the labor market is considered. The remainder of the class focuses on policy options including welfare programs, employment policies, and equal opportunity policies. Prerequisite: ECON 052 PZ.

ECON 172 PZ. 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 052 PZ. M. Federman.

ECON 176 PZ. Economics of the Public Sector. This course focuses on the role of government in the market economy, including consideration of the rationale for government intervention and interactions across levels of government. Current policy issues examined include budgeting, taxation, income redistribution, social insurance, education, and health care. Prerequisite: ECON 052 PZ.

ECON 180 PZ. Financial Economics. This is an introductory course in finance. It gives students an overview of the entire discipline and discusses its general principles and main concepts, including: the time value of money; asset pricing; risk management; capital budgeting; market efficiency; options; and derivatives. Particular attention will be given to some of the esoteric instruments relevant to the 2008 Financial Meltdown, such as collateralized debt obligations and credit default swaps. Prerequisite: ECON 051 PZ & ECON 052 PZ.

ECON 181 PZ. Agricultural Economics. This course explores the supply and demand side of markets for agricultural goods both in the United States and internationally. Topics include farm production decisions, demand for agricultural goods, price dynamics, international trade in agricultural goods and the interactions between agricultural production and the environment, public health and economic development. Spring, E. Stephens.

ECON 182 PZ. Economic History of Globalization. This course will analyze dynamic movements in global output and factor markets that have led to today's highly integrated and still evolving, global economy. We will examine various market integration periods since the 19th century, to provide insight into our contemporary global system and the future of "globalization." Prerequisites: ECON 051 PZ & ECON 052 PZ. Fall, E. Stephens.

ECON 183 PZ. Industrial Organization. Industrial Organization studies the behavior of firms in industries that are neither perfectly competitive nor monopolistic - that is, how firms behave in the real world. Yet, Industrial Organization is rooted in basic economic theory: both price theory and game theory. We will apply these theories to analyze how different

markets perform. A key part of the course involves applying what we learn to public policy. Particular focus will be given to U.S. antitrust laws and we will look at several of the most important recent antitrust court decisions. Topics to be covered include: collusion and cartel theory; oligopoly models; structural and unilateral effects of mergers; price discrimination; entry-limit pricing; predatory pricing; Nash equilibrium; the prisoner's dilemma; and network effects.

ECON 184 PZ. Behavioral Economics. This course provides an overview of research in "behavioral economics" which integrates insights from psychology into economic models of behavior. This class surveys a range of topics which comprise the standard behavioral economic canon--focusing on ways in which individuals may systematically depart from assumptions such as perfect rationality, self-interest, time consistency, etc. Prerequisites: ECON 051 PZ & ECON 052 PZ. Spring. A. Nadler.

ECON 185 PZ. Behavioral Finance. This course provides an overview of research in "behavioral finance" which integrates insights from psychology into financial markets and investor behavior. This class surveys a range of topics which comprise both traditional finance as well as investor biases, systematic errors, and corrective behavior within markets. Prerequisite: ECON 052 PZ. Fall, A. Nadler.

ECON 187 PZ. Sports Economics. This course applies microeconomic principles and theory to the world of professional and amateur sport. Market structures, revenue sharing agreements, competitive balance, labor issues, discrimination, and the public financing of private venues will be explored utilizing supply and demand models and Indifference curve analysis. In addition, the strategic behavior of various leagues and associations like the NCAA will be examined using game theoretic approaches and models of imperfect information. A combination of current applied and empirical work in the area of sport will be reviewed and discussed. Prerequisite: Econ 52. Fall, J. Harris.

ECON 198 PZ. Senior Seminar. The senior capstone experience refines our economic analysis, critical thinking, research and writing skills. We will read about recent developments in economic literature and polish our professionalism. Requires a major research paper. Prerequisites: ECON 104 PZ & ECON 105 PZ. Fall, L. Yamane.

ECON 199 PZ. Senior Thesis. Staff.

ENGLISH AND WORLD LITERATURE

Through the aesthetic, historical, and theoretical dimensions of literature we learn to read other lives and our own. We learn those lessons best when the literature we study includes the voices of a diverse array of writers and when we are responsive to the ways in which such voices and texts change our conceptions of art, culture and society. Literature stirs us and is stirred by us; it is not something to be experienced at arm's length. For this reason, we encourage our students to practice becoming engaged readers and writers of literature.

We also encourage our students to explore other disciplines, in order to broaden the sources for developing their own writing and critical thinking skills. Abilities gained in coursework are essential for other academic disciplines, are indispensable for graduate study as well as for careers in many fields (for instance, art, law, journalism, education, nonprofit and non-governmental organizations, business, advertising, and creative and professional writing). Students may choose from two tracks: Literature or Creative Writing.

Pitzer Advisers: B. Armendinger, S. Bhattacharya, L. Harris, M. Hidalgo.

The English and World Literature: Literature Track at Pitzer

Coursework on the Literature track is designed to develop and improve the student's capacity to engage in meaningful interpretation, creative writing, analytical thought and aesthetic appreciation. Majors and non-majors alike will have the opportunity to gain an awareness of the intellectual and historical contexts of literature while they work to achieve skillful written and oral expression, and to refine critical thinking skills.

The English and World Literature: Creative Writing Track at Pitzer

We believe that student work has meaningful literary and intellectual value, and we foster a supportive community of writers among our students. Through writing exercises, workshops, and intensive reading, students begin to take creative risks in their own writing. The aim of the writer is not to make a precise replica of experience, not to degrade the world in such a way, nor its ever-changing nature, but to build a door. If we are lucky, our readers walk through that door, arriving at a room we could never have predicted alone.

Requirements for the Major in English and World Literature

A major in English and World Literature requires the satisfactory completion of ten (10) courses, which may include independent study courses and a senior thesis/ project. Six (6) courses should be completed prior to the senior year. Majors are also encouraged to attain at least reading knowledge of a language other than English (two years of college-level course). Courses may be taken in any sequence, but it is preferable that Engl 1 is taken early in the student's career.

Literature Track:

- ENGL 001 PZ. Introduction to Literary Theory

- One course in British Literature before 1780 (ENGL 010A PZ strongly recommended)
- One course in British Literature after 1780 (ENGL 010B PZ strongly recommended)
- One course in American Literature before 1865 (ENGL 011A PZ strongly recommended)
- One course in American Literature after 1865 (ENGL 011B PZ strongly recommended)
- One course in World Literature
- Four elective courses in English and/or World Literature, of which two may be creative writing.

Creative Writing Track:

- ENGL 001 PZ. Introduction to Literary Theory
- ENGL 030 PZ. Introduction to Creative Writing
- Three creative writing electives, at least one of which should be in a genre outside the student's primary focus.
- Advanced Creative Writing in the student's primary genre.
- One course in British Literature
- One course in American Literature
- One course in World Literature.
- One elective course in literature

Requirements for the Combined Major

A combined major should reflect a coherent integration of English and World Literature and another discipline. It requires the satisfactory completion of at least seven courses in English and World Literature, including a senior project, thesis, or Independent Study in which the constituent fields of the major are interrelated:

- ENGL 001 PZ. Introduction to Literary Theory
- One course in British Literature
- One course in American Literature
- One course in World Literature
- Two elective literature or creative writing courses
- Senior project, thesis, or Independent Study in which the constituent fields of the major are interrelated.

Requirements for the Minor

A minor in English and World Literature requires the satisfactory completion of six graded courses:

- ENGL 001 PZ . Introduction to Literary Theory
- One course in British Literature
- One course in American Literature

- One course in World Literature
- Two elective courses in literature or creative writing

AP Credit and Transferred Courses

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. Three college-level transfer courses may be counted toward the major upon approval by the adviser.

ENGL 001 PZ. Introduction to Literary Theory. This course offers an introduction to current approaches of and debates within literary scholarship. Through the lens of an academic field of inquiry commonly known as “literary theory,” this course examines such theories in connection with cultural documents from canonical novels to colloquial cultural narratives. Our emphasis is 20th C, Continental, North American, and Transnational fields of inquiry. Required for the major and minor. We strongly recommend students considering a major or minor in EWL take this course or an accepted equivalent no later than their second year. Fall, S. Bhattacharya/L. Harris.

ENGL 009 AF. Black Feminist Community Learning and Literature. This is a community-learning course that examines concepts of social responsibility and justice as conceived by Black feminist analysis and the expressive and community-building value of literature through reading, writing, multimedia and other interdisciplinary creative forms. Class meetings are organized around community reading and writing workshops culminating in a collaborative class production including a performance and reception event. Meets the Pitzer College social responsibility requirement; meets literature elective requirement (not a creative writing course); meets Africana Studies major requirement; may be repeated for credit or internship. Offered fall, spring, and summer. L.A. Harris

ENGL 010A PZ. Survey of British Literature Before 1780. A survey covering representative works of British literature from the early Middle Ages to the 18th century. Works will be studied according to traditional methods of literary analysis. Fall, S. Bhattacharya.

ENGL 010B PZ. Survey of British Literature After 1780. A survey of the important texts and contexts of British literature from the 18th century to the present, with attention to representations of gender, class, race, sexuality, and other aspects of identity. Spring, S. Bhattacharya.

ENGL 011A PZ. Survey of American Literature Before 1865. A survey of the important texts and contexts of American literature from the Colonial period to 1865, with attention to the intellectual and cultural forces that influenced the literary tradition. Fulfills American Literature before 1865 requirement for EWL majors. Fall, M. Hidalgo.

ENGL 011B PZ. Survey of American Literature After 1865. A survey of the important texts and contexts of American literature from 1865 to the present, with attention to a variety of cultural and literary movements of the period. L. Harris [not offered 2012-13].

ENGL 012 AF Introduction to African American Literature After 1865. This course is a survey of major periods, authors, and genres in the African American literary tradition post-1865 to a contemporary period. Meets post-1865 American major requirement; meets Africana Studies major requirement; an introductory course open to majors and non-majors. Offered alternate fall semesters. L.A. Harris

ENGL 015 PZ. Introduction to World Literature. This course studies great twentieth century literary works from around the world in historical and cultural contexts with a focus on close reading and textual analysis. We will read and discuss novels, essays, short stories, plays, and poetry from numerous cultures written during the 20th century. We will study the cultural and historical context of each text, examine the methods that the authors use to weave their tales, and explore critical theories that deepen our understanding of literature. Fall, J. Correia.

ENGL 015A PZ. Introduction to Nineteenth Century World Literature. This course studies great nineteenth century literary works from around the world in historical and cultural contexts with a focus on close reading and textual analysis. Fall, J. Correia.

ENGL 021 PZ. Anatomy of Fiction: the Great Detectives of Fiction. Using rotating topics, this course offers students practice in reading critically in a genre or selection of texts (usually short stories) In order to give them practice in reading critically, writing formally, and becoming attuned to issues of craft and creative practice. What makes a detective story work? Why do the “great” literary detectives have such enduring appeal? Join us for a thorough investigation of the narrative structure and themes of the genre of the “great” or “master” detective in literature such as Holmes, Dupin, Wimsey, Poirot, Wolfe, and others. Literature elective course. S. Bhattacharya.

ENGL 030 PZ. Introduction to Creative Writing. This course will introduce students to methods of crafting poetry, fiction, and creative nonfiction. Our work will be guided by writing exercises and readings by diverse contemporary authors. Students will increase their skills and confidence by taking creative risks in a community of supportive writers. Required for the Creative Writing track; Priority given to Pitzer EWL majors; fulfills a creative writing elective. Fall, B. Armendinger.

ENGL 032 PZ. Second Person Plural: Poetics of Correspondence (Formerly Engl 129). In this class, our experiments will be inspired by the work of writers who have opened up the possibility for two-way conversation in poetry. Students will compose their own imaginary letters, epistolary poems, and postal collaboration. We will consider the letter as a poetic form, and the poem as a kind of letter. What happens when we begin to unravel the boundary between writer and reader? When a poem is addressed to a particular person, how can the singular become plural? What does it take to surrender one’s own language, to turn as Virginia Woolf observed, “from the sheet that endures to the sheet that perishes?” Prereq: one previous creative writing course or instructor permission. Fulfills a creative writing elective. B. Armendinger [not offered 2012-13]

ENGL 034 PZ. Intermediate Creative Writing: Fiction. In this course we will examine the workings of fiction by reading and discussing the work of both published and student writers. Students will submit a minimum of two stories to the workshop and write weekly

critiques of their peers' writing. Generative exercise may occasionally be assigned. Spring, S. Plascencia.

ENGL 040 PZ. Special Topics in Creative Writing: From Fiction Into Film. The topic of this course will change each year, based upon the expertise of our Visiting Writer. For Fall 2012, the topic will be From Fiction Into film. This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities--and problems--involved in the transportation to film. We will direct our critical focus on the mechanisms through which writers and filmmakers convey meaning to their audiences. Fall, C. Dunye.

ENGL 061 PZ. Literature of the Supernatural. This course investigates the idea of the strange and uncanny in British literature, focusing on the theme of ghosts and hauntings. Through encounters with some of the most famous and eerie specters stalking the pages of literature, we explore the strange pleasures of feeling afraid and raise questions about the persistence of the past into the present. Literature elective only course; may not be used to fulfill the post-1780 British literature requirement. Fall, S. Bhattacharya.

ENGL 070 AF. rEVOLution: Black Feminist Poetry and Theory C20th. This course treats the form, content, and context of philosophies of love and revolution as represented by or given meaning to in black feminist poetry and theory. A poetry studies and creative writing course with emphasis on aesthetics, theory, and performance. Assignments include critical responses, student research, poetry writing and performance. Offered alternating spring semesters. L.A. Harris

ENGL 074 PZ. US Sports Literature. This class will examine sports writing in the US from the early 20th Century through the contemporary moment. We will focus on the three major league sports- baseball, football, and basketball- as well as other sports and athletic events with a focus on the US and its relationship to global sports writing and contexts. Spring, M. Hidalgo.

ENGL 075 PZ. Contemporary Chicana/o Literature. This course will examine Chicana/o literature in the post-Movimiento decades. In reading each work, we will consider its literary aspects, such as genre and style; its historical, social, political, and cultural contexts; and its relationship to other forms of cultural production and expression, such as film and theater. M. Hidalgo. [not offered 2012-13]

ENGL 090 PZ. Special Topics In World Literature: Alienation & Exile in the Modern World. This course concentrates on 20th century texts that deal with the concepts of alienation and exile. It is divided into 4 segments: 1) The Modern World, 2) World War II and Trauma, 3) Homelessness and Vagrancy, and 4) Postcolonial Literature. We will read and discuss novels, essays, short stories, plays, and poetry from around the world with a focus on textual analysis. We will study the cultural and historical context of each text, examine the methods the authors use to weave their tales, and explore critical theories that deepen our understanding of literature. Fall, J. Correia.

ENGL 091 PZ. Crossing Borders, Liminal Spaces, and Rites of Passage. This course studies the literature of crossing borders, both physical and psychological, and times of transition in 20th century world literature. Spring, J. Correia.

ENGL 100 PZ . 20th-C Literary Theory: Modernity, Globalization, and Urbanization. This class studies selected literary theory of the 20th century and the literature on which it is based. Some theories we will explore will include: postcolonialism, spatial studies and urbanization, trauma and confession, and modernism and postmodernism. Spring, J. Correia.

ENGL 107 PZ. Vampires in Literature and Film (Formerly Engl 113). Vampires have proven to be an enduring cross-cultural icon, a repository of our anxieties, fears, and hidden desires. The particular tradition we follow begins with late 18th-century social and political upheavals in Britain and the Continent. We trail the vampire through the 19th century to the present. What can the vampire teach us about ourselves and our others? Literature elective course. S. Bhattacharya. [not offered 2012-13]

ENGL 111 PZ Love and Loss in British Literature. We will explore the interconnections between the themes of love and loss in British literature and culture, from the Renaissance to the present. How do these texts intertwine representations of loving and mourning, desire and suffering, sexuality and death to examine and critique ideas about gender relations and identities? Literature elective only course. Strongly recommended: ENGL 001 PZ (or equivalent), and an Introductory course In British literature (may be taken concurrently). S. Bhattacharya. [not offered 2012-13]

ENGL 128 PZ. Writing the Body. (Formerly Engl 166 Literature, Illness, Disability). In this course we will consider representations of illness, queerness, disability, and the imaginary body in contemporary literature. We will explore, and sometimes explode, the myth of normalcy. No body is normal, even to itself. No body is ever one thing, but growing and falling apart in time. When we come to know that our bodies are perforated, what do we gain and what do we lose? How can a poem or a story unravel the contradictions between body, world, and mind, solitude and community, stigma and resistance, poison and cure? How does medical discourse limit how we think [about] the body? Students will respond to the readings through creative writing exercises and literary essay. Students will also participate in a community outreach project. Prereq: One previous literature or creative writing course. Strongly recommended: a previous course in gender studies or queer theory. Fulfills a creative writing elective. B. Armendinger. [not offered 2012-13]

ENGL 129 PZ. Poetry and Public Space. This workshop is focused on findings/making poetry/outside the walls of the classroom. Our writing experiments and readings will explore the relationship between poetry, documentary, activism, and the boundaries between public and private space. Students will compose their own site-specific works and contribute to a participatory poetry project in the surrounding community. Prereq: One creative writing course or permission of the instructor. Fulfills a creative writing elective. Fall, B. Armendinger.

ENGL 130 PZ. Advanced Poetry Workshop. This course is intended to support the efforts of poets with an established writing practice. Much of our time will be spent in

workshop and creative response, helping each other's poems to grow in depth and direction. Emphasis will be on projects of sustained response, including a long poem and a poetic series. This course will give special attention to the ways in which the boundaries of the book have been challenged by contemporary poets, and students will practice simple bookmaking techniques. A writing sample and instructor permission is required for admission to this course. Spring, B. Armendinger.

ENGL 131 PZ. Advanced Creative Writing: Special Topics. The focus of this course will change each year, based upon the expertise of Visiting Writers.

ENGL 131B PZ. Fiction Insurrections: Punk Nerd Revolution! This course is designed as a workshop. As part of our constructive writing community, you will strive to create compelling works of fiction--work that demands to be read. We will be guided by the notion that, like any truly brilliant act of insurrection, genuinely innovative writing is equal parts risk, focus, and determination. Through a careful examination of selected literary Insurrections--textual most-pits, if you will--we will fine-tune our critical abilities to incorporate meaningful rebellion in our own work. From Gertrude Stein's surrealist narrative transgressions, to Andre Breton's 1928 ultra-proto-punk *Nadja*, to Patti Smith's howling history-laden rants, to Alice Fulton's call for writers to treat "the tongue as a muscle," to Leonard Cohen's inter-millennial telephonic raw lust odes in *Beautiful Losers*--we'll even throw in a classic Riot Grrrl song and a Fugazi punk lament for good measure--we will learn from the smartest and boldest rebels with a cause. And we will write. And edit. And revise. a lot. Let the punk nerd revolution begin! Spring, F. Luna Lemus.

ENGL 132 AF Black Queer Literatures, Film, and Theory. This course examines Black queer art, artists, and scholars whose focus on race and sexuality at the intersections of black, feminist and queer culture and ideas shape the content and form of Black Queer theories of representation and aesthetics in the latter twentieth century (approximately 1985-2005). Offered alternate fall semesters. L.A. Harris

ENGL 150 PZ. Rule Britannia: Imperialism and British Literature. (Formerly Engl 112). This course examines issues of empire in nineteenth-century British literature and culture. It considers how the literature of the period represented, aided, or resisted the development of the empire, both abroad and at home. It focuses on two key themes: the "civilizing mission"; and the "imagined community" of Great Britain. Literature elective course. Also fulfills post-1780 British literature requirement. Prerequisite: A course in literary theory or permission of instructor. Fall, S. Bhattacharya.

ENGL 151 PZ. British Women Writers Before 1900. This course focuses on the development of a female tradition in British literature through considerations of selected works of women writers before 1900. We will explore the voices and values of women writers in the context of the literary and cultural conditions confronting them. Literature elective only course. Strongly recommended: ENGL 001 PZ (or equivalent) and an introductory course in British literature (may be taken concurrently). S. Bhattacharya. [not offered 2012-13]

ENGL 132 AF. Black Queer Theory. This course examines the cultural productions of Black queer artists and scholars whose focus on race and sexuality at the intersections of

black, feminist and queer history and thought shape the content and form of Black Queer theories in the latter twentieth century (approximately 1985–2005). Prerequisite: Any intro level women's & queer studies, Africana Studies or ethnic studies course. Spring, L. Harris.

ENGL 153 PZ. Performing Literature. How does reading aloud to a circle of listeners affect the aesthetic and critical experience of a literary text? This class in nineteenth-century British literature explores the dynamic interaction between reading and performance. WE combine close reading and critical analysis of literary and dramatic texts with solo or group performances in class. Fall, S. Bhattacharya.

ENGL 166 AF. James Baldwin: Major Figures in American Literature. This course examines the work of James Baldwin a major American author known for art which raises questions about rather than providing answers for aesthetic value, social injustice, community intimacy, and national cultures. Baldwin has an enormous talent for being an expatriate, a queer icon, and a writer who compellingly treats themes and nuances of the American pathos. Offered alternating spring semesters. L. A. Harris

ENGL 170 PZ. Education and Empire. In this course, we will look at the intersections of history, literature, race, and gender within the frame of U.S. nationalism and imperialism at the turn of the 19th century. We will explore a body of literature and writing that helps us to understand the broader relationship between education, empire, and identity in the U.S. M. Hidalgo. [not offered 2012-13]

ENGL 173 PZ. Desire in Literature and Culture. This upper-division course examines literature and other texts that deal with how desire is constructed, represented, and consumed. It explores aspects of gender, race, sexuality, and colonialism in the rhetorical, visual, and literary construction of desire in modern works of literature and film. Prerequisite: at least one literature, ethnic studies, or gender course. Spring, M. Hidalgo.

ENGL 174 PZ. Genealogies of Chicana/o Literature. This course examines a range of historical and literary contexts, from the 1680s through the 2000s, for what is now called Chicana/o literature and cultural production. Spring, M. Hidalgo

ENGL 192 PZ. Advanced Studies in World Literature: Literature of Transnationalism. This class will study the literature of transnationalism, the migration and mobility of cultures, and how cultures reproduce themselves outside the homeland. It will concentrate heavily on cultural tensions in the globalized, urbanized world. Fall, J. Correia.

ENVIRONMENTAL ANALYSIS

Environmental Analysis is an interdisciplinary major focusing on the interaction between human and non-human components of the biosphere. The major applies approaches in the social sciences, arts and humanities, and natural sciences to understanding and solving environmental problems. Environmental Analysis offers an integrated, unifying perspective on life, as well as a program for affecting positive change. The major prepares students for graduate work and careers in teaching, public policy and administration, law, environmental sciences, international affairs, environmental design, and the non-profit sector. Developing sustainable ways of living is one of the greatest challenges of our time. The Environmental Analysis Program combines the strengths of the five Claremont Colleges to provide robust interdisciplinary training for students interested in environmental issues. Resources for field research, community-based research, and service learning include the Robert Redford Conservancy for Southern California Sustainability, the Firestone Center for Restoration Ecology in Costa Rica, the Pitzer in Costa Rica Program, the Pitzer in Ontario Program, the John R. Rodman Arboretum, the Bernard Biological Field Station, and numerous local partnerships.

The Environmental Analysis Program regards study abroad as a valuable, though not required, part of the curriculum, enabling students to secure deeper appreciation of the global dimensions of environmental challenges. Additionally, the Program encourages students to engage in internships and fieldwork that move them beyond the classroom and library to engage in research and action.

Pitzer Advisers: P. Faulstich, M. Herrold-Menzies, L. Neckar, S. Phillips, B. Sarathy

Keck Science Advisers: (Environmental Science Track): D. McFarlane, K. Purvis-Roberts, C. Robins, D. Thomson, B. Williams.

Learning Outcomes of the Program in Environmental Analysis

Student Learning Outcomes for All Tracks in Environmental Analysis:

1. Understand and describe the complex social, scientific and humanistic aspects of environmental issues
2. Understand and apply both disciplinary and interdisciplinary analysis to environmental issues
3. Critically analyze, evaluate, and interpret scholarly arguments and popular discourse and be able to communicate this analysis
4. Develop well-reasoned solutions to environmental predicaments, testing them against relevant criteria and standards
5. Be able to craft well-researched, informative and effective scholarly papers and presentations
6. Contribute knowledge and action regarding environmental issues through service learning, internships, community-based research, and other activities

Learning Outcomes for Tracks within the Major of Environmental Analysis

Environment & Society Track

1. Understand and describe different cultural, ethnic, racial, and gender perspectives on the environment
2. Understand, describe, and conduct research on where social justice and environmental issues intersect

Environmental Policy Track

1. Acquire a working knowledge of the concepts, principles, and theories of environmental policy, law, and politics
2. Engage in critical thinking about issues and concepts in environmental policy and politics
3. Locate and analyze research and reports in the field of environmental policy and politics

Sustainability and the Built Environment Track

1. Understand and analyze sustainable design in a holistic manner
2. Develop conceptual frameworks for critical inquiry and environmental problem solving
3. Apply design concepts and skills for sustainability and resilience
4. Integrate scholarship and analyses to test spatial concepts

Environmental Science Track

1. Use foundational principles to analyze problems in nature
2. Develop hypotheses and test them using quantitative techniques
3. Articulate applications of science in the modern world
4. Effectively communicate scientific concepts both orally and in writing

Requirements for the Major in Environmental Analysis

The Environmental Analysis major offers four Tracks:

- I. Environment and Society
- II. Environmental Policy
- III. Sustainability and the Built Environment
- IV. Environmental Science

The Major consists of **three sets** of requirements:

1. A Core set of Courses and a Capstone Seminar and/or Thesis depending upon Track
2. A Track with Course Plan
3. An Environmental Internship for the Environment and Society, Environmental Policy, and Sustainability and the Built Environment Tracks

A minimum of 11 courses is required for the Environment and Society, Environmental Policy, and Sustainability and Built Environment tracks. Students who wish to write a senior thesis must enroll in an additional 2 courses: EA 115 PZ Qualitative Methods (or an equivalent methods course) and EA 197 PZ Senior Thesis seminar. In order to be eligible for Honors, students must have a minimum GPA of 3.5, and engage in a thesis or senior project, which is awarded a minimum grade of A-.

I. Environment and Society Track

- A. A.Five Core Courses and One Internship:
 - EA 010 PZ Introduction to Environmental Analysis
 - EA 086 PZ Environmental Justice or POLI 136 PO Politics of Environmental Justice
 - EA 030 PO or EA 030L KS Science and the Environment
 - One additional natural science course
 - Capstone Seminar: EA 150 PZ Critical Environmental News
 - One Environmental Internship (See guidelines for internship below)
- B. Track Requirements (Six Courses)
 - One environmental policy course
 - Course Plan of Five Environment and Society courses from the following options.
 - ANTH 012 PZ. Native Americans and their
 - ANTH 110 PZ. Nature and Society in Amazonia
 - ANTH 129 PO. Native California
 - ANTH 145 PO. Cultural Ecology
 - CLAS 175 PZ. International Cultural Heritage: Creating the Future of the Past
 - EA 074 PZ. California's Landscapes: Diverse Peoples and Ecosystems
 - EA 085 PO. Food, Land and the Environment
 - EA 098 PZ. Urban Ecology
 - EA 107 PZ. Design Workshop: Fostering a Sense of Place
 - EA 115 PZ. Qualitative Research Methods
 - EA 124 PZ. Protecting Nature: Parks, Conservation Areas, and People
 - EA 130 PZ. Environment, People, and Restoration in Costa Rica (Study Abroad)
 - EA 140 PZ. The Desert as a Place
 - EA 141 PZ. Progress and Oppression
 - EA 146 PZ. Theory and Practice In Environmental Education
 - EA 152 PZ. Nature Through Film
 - EA 162 PZ. Gender, Environment & DevelopmentEA 165 PZ. Ghost Towns: The Built Environment and Natural Resource Depletion
 - EA 171 PO. Water in the West.
 - EA 172 PO. Crisis Management: National Forests and American Culture
 - ENGL 157 PO. Nature and Gender: Environmental Literature
 - HIST 016 PZ. Environmental History

- ONT 101 PZ. Critical Community Studies
- ONT 106 PZ. Qualitative Methods
- RLST 166A PO. The Divine Body: Religion and the Environment
- EA-approved Natural Science courses in consultation with adviser
- Other appropriate courses or independent study as determined by adviser

II. Environmental Policy Track

A. Five Core Courses and One Internship

- EA 010 PZ. Introduction to Environmental Analysis
- EA 086 PZ. Environmental Justice or POLI 136 PO Politics of Environmental Justice
- EA 030 PO or EA 030L KS. Science and the Environment
- One additional natural science course
- Environmental Internship
- Capstone: EA 150 PZ. Critical Environmental News

B. Track Requirements (Six Courses)

- One statistics course (e.g., MATH 052 PZ, Economics Statistics, Qualitative Methods in Sociology, or other appropriate statistics course as approved by student's adviser)

Course Plan of Five Environmental Policy Courses from the following options:

- EA 095 PZ. US Environmental Policy and Politics
- EA 120 PZ. Global Environmental Policy and Politics
- EA 124 PZ. Protecting Nature: Parks, Conservation Areas, and People
- EA 146 PZ. Theory and Practice in Environmental Education
- EA 156 PZ. Hustle and Flow: Water Policy in California
- EA 162 PZ. Gender, Environment and Development
- EA 171 PO. Water in the West
- EA 172 PO. Crisis Management: National Forests and American Culture
- ECON 052 PZ. Principles of Microeconomics
- ECON 127 PO or ECON 171 CM. Environmental Economics
- ECON 128 PO. Energy Economics and Policy
- ONT 104 PZ. Social Change Practicum
- POLI 178 PO. Political Economy of Development
- POLI 060 PO. Global Politics of Food and Agriculture
- POLI 061 PO. Global Politics of Water
- POST 114 HM. Comparative Environmental Politics
- POST 140 HM. Global Environmental Politics
- SOSC 180 HM. Tropical Forests: Policy and Practice
- EA-approved Natural Science courses in consultation with adviser
- Other appropriate courses or independent study as determined by adviser

III. Sustainability and the Built Environment Track

A. Seven Core Courses and One Internship

- EA 010 PZ. Introduction to Environmental Analysis

- EA 086 PZ. Environmental Justice or POLI 136 PO. Politics of Environmental Justice
 - EA 030 PO or EA 030L KS. Science and the Environment
 - EA 133 PZ. Case Studies in Sustainable Built Environments
 - EA 134 PZ. Sustainable Places in Practice: Studio/Lab (Students must take a course in area of Representation as prerequisite for enrollment)
 - One additional natural science course
 - Environmental Internship
 - Capstone: EA 150 PZ. Critical Environmental News
- B. Track Requirements (Five Track Courses)
1. One course in Representation
 - Studio art or production-based media studies course as approved by adviser (e.g., ART 011 PZ. Drawing, ART 012 PZ. Painting, ART 015 PZ. Beginning Wheel Throwing, ART 016 PZ. Beginning Handbuilding, ART 020 PO. Black and White Photography, ART 021 PO. Foundations of 2D Design, ART 057 PZ. Mixed Media/Sculpture, ART 075 PZ. Watercolor*, ART 113 PZ. Drawing Workshop*; ART 125 PZ. Photography Digital*, MS 093 PZ. Media Off-Screen*, MS 182 HM. Introduction to Video Production*)
 - EA 082 PZ. GIS in Environmental Science
 - GEOL 111A PO. Introduction to GIS

*Courses have prerequisites

2. Four electives from the following options, generally no more than two from a group:
 - a. History, theory and ecology of the built environment
 - ARHI 155 SC. The History of Gardens, East and West
 - ARHI 179 PO. Modern Architecture, City, Landscape, Sustainability
 - ARHI 188 SC. Representing the Metropolis
 - CLAS 175 PZ. International Cultural Heritage: Creating the Future of the Past
 - EA 027 PO. Cities by Nature
 - EA 074 PZ. California's Landscapes: Diverse Peoples and Ecosystems
 - EA 098 PZ. Urban Ecology
 - EA 140 PZ. The Desert as a Place
 - EA 151 PZ. Campus Culture Resource Conservation
 - EA 165 PZ. Ghost Towns: The Built Environment and Natural Resources Depletion
 - EA 171 PO. Water in the West
 - HIST 016 PZ. Environmental History
 - HIST 017 PZ/IIS 017 PZ. History and Political Economy of Natural Resources
 - ONT 101 PZ. Critical Community Studies

- POLI 035 PO. City of Angels, City of Quartz
 - SOC 124 AF. Race, Place, Space
 - SOC 136 PZ. Framing Urban Life
 - EA-approved Natural Science course in consultation with adviser
 - Design
 - ART 130 PZ. Design/Build Studio
 - ART 135 PZ. Sculptural Objects Functional (SOFA)
 - EA 031 PZ. Restoring Nature: The Pitzer Outback
 - EA 080 PZ. Social Engagement for Sustainable Development
 - EA 085 PO. Food, Land and the Environment
 - EA 107 PZ. Design Workshop: Fostering a Sense of Place
 - EA 124 PZ. Protecting Nature: Parks, Conservation Areas & People
 - EA 132 PZ. Practicum in Exhibiting Nature: The Pitzer Outback
 - EA 180 PO. Green Urbanism
 - ENGR 004 HM. Intro to Engineering Design/Manufacturing
- b. Policy/Planning
- EA 100 PO. Urban Planning and Environment
 - EA 156 PZ. Hustle and Flow: Water Policy in CA
 - GEOL 112 PO. Remote Sensing of Earth's Environment
 - POLI 036 PO. Urban Politics and Public Policy
 - POLI 060 PO. Global Politics of Food and Agriculture
 - POLI 061 PO. Global Politics of Water
 - POLI 135 PO. Policy Implementation and Evaluation
 - POLI 135 SC. Political Economy of Food
 - POLI 139 PO. Politics of Community Design
 - POST 114 HM. Comparative Environmental Politics
 - POST 140 HM. Global Environmental Politics
 - PP 325 CGU. Urban Political Economy*
 - PP 338 CGU. Policy Implementation*
 - SPE 318 CGU. Cost-Benefit Analysis*

*Contact CGU professors directly regarding prerequisites for enrollment

Students may additionally write a thesis or enroll in an advanced capstone studio for honors.

Courses listed as fulfilling each requirement are subject to change and other courses may be counted toward those requirements with approval of academic advisers.

IV. Environmental Science Track

A. Four Core courses:

- EA 010 PZ. Introduction to Environmental Analysis
- EA 020 PO. Nature, Culture and Society, or EA 086 PZ. Environmental Justice, or POLI 136 PO. Politics of Environmental Justice
- One environmental policy course from the list on previous page

- Senior thesis/Capstone (2 courses) to include one of the following options:
 - A one-semester thesis, BIOL/CHEM/PHYS 191 KS (Fall) plus EA 150 PZ (Spring)
 - A two-semester thesis, BIOL/CHEM/PHYS 188L KS and 190L KS (Fall and Spring)
- B. Track Requirements
 - Introductory Biology: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS
 - Introductory Chemistry: CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS

[The requirement for Introductory Biology and Introductory Chemistry may be met by completion of both semesters of the Accelerated Integrated Science Sequence course (AISS).]

- At least one earth science course—(e.g., EA 100L KS or EA 103L KS)
- Six upper-division EA approved science courses, including one in ecology (BIOL 146L KS, BIOL169L KS, or equivalent)

Students must take at least one class in statistics or the application of quantitative methods to environmental problems. This requirement may be satisfied by taking an approved class with a quantitative focus as one of the six upper-division EA science courses. Alternatively, students may take an approved non-science course in statistics in addition to the other major requirements.

- An environmentally focused study abroad semester is strongly recommended.

Environmental Internship Guidelines

Environmental Analysis majors must engage in one semester's worth of intensive (70-100 hours, or 7-10 hours per week for 10 weeks) internship work with an organization. Students are encouraged to complete the internship requirement before their senior year. Options for completing this requirement are as follows:

Independent Study: Students may fulfill the internship requirement as an independent study, to be arranged with an appropriate professor. See the 'Independent Study and Internships' section of the catalog for more information.

Study Abroad: A student may petition to have work abroad in the Costa Rica program or another study abroad site count toward the requirement. Students must furnish proof of hours and submit the final product (DISP, field notes, final paper, etc.) to the EA field group for approval.

Ontario Program: Students may complete their internships through the Ontario Program. Internships and final papers must explicitly revolve around environmental issues. Students

must work with an adviser from Environmental Analysis to ensure that their Ontario work is appropriate to the major.

Adding Hours: A regular Environmental Analysis class with a community-based component usually does not require enough hours to meet the major's internship requirement. Professors may allow students to add hours to their required off-campus work. Similarly, students can propose to add an internship to a class that does not currently have a community-based component. In both cases, the student must have the professor's prior written approval, and written agreement from the host organization. CEC staff will request time sheets from the organization. In all cases, students are responsible for completing required internship forms and evaluations.

Non-credit Internship. Students may complete their internships outside of their academic coursework over the course of a semester or during the summer. Students are still required to complete all forms, training and requirements and are responsible for being in communication with the appropriate internship adviser.

A Minor in Environmental Analysis will be awarded upon completion of a minimum of seven courses, including EA 010 PZ Introduction to Environmental Analysis, EA 086 PZ Environmental Justice, and EA 030 PO or EA 030L KS Science and the Environment. A relevant internship or field research project is also required.

A Combined Major with Environmental Analysis must be approved by an EA faculty adviser, and comprise a minimum of seven courses, including EA 010 PZ Introduction to Environmental Analysis, EA 086 PZ Environmental Justice, and EA 030 PO or EA 030L KS Science and Environment. At least four additional EA courses that meld with the curriculum of student's other academic field/s and a relevant internship or field research project are required.

Environmental Analysis Courses (Selected)

EA 010 PZ. Introduction to Environmental Analysis. This course, required for the Environmental Analysis major, is an interdisciplinary examination of some of the major environmental issues of our time. This course explores aspects of society's relationship with environment using the humanities, social sciences and natural sciences. Topics include: environmental ethics and philosophy; ecosystems, biodiversity, and endangered species; North/South environmental conflicts; air pollution and acid rain; ozone depletion; climate change; and international environmental policy. Fall, M. Herrold-Menzies.

ANTH 012 PZ. Native Americans and Their Environments. S. Miller.

HIST 016 PZ. Environmental History. A. Wakefield.

EA 020 PO. Nature, Culture and Society. A study of select current topics in the environmental field as informed critically by environmental history, literature, justice, and values. C. Miller.

EA 027 PO. Cities by Nature: Times, Place, Space. C. Miller.

EA 030 PO and EA 030L KS. Science and the Environment. Fall/Spring, K. Purvis-Roberts, R. Hazlett, B. Williams, C. Robins.

EA 031 PZ. Restoring Nature. (Formerly EA 131 PZ). This course focuses on designing and implementing a restoration plan for the Pitzer Outback as a resource and develop a restoration strategy and management plan. The science and practice of ecological restoration is explored, and social perspectives that encompass the restoration project are examined. Fall, P. Faulstich.

PHIL 037 PO. Values and the Environment. A. Davis.

PHIL 038 PO. Bioethics. A. Davis.

EA 055L KS. Physical Geography and Geomorphology. This course is a survey and analysis of the interdependent physical, chemical, hydrological, and biological processes that shape terrestrial environments. Topics include climate dynamics, chemical and physical weathering isostasy, and the evolution of mountains, rivers, deserts, coastlines, soils, groundwater/karst systems, and glaciers. Lab fee: \$50. Spring, C. Robins.

POLI 060 PO. Global Politics of Food and Agriculture. H. Williams.

POLI 061 PO. the Global Politics of Water. H. Williams.

EA 068 PZ. 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. Spring, P. Faulstich. [not offered 2013-14]

EA 074 PZ. California’s Landscapes: Diverse Peoples and Ecosystems. Explores the diverse ecological and cultural landscapes of California, examining how different groups (Native American, Hispanic, African-American, Asian, and European), have transformed California’s rich natural resources. Topics include: Native Americans of the Los Angeles Basin and the Redwood Forests; Spanish-Mexican missions of southern California; African-American miners in the Sierra; Chinese and Japanese farmers in the Central Valley; and the wildland-urban interface of LA. Course fee \$30 for two required Saturday field trips. M. Herrold-Menzies. [not offered 2013-14]

EA 082 PZ. GIS in Environmental Science. Many areas within the environmental field require a background in Geographic Information Systems (GIS) and Global Positioning Systems (GPS). GIS is today widely applied in land use planning, growth management, environmental assessment, ecology, field work to disaster response. This course

introduces the use of GIS to examine urban environmental issues. Fall, W. Roberts.
[temporary offering]

EA 086 PZ. Environmental Justice. Is environmental harm distributed in a fundamentally racist manner? How do we adjudicate such claims? In this course, you will actively learn to analyze environmental issues using an environmental justice lens, evaluate the race and equity implications of environmental harms, and be inspired to do something about environmental injustice! Fall/Spring, B. Sarathy.

EA 095 PZ. U.S. Environmental Policy. How is U.S. environmental policy formulated and how does it relate to social, historic, and political dynamics? This course argues that the “standard model” of direct provision of government services has been substantially unraveling due to a series of new trends in policy including: greater public involvement, devolution, and dispersion. Spring, B. Sarathy.

EA 098 PZ. Urban Ecology. Urban ecology is a subfield of ecology that deals with the interaction between humans and the environment in urban settings. This course brings together concepts and research from diverse fields to explore themes of environment and cityscape, relationships between industrialization, green space, and health, ecological challenges in rapidly urbanizing areas, and global social movements toward sustainable cities. A key objective of the course is to consider urban environments through their dynamic relationships to social, political, and economic systems with a key focus on globalization and public life. Spring, S. Phillips. [not offered 2013-14]

EA 100L KS. Global Climate Change. An introduction to the Earth Sciences, this course focuses on past and present global climate change. Topics include earth system science, climate change on geologic timescales, and recent climate change. Lectures will include a discussion of primary journal literature about climate change and relevant topics in the media. Labs will include an introduction to proxy methods used to reconstruct past climate variability. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, CHEM 014L KS and CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, PHYS 030L KS and PHYS 031L KS, or PHYS 033L KS and PHYS 034L KS, or both semesters of the AISS course. Laboratory fee: \$50. Fall, B. Williams.

HIST 100Q PO. Water in the West. C. Miller.

ONT 101 PZ. Critical Community Studies (See Ontario Program 101). Fall/Spring, Staff/S. Phillips.

EA 103L KS. Principles of Soil Science. This course is an intensive introduction to the properties and genesis of soils. Topics include: soil morphology, physical properties, phyllosilicate mineralogy, chemistry, biology, and C and N biogeochemical cycles. Key applications of soils to environmental science, ecology, geology, agriculture, and/or archaeology will be emphasized. Enrollment limited to 24. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, CHEM 014L KS and CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, PHYS 030L KS and PHYS 031L KS, or PHYS 033L KS and PHYS 034L KS, or both semesters of the AISS course. Laboratory fee: \$50. Fall, C. Robins.

EA 104 KS. Oceanography. Oceanography is a multidisciplinary science that applies physics, geology, chemistry, and biology to the study of oceans. Topics covered will include the formation of the oceans, the interaction of the ocean with atmosphere, the influx and distribution of chemical compounds, the carbonate system, and nutrient content. Enrollment limited to 24. Prerequisites: BIOL 43L and 44L, or BIOL 40L and 44L; CHEM14L and 15L, or CHEM40L and 15L, or CHEM29L; or both semesters of the AISS course. Spring, B. Williams.

ONT 104 PZ. Social Change Practicum. (See Ontario Program 104A/B). Fall/Spring, Staff/T. Dolan.

ONT 106 PZ. Applied Qualitative Methods. (See Ontario Program 106). Fall. T. Hicks Peterson/ Spring, Staff.

EA 107 PZ. Design Workshop: Fostering a Sense of Place. Through scholarly, artistic, and technical explications of place, our individual and interpersonal relationships with Nature and with one another are enhanced, and our perceptions of the environment are nurtured. We explore critical reflections, creative expressions, and expressive responses that provide strategies for creating ecologically sustainable communities in harmony with the regenerative nature of ecosystems. Spring, P. Faulstich.

ANTH 110 PZ. Nature and Society in Amazonia. L. Martins.

POST 114 HM. Comparative Environmental Politics. P. Steinberg.

EA 115 PZ. Qualitative Research Methods. Qualitative Research Methods is a pre-requisite for the EA senior thesis course. We learn ethics and methods surrounding qualitative fieldwork, study research design, and develop a toolkit tailored to environmental analysis. The course is geared toward helping students jump start their senior theses projects, and is designed to take students through the Institutional Review Board approvals as well as writing literature reviews and proposals related to their topics. Suggested for senior students who plan to take EA thesis course in Spring. Fall, S. Phillips.

EA 120 PZ. Global Environmental Politics and Policy. This course will introduce students to the rise of global environmental governance, examine specific environmental issues and international treaties (such as the Convention on Biological Diversity and Kyoto Protocol), analyze the politics around the international policy process, and explore how global environmental governance intersects with geopolitics, conflict and national security. B. Sarathy. [not offered 2013-14]

ECON 124 PO. Water Resource Economics and Management. B. Cutter.

EA 124 PZ. Protecting Nature: Parks, Conservation Areas & People. Creating parks and conservation areas is one major way that governments and nongovernmental organizations attempt to protect endangered species and biodiversity. In this class we will examine a variety of protected areas, conflicts around these areas, and programs designed to reduce these conflicts. We will use the Bernard Field Station as a central case study. This course includes a social responsibility component. M. Herrold-Menzies. [not offered 2013-14]

ECON 127 PO. Environmental and Natural Resource Policy. B. Cutter.

ECON 128 PO. Energy, Economics and Policy.

ANTH 129 PO. Native California. J. Perry.

EA 130 PZ (Abroad). Environment, People and Restoration. (See Pitzer in Costa Rica Program). P. Faulstich.

EA 132 PZ. Practicum in Exhibiting Nature: The Pitzer Outback. The course focuses on designing and implementing an exhibition plan for the Pitzer Outback. Students will assess the Outback as a resource and develop an exhibit strategy and management plan. Walking paths and interpretive signage will be constructed, and students will work in teams to design and develop the appropriate infrastructure. Program fee: \$40. P. Faulstich. [not offered 2013-14]

EA 133 PZ. Case Studies in Sustainable Built Environments. A critical survey of project- and integrative systems-based sustainability initiatives. Applying performance/outcome perspectives, students analyze and (re)present adaptive, transformative and catalytic roles played by design, planning, engineering, conservation, science, technology, policy, cultural formation, participation, and media in making sustainable and resilient places, practices, and settings. Fall, L. Neckar.

EA 134 PZ. Sustainable Places in Practice: Studio/Lab. This studio course will engage students in the integrative practices of design and planning toward the creation of a sustainable and resilient place. Critical analyses will be paired with projective approaches to (re)shape and adapt space in a built and planted project in redefined ecological, cultural, policy, and technological settings. Spring, L. Neckar.

POLI 135 SC. The Political Economy of Food. N. Auerbach.

POLI 136 PO. The Politics of Environmental Justice. R. Worthington.

BIOL 137 KS. EEP Clinic. E. Morhardt.

POST 140 HM. Global Environmental Politics. P. Steinberg.

EA 140 PZ. 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 2013-14]

EA 141 PZ. 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 that 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 2013-14]

ANTH 145 PO. Cultural Ecology. J. Perry.

EA 146 PZ. 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. Spring, P. Faulstich.

EA 150 PZ. Critical Environmental Analysis. A seminar examination of how environmental issues are portrayed in the news media. Specific issues will be determined by the current news, but general concerns include representation of the environment, habitat destruction, consumerism, development, environmental justice, politics and the environment, local and global topics, media bias, and environmental perception. Senior EA majors only. Fall, P. Faulstich.

EA 151 PZ. Campus Cultural Resource Conservation: The Pitzer Campus Beyond 50. Cultural resource conservation education focused on campus resources reveals the challenges of documenting, planning, designing and evaluating conservation measures and adaptive change across complex sets of tangible and intangible resources in flux. At the core of concerns lie associations and meanings embedded in the fabric of the built and planted environments of higher education. Planned and designed places of learning in North America represent a historical record from the 17th century forward. The primary focus of this course, the conservation of Pitzer's mid-century California Modern campus, provides a specific setting and narrative in this important history as it also addresses issues of evaluation and conservation for the century ahead. Fall, L. Neckar.

EA 152 PZ. Nature through Film. We examine how ideas about nature and the environment and the human-nature relationship have been explored in film. From wildlife documentaries, to popular dramas of environmental struggles, to cult classics and Disney's animated visions of nature, the human-nature relationship has been depicted through film to transmit particular views of the world, especially certain constructs concerning gender, race and ethnicity. We view and study films, read relevant theory, and actively critique ways in which our worldview has been shaped and impacted by cinema. Students write 8 five-page papers during the semester. P. Faulstich/M. Herrold-Menzies. [not offered 2013-14]

ARHI 155 SC. The History of Gardens: East and West. B. Coats.

EA 156 PZ. Hustle and Flow: CA Water Policy. (Formerly EA 96) In critically exploring water policy and management, this course will engage questions which all Californians need to take seriously: Are we approaching a significant limit to growth in the form of an

over-committed water supply (likely yes)? Can we find a way to stretch our water supplies so that urban populations, farmers, and fish can all survive together (likely no)? Or do we have to make some radical adjustment in which there will be winners and losers? What form might such policies take? Spring, B. Sarathy.

EA 162 PZ. Gender, Environment & Development. Examines the intersection of theories of environmental degradation, economic development and gender. Social theories to be examined include: modernization theory, dependency and world systems, women in development vs. women and development, cultural ecology, eco-feminism, political ecology and feminist political ecology, gender and the environment, and population. Spring, M. Herrold-Menzies.

EA 165 PZ. Ghost Towns: The Built Environment and Natural Resource Depletion. This course examines the relationship between the built environment, natural resources, and sustainability in the demise of towns and cities. We begin with an overview of debates surrounding environmental degradation and social stability in Mesopotamia and other regions. We then examine settlements across California that have essentially become “ghost towns.” This course requires a spring break and several week-end field trips. Spring, M. Herrold-Menzies.

RLST 166A PO. Divine Bodies: Religion and the Environment. Z. Kassam.

ANTH 168 PZ. Prehistoric Humans and Their Environments. S. Miller.

ECON 172 PZ. Environmental Economics. M. Federman. See also Econ 127 PO.

EA 171 PO. Water in the West. C. Miller.

EA 172 PO. Crisis Management: National Forests and American Culture. C. Miller.

CLAS 175 PZ. International Cultural Heritage. Fall, M. Berenfeld.

EA 176 PZ. The Pathway Project; Route 66. This design studio will map the past and present of the Route 66 pathway as it passes through Claremont to begin a thorough visual interrogation of the landscape, architecture, infrastructure and cultural production of this significant route through American. 2D design experience and Adobe Creative Suite recommended. Fall, Staff.

SOSC 180 HM. Tropical Forests: Policy and Practice. P. Steinberg.

EA 180 PO. Green Urbanism.

EA 186 PZ. Environmental Justice in the Inland Empire. In this advanced seminar on Environmental Justice, students will directly engage with research questions around the production of space and injustice to the Inland Empire of southern California, and the movements of resistance to combat varying unjust outcomes. Fall, B. Sarathy.

HIST 189A PO. US Environmental History. C. Miller.

EA 197 PZ. EA Senior Thesis Seminar. The EA Senior Thesis Seminar is required for all Pitzer EA majors writing a thesis and is open to any seniors (regardless of campus) who are writing an EA thesis. In the early weeks of the term students will refine and outline their topics. They then devote the remainder of the term to researching primary sources on which their thesis is based and exploring the secondary literature on their topic. By week 11, students will submit a complete first draft of their thesis. The completed thesis, which typically runs between 40-60 pages (plus notes), is submitted in April. As students work on their own essay, they also serve as peer editors for their classmates. Students sometimes work individually with their advisers, sometimes with their adviser and their peer editor, and sometimes with their entire seminar group. Spring, B. Sarathy.

See also, at Pitzer and the other consortium colleges, appropriate courses in Anthropology, Biology, Economics, Environment, Economics and Policy, Environmental Analysis, Geology, Government, International and Intercultural Studies, Political Studies, and Science, Technology & Society.

EA-Approved Natural Science Courses for All Tracks excluding the Environmental Science Track:

- ASTR 066L KS. Elementary Astronomy
- EA 031 PZ Restoring Nature: The Pitzer Outback (does not count toward PZ Breadth requirement in natural science)
- EA 055L KS. Physical Geography and Geomorphology
- EA 085 PO. Food, Land & the Environment
- EA 100L KS. Global Climate Change*
- EA 103L KS. Principles of Soil Science*
- EA 104 KS. Oceanography*
- GEOL 020C PO. Introduction to Geology: Environmental Geology
- BIOL 043L KS. Introductory Biology
- BIOL 044L KS. Introductory Biology
- BIOL 057L KS. Concepts in Biology
- BIOL 082L KS. Plant Biotechnology In a Greener World
- BIOL 104 PO. Conservation Biology*
- BIOL 108L PZ (Abroad). Foundations of Tropical Ecology (see Pitzer in Costa Rica program)*
- BIOL 135L KS. Field Biology*
- BIOL 138L KS or BIOL 139 KS. Applied Ecology and Conservation*
- BIOL 146L KS. Ecology with Lab*
- BIOL 147 KS. Biogeography*
- BIOL 159 KS. Natural Resource Management*
- BIOL 165 KS. Advanced Topics in Environmental Biology*
- BIOL 166 KS. Animal Physiological Ecology*
- BIOL 169L KS. Marine Ecology*
- BIOL 176 KS. Tropical Ecology*
- BIOL 187P KS. Special Topics in Biology: Herpetology*

* Upper level science courses may have prerequisites. Additional new courses will be offered in the future.

GENDER AND FEMINIST STUDIES

Pitzer Advisers: M. Banerjee, C. Fought, C. Johnson, J. Parker, S. Snowiss.

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, Africana, and Chicano/Latino/a 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 located at 107 Vita Nova on the Scripps campus. 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 ten (10) courses, distributed among core courses and three tracks.

Core Courses (one course from each numbers 1, 2, 3, and 4 below):

1. Introduction to Women's Studies, GWS 026 PO
2. Feminist Theory, such as POST 163 PZ; CHLT 166 CH; Intersectionality of gender/race/class/sexualities CHLT 60 CH, CHLT 061 CH, CHLT 115 CH, CHLT 154 CH, CHLT 166 CH, ARHI 178 PO; ASAM 090 PZ; ENGL 140 PO; MS 080 AA
3. Senior Seminar [GWS 190 PO] or Senior Project/Senior Thesis [GFS 191 PZ] (Candidates for Honors must complete both the Sr. Seminar [GWS 190 PO] and Sr. Project/Thesis [GFS 191 PZ])

Tracks

Students should take at least one (1) course from each track that focuses on gender and empowerment; and complete an additional three (3) courses from one of the tracks:

1. Global, National and Local Communities
2. Creativity: Art, Literature, Spirituality, Identity
3. Sciences, Medicine and Technologies

If students have two majors, no more than two (2) courses, including a methods course, may be counted toward the completion of both majors.

Combined Major: Students wishing to complete a combined major in GFS and another discipline are required to complete all the core courses, one course from two of the tracks and two additional courses from one of those two tracks. All combined majors have two advisers.

Minor: Students interested in completing a minor in GFS are required to complete the Introduction to Women's Studies, Feminist Theory and Intersectionality courses from the Core Courses and one course from each of the three tracks.

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. In addition, candidates for honors must complete both the Senior Seminar and the Sr. Project/Sr. Thesis. Two advisers are required for the Sr. Thesis/Sr. Project 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.

GWS 026 PO. 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.

GFS 191 PZ. Senior Thesis or Project. Staff (Pitzer).

Cross-listed taught by Pitzer Faculty:

For courses at the other colleges, please see the Intercollegiate Women's Studies brochure or the relevant College's course catalog.

ANTH 009 PZ. Food, Culture, Power. (Also CHLT 009 CH and SOC 009 PZ). D. Basu/E. Chao/M. Soldatenko.

ANTH 050 PZ. Sex, Body and Reproduction. Spring, E. Chao.

ANTH 088 PZ. China: Gender, Cosmology and the State. Fall, E. Chao.

ANTH 099 PZ. China in the 21st Century: Gender, Culture, Nation. E. Chao.

ASAM 075 PZ. Asian American and Queer Zines. Spring, T. Honma.

CHLT 060 CH. Women in the Third World. (See Chicano/Latino/a Transnational Studies 60). Fall, M. Soldatenko.

CHLT 061 CH. Contemporary Issues of Chicanas and Latinas. (See Chicano/ Latino/a Transnational Studies 61 CH). M. Soldatenko.

CHLT 68 CH. Rock in Las Americas. (See Chicano/Latino/a Transnational Studies 68). Spring, M. Soldatenko.

CHLT 115 CH. Gender, Race and Class: Women of Color in the U.S. (See Chicano/ Latino/a Transnational Studies 115). Fall, M. Soldatenko.

CHLT 154 CH. Latinas in the Garment Industry. (See Chicano/Latino/a Transnational Studies 154 CH). Fall, M. Soldatenko.

CHLT 157 CH. Latinas' Activism Work & Protest. (See Chicano/Latino/a Transnational Studies 157CH). Spring, M. Soldatenko.

CHLT 166 CH. Chicana Feminist Epistemology. Formerly CHLT 155 CH. (See Chicano/Latino/a Transnational Studies 166 CH). M. Soldatenko.

ENLG 009 AF. Black Feminist Community Learning. L. Harris.

ENGL 151 PZ. British Women Writers Before 1900. S. Bhattacharya.

ENGL 173 PZ. Desire in Literature and Culture. M. Hidalgo.

ENGL 128 PZ. Writing the Body. B. Armendinger.

ENGL 132 AF. Black Queer Theory. L. Harris.

ENGL 171 PZ. Sports in Literature and Culture. M. Hidalgo.

EA 162 PZ. Gender, Environment and Development. M. Herrold-Menzies.

HIST 074 PZ. Holiness, Heresy and Body. Fall, C. Johnson.

HIST 148 PZ. Gender in African History. Fall, H. O'Rourke.

HIST 168 PZ. Diaspora, Gender, and Identity. H. O'Rourke.

HIST 172 PZ. Empire and Sexuality. C. Johnson.

HIST 175 PZ. Magic, Heresy, and Religion. C. Johnson.

HIST 178 PZ. Women and Gender: Eurpoe 1350–1700. C. Johnson.

IIS 050 PZ. Power and Social Change. J. Parker.

IIS 167 PZ. Theory and Practice of Resistance to Monoculture. Fall, Staff.

IIS 075 PZ. Intro to Postcolonial Studies. (See International/Intercultural Studies 75). J. Parker.

IIS 080 PZ. Intro to Critical Theory. (See International/Intercultural Studies 80). J. Parker.

IIS 110 PZ. (Mis)Representations of Near East and Far East. J. Parker.

IIS 128 PZ/POST 128 PZ. War on Terror. Spring, J. Parker.

IIS 146 PZ. International Relations of Middle East. L. Tongun.

LGCS 110 PZ Gender and Language. Fall, C. Fought.

MS 046 PZ. Feminist Documentary. A. Juhasz.

MS 080 AA. Video and Diversity. M-Y. Ma.

MS 110 PZ. Media & Sexuality. A. Juhasz/M-Y. Ma.

MS 134 PZ. Feminist Dialogues on Technology. Fall, A. Juhasz.

POST 163 PZ. Feminist Theory. S. Snowiss.

PSYC 117 PZ. Children and Families in South Asia. M. Banerjee.

PSYC 153 PZ. Socialization of Gender. M. Banerjee.

PSYC 199 PZ. Seminar in Developmental Psychology. D. Moore.

RLST 106 PZ. Zen Buddhism. J. Parker.

RLST 119 PZ. Religion in Medieval East Asia. J. Parker.

SOC 116 PZ. Women and Law. E. Steinman.

SOC 120 PZ. Sexual Politics and Movements. Fall, E. Steinman.

SOC 157 PZ. Men and Women in American Society. A. Bonaparte.

HISTORY

At Pitzer, history invites students to understand the contours of their world—its political boundaries, its economic systems, its social structures and its cultural practices—as historical products. It pushes them to question assumptions and to approach the present through the prism of a rich and variegated past. It uses investigation and interpretation, both to explore the unfamiliar and to reconsider what we think we already know. Thus, courses in history encourage students to analyze documents critically, to evaluate historical arguments thoughtfully and to examine theories of history and culture. Far from being a simple chronicle of facts, history demands that students consider how the past is used and remembered.

Pitzer Advisers: C. Johnson, S. McConnell, H. O'Rourke, D. Segal, A. Wakefield.

Requirements for the Major

A major in history requires the successful completion of at least 11 courses in history. Included among these must be the following introductory courses:

- HIST 011 PZ/ANTH 011 PZ (The World Since 1492)
- HIST 012 PZ (History of the Human Sciences)
- Either HIST 025 PZ (U.S. History, 1620–1877) or HIST 026 PZ (U.S. History, 1877–present).

With the approval of a history major adviser, students may substitute one of the following courses for HIST 025 PZ/ HIST 026 PZ: HIST 017 CH (Pomona) Chicana/o History; HIST 111B AF (Scripps) African American History Since 1877; or HIST 125 AA (Scripps) Introduction to Asian American History

It is preferable that students take these required introductory courses during their first two years at the College. In addition to the three introductory courses, students must complete:

- HIST 197 PZ (Seminar in History, normally taken in the junior year or fall of the senior year).
- At least one (1) course focusing on a geographic region outside of the United States and Europe. At Pitzer, courses fulfilling this requirement include:
 - HIST 024 PZ (History of Modern Africa); HIST 040 AF (History of Africa to 1800); HIST 045 PZ (West African History through Novels and Film); HIST 134 PZ (Empire and Sexuality); HIST 144 PZ (Death and Dying in African and the Diaspora); and HIST 170 PZ (Hybrid Identities: Spanish Empire). Certain courses offered at the other Claremont Colleges also may fulfill this requirement; students should consult with a history major adviser in selecting appropriate courses.
- At least one (1) course focusing on a temporal period before 1600. At Pitzer, courses fulfilling this requirement include:
 - CLAS 164 PZ (Pompeii and Cities of Vesuvius); HIST 073 PZ (The Problem with Profit); HIST 074 PZ (Holiness, Heresy and the Body); HIST 170 PZ (Hybrid Identities: Spanish Empire); HIST 173 PZ (Religion,

Violence and Tolerance, 1450–1650); HIST 175 PZ (Magic, Heresy and Religion); and HIST 178 PZ (Women and Gender, 1300–1650). Certain courses offered at the other Claremont Colleges also may fulfill this requirement; students should consult with a history major adviser in selecting appropriate courses.

- Five (5) additional courses in history.

Finally, each student is expected to develop a coherent thematic or topical focus comprised of at least three (3) courses in history; of these three courses, at least one must involve producing a significant research paper. An asterisk before the course number indicates that the course contains a significant research component. For example, a student might construct a thematic focus on labor and economic history by taking U.S. Labor History, Marx in Context and The Great Depression; or a focus on knowledges and sciences by taking Schooling, Early Modern History of Science, and History of the Police State; or a focus on gender and colonialism by taking Magic, Heresy and Gender 1400-1700, Diaspora, Gender, and Identity, and Gender in African History. Many other configurations are possible; students should consult with their history major advisers in developing appropriate thematic clusters.

While the history major does not require the study of a foreign language, students are strongly encouraged to develop language skills relevant to their thematic or topical foci. Students hoping to pursue graduate study in history (other than U.S. history) are especially urged to acquire a competence in a relevant language as early as possible.

Double Major: Students must complete the requirements for both majors, including any theses or honors requirements. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Minor in History: The history minor requires the student to complete six (6) graded courses in History. These must include at least two (2) of the following courses: HIST 011 PZ, HIST 012 PZ, and HIST 025 PZ/ HIST 026 PZ. Students should consult with a member of the history field group to design a topical focus for the minor.

AP Credit: Students scoring a 5 on the AP History exam will receive credit for one history course, which may be counted as one of the eleven courses required for the major. The AP credit, however, will not be accepted as a substitute for HIST 011 PZ, HIST 012 PZ, HIST 025 PZ, HIST 026 PZ or HIST 197 PZ in meeting the major requirements designated above, nor can it be used in the development of a student's thematic or topical focus within the major.

Honors: Students whose overall GPA equals or exceeds 3.5 may be nominated by the history faculty to write theses, which will be considered for honors by the field group. Courses taken in order to write honors theses (typically HIST 199 PZ) will be counted as additions to the 11 courses required for the major.

HIST 011 PZ. The World Since 1492. Also ANTH 011 PZ. (Formerly HIST021 PZ/ANTH 021 PZ.) 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, C. Johnson/H. O'Rourke/D. Segal.

HIST 012 PZ. History of the Human Sciences. (Formerly Hist 22). The social and behavioral sciences—economics, sociology, political science, anthropology and psychology—structure our experience so completely that we sometimes take them for granted. The great division of intellectual labor that these “human sciences” represent can seem so natural and so logical, that it is sometimes hard to imagine a world without them. But these disciplines did not always exist. In exploring their histories, we simultaneously ask about the contingency of our world and about how it might be different. It is a history of the present. Fall, A. Wakefield.

HIST 016 PZ. 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.

HIST 017 PZ. History and Political Economy of Natural Resources. (also IIS 017 PZ). This course surveys the modern history and political economy of natural resources. Though we will focus on gold, diamonds and oil, the course also addresses larger issues of resource exploitation within specific historical, political and economic settings. We begin with the so-called “scramble for Africa,” when European nations carved up Africa between them at the Berlin Conference in 1885. This scramble for Africa and its resources was later extended to other regions of the non-western world, such as the Middle East. The course will then explore the role of natural resources in internal and global conflicts, from the colonial to the post-colonial periods, focusing on how those conflicts played themselves out in Africa and the Middle East. A. Wakefield/L. Tongun. [not offered 2013-14]

HIST 024 PZ. A History of Modern Africa. To understand Africa as it exists today, one must be able to place current issues within the broader historical trends that have dominated the continent's past. Accordingly, this course will provide an introduction to the history of modern Sub-Saharan Africa from the build-up to European conquest in the late nineteenth century, through colonization and decolonization to issues facing Africans today. Themes to be explored include: African societies and cultures on the eve of conquest; European imperial ideologies, explorers, and missionaries; African resistance against—and collaboration with—colonial projects; strategies of colonial rule; colonial education; cash-cropping and famine; African workers in colonial cities; gender, sexuality, and family life; health and healing; race, class and citizenship; nationalism and decolonization; post-independence economic crises and “development”; conflict and globalization. Spring, H. O'Rourke.

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, slavery and antislavery, the rise of the city and the development of twentieth-century liberalism. Intended for students with no previous college-level background in United States history. Either semester may be taken separately.

HIST 025 PZ. United States History, 1620–1877. Fall, S. McConnell.

HIST 026 PZ. United States History, 1877–Present. Spring, S. McConnell.

HIST 040 AF. History of Africa to 1800. (See Africana Studies 040 AF). S. Lemelle (Pomona).

HIST 045 PZ. West African History through Novels and Film. West Africa is a region with a rich, fascinating, though often tumultuous history. Legendary medieval empires, Islam, and Christianity, slavery and the slave trade, colonial rule, the formation of nation-states, and crises of war and poverty—these episodes have all shaped the historical experiences of West Africans. Fortunately for those studying West Africa today, this history has been captured with quite extraordinary skill by its novelists and filmmakers. Men and women such as Chinua Achebe, Buchi Emecheta, and Ousmane Sembene have greatly enriched our understanding of the region through their art. This course, therefore, will examine the history of West Africa through novels and films. Spring, H. O'Rourke.

HIST 050 PZ. 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 and Internet blogging in the twenty-first century. Topics of study include the invention of “news” itself in the early nineteenth 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 2013-14]

HIST 051 PZ. 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. S. McConnell. [not offered 2013-14]

HIST 052 PZ. The History of Pitzer. Through guest presentations, interviews, and work with original documents in the on-campus Pitzer Archive and the Pitzer History Project at Honnold Library, students will explore the history of a unique undergraduate institution from its founding in 1963 to its fiftieth anniversary in 2013. Fall, S. McConnell.

HIST 064 PZ. Travel and Encounter, 1200–1800. Through accounts by merchants, missionaries, explorers, soldiers and captives, this course explores changing relations between European and peoples from the world beyond Europe, from 1200 to 1800. These narratives of encounter reveal evolving European attitudes and ideas about themselves,

non-European cultures, civilization, nature and colonization through themes including religion, economy, sexuality, freedom and cannibalism. C. Johnson. [not offered 2013-14]

HIST 066 PZ. Oral History: Methodology and Practice. This course explores how scholars have used oral history methodologies to reconstruct the pasts of communities and individuals who are not frequently represented in typical historical sources. The gathering of oral histories—from women, freed slaves, colonized people, gays and lesbians, and other disadvantaged groups—has thus resulted in new understandings of historical processes. Not only will students be introduced to oral history methodologies, but they will also design and conduct oral history projects. Spring, H. O'Rourke.

CHLT 072 CH. History of Central Americans in the U.S. (see Chicana/o/Latina/o Studies 72). Fall, S. Portillo Villeda.

HIST 073 PZ. The Problem with Profit. As capitalism emerged in Europe (ca. 1150–1600), this controversial idea and the actual accumulation of wealth in communities provoked many responses. This course begins by exploring theories about the development of capitalism. It then examines theological and political debates involving wealth and profit, the social groups who supported or condemned capitalism and cultural responses to inequalities of wealth. C. Johnson. [not offered 2013-14]

HIST 074 PZ. 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 toward body and mind, charisma, social status and relationships to supernatural or divine powers. Fall, C. Johnson.

STS 080 PO. Science and Technology in the Ancient and Medieval Worlds. (See Science, Technology, Society 080).

HIST 081 HM. Science and Technology in the Early Modern World: History of Science, Renaissance to 1800. (See Science Technology Society 081).

HIST 082 HM. Science and Technology in the Modern World. (See Science, Technology, Society 082).

HIST 098 PZ. The Modern State and History: the Israeli Case. This seminar examines relationships between the Israeli state and historical remembering, particularly in regard to four moments: (i) the reported exile following the Bar Kokhba revolt of the second century, (ii) the Holocaust, (iii) the establishment of the Israeli state, and (iv) the 1982 Israeli invasion of Lebanon. The seminar's examination of the Israeli state's relationship to historical remembering is preceded by consideration of (i) the scholarly literature on the social construction of races, nations, and peoples, and (ii) debates about the desirability of "neutrality" and "balance" in courses on controversial, potentially incendiary topics (such as

this course, obviously). Materials used in the course include films (such as, “A Film Unfinished,” “Paradise Now,” and “Gatekeepers”), as well as readings by such figures as Nadia Abu El-Haj, Rashid Khalidi, Amos Oz, Edward Said, and Shlomo Sand. The seminar concludes by considering what the Israeli case tells us more generally about modern states and historical remembering. Prerequisite. HIST 011 PZ/ANTH 011 PZ or (in exceptional cases) permission of the instructor. Spring, D. Segal.

HIST 100I CH. Identity and Culture in Latin America. (See Chicano Studies 100I CH). M. Tinker-Salas.

HIST 100N CH. The Mexico-United States Border. (See Chicano Studies 100N CH). M. Tinker-Salas (Pomona).

HIST 100U AF. Pan Africanism and Black Radical Traditions. (See Africana Studies 100U AF). S. Lemelle (Pomona).

AMST 103 JT. Introduction to American Culture. (See American Studies 103). Spring, B. Anthes/M. Delmont.

MATH 108 PZ. History of Mathematics. (See Mathematics 108). Fall, J. Grabiner.

HIST 111B AF. African American History Since 1877. (See Africana Studies 111bAF). R. Roberts (Scripps).

HIST 118 PZ. Teaching U.S. History: Practicum. This course will examine both the politics and practice of United States history teaching. It will explore how the California State standards for U.S. history came to be and the sometimes problematic classroom relation between history and “social studies.” In the first half of the course, students will attend lectures and examine primary documents related to the period 1929–1945. In the second half of the course, students will prepare for and serve an intensive internship in a Pomona high school history classroom, including preparation and presentation of one lesson plan on the period we’ve studied. A prior college-level course in U.S. history (such as HIST 025 PZ/HIST 026 PZ) is desirable, but not required. S. McConnell/M. Dymerski. [not offered 2013-14]

HIST 089 PZ. The Sixties. (Also ANTH 089 PZ) This course will examine the now much mythologized period of American history known as “the sixties.” It will inevitably deal with the sordid history of “sex, drugs and rock ‘n’ roll,” as well as histories of revolting youth. But just as importantly, the course will be driven by three theoretical questions. First, what is the relationship between the political activism of bourgeois youth in the “the sixties” and ritualized processes of social reproduction, experienced as the transition from “childhood” to “adulthood”? Second, what is the relationship between the leftist politics of “the sixties” and the historical formation of professional managerial classes in U.S. and world history? And third, how do singular events—such as the decade’s iconic assassination of President John F. Kennedy—articulate with cultural schemas? Prereq: HIST 021 PZ/ANTH 021 PZ or concurrent enrollment in HIST 021 PZ/ANTH 021 PZ. D. Segal. [not offered 2013-14]

HIST 132 PZ. 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 nineteenth-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 nineteenth-century Europe will help us interpret his writings. Spring, A. Wakefield.

HIST 134 PZ. 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 twentieth 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. C. Johnson. [not offered 2013-14]

ARHI 137 PZ. Tradition and Transformation in Native North American Art and Culture. (See Art/Art History 137). B. Anthes.

HIST 138 PZ. Seeking Human Nature: The History and Science of Innateness. (also PSYC 138 PZ). "Human nature" has long been invoked to understand and justify our behaviors. After the advent of Darwinian evolution and Mendel's gene theory, however, the notion of "instinct" gained authority, reshaping categories like "race" and "nature." We will track that shift and examine its effects on political economy and social policy. D. Moore/A. Wakefield. [not offered 2013-14]

HIST 142 PZ. Slavery and Slave Trading in Africa and Beyond. Most people associate the word "slavery" with the enslavement and forced migration of African people to the Americas in the early modern era. Though this course does not overlook the momentous nature of this development in world history—and will thus examine it in detail—it also seeks to broaden our knowledge of slavery and slave trading by treating them as worldwide phenomena that date back to the classical age and remain with us still today. Accordingly, this course will consider: the definition of slavery and other forms of servile labor; the institutions and experiences of slavery in diverse historical contexts, especially in Africa and South Asia; why Africans were traded as slaves to the Americas and how this trade affected culture and society in Africa; and, lastly, the continuation of human trafficking in the modern world after the supposed "end of slavery." H. O'Rourke. [not offered 2013-14]

HIST 143 AF. Slavery and Freedom in the New World. (See Africana Studies 143AF). S. Lemelle (Pomona).

HIST 144 PZ. Death and Dying in Africa and the Diaspora. How do death and dying influence identity and power relations among the living? This course seeks to probe this important question by investigating diverse historical contexts in African and African Diasporic life. This course considers how ideas about death and dying, and the "mortuary politics" they engender, have changed over time in Africa and the diaspora. Questions

pertaining to hierarchies of power under European colonialism in the New World and in Africa are also analyzed extensively. It also considers the roles of Islam and Christianity in the diverse social meanings tied to the final rite of passage. Jr./Sr. only; others by permission. H. O'Rourke. [not offered 2013-14]

HIST 148 PZ. Gender in African History. Drawing on diverse historical case studies, life histories, biography, and film, this course examines the broad topic of gender in Africa through such themes as power and gendered rituals of transformation; slavery and the impact of trans-continental slave trades; colonial encounters; European constructions of black female sexuality; changes in African marriage practices and the meaning of marriage; same-sex relationships and homophobia; work, culture, and migrancy; women's bodies and intimate colonial interventions— medical and moral; ethnicity and nationalism; poverty, famine, and the environment; and the social context of HIV/AIDS, its spread, and its prevention. The course will also discuss whether the application of western categories of gender is useful for understanding and analyzing the experiences of African men and women. Fall, H. O'Rourke.

HIST 152 PZ. 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 inquiries 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. In 2010–11, the course included a significant emphasis on the literature of the Depression decade. Some familiarity with U.S. history (HIST 026 PZ or similar introductory course) is strongly recommended, but not required. First- year students and sophomores with permission of instructor only. S. McConnell. [not offered 2013-14]

ANTH 153 PZ. History of Anthropological Theory. (See Anthropology 153). D. Segal.

HIST 154 PZ. 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. Some familiarity with U.S. history (HIST 026 PZ or similar introductory course) is strongly recommend, but not required. First-year students and sophomores with permission of instructor only. S. McConnell. [not offered 2013-14]

HIST 156 PZ. American Empire: 1898 & After. The Spanish-American War of 1898 inaugurated more than a century of American adventurism abroad and gave the U.S. its first taste of colonial administration. Starting with a look at turn-of-the- century theorists of empire, we will examine the war in its domestic political and cultural context, then turn to its subsequent ramifications for both colonizer and colonized—including a brief consideration of present—day imperial dreams. Some familiarity with U.S. history (HIST 026 PZ or similar introductory course) is helpful, but not required. Spring, S. McConnell.

HIST 158 JT. The Era of the Civil War and Reconstruction, 1848–1877. 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, with special attention to slave society and its destruction. Prerequisite: A previous college-level introductory course in history (at Pitzer, HIST 025 PZ or HIST 026 PZ) is highly desirable. S. McConnell/R. Roberts. [not offered 2013-14]

HIST 159 PZ. 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: HIST 026 PZ or equivalent course strongly recommended; first-year students and sophomores with permission of instructor only. S. McConnell/L. Trombley. [not offered 2013-14]

HIST 163 PZ. Propaganda. Examination of propaganda past and present. We will look at everything from police state rhetoric to mass-market advertising, investigating the ways in which propaganda has been mobilized in different times and places. A. Wakefield. [not offered 2013-14]

CLAS 164 PZ. Pompeii and Cities of Vesuvius. (See Classics 164). M. Berenfeld.

HIST 168 PZ. Diaspora, Gender, and Identity. This course will interrogate the multiple conceptualizations of “diaspora” through the analytic lens of gender and in a diverse historical contexts, particularly in the early modern and modern eras and focusing on African, Chinese, and Indian diasporas. Until recently, studies have neglected women and gender in comparative diaspora histories. This course will therefore focus on cutting-edge scholarship dealing with identity reproduction, the role of marriage and sex in establishing networks across space and time, and tensions over sexuality, masculinity, patriarchy, community leadership, morality, and belonging. Prereq: 1 course in either history, anthropology or GFS. Spring, H. O’Rourke.

HIST 170 PZ. 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, and Tagalog Filipinos. C. Johnson. [not offered 2013-14]

HIST 173 PZ. Religion, Violence and Tolerance, 1450–1650. This course examines religious and social transformations in Europe from 1450 to 1640. Focusing on common people’s experiences, we will explore the relationship of religion to social action and tolerance during an era when Latin Christendom broke apart into a religiously divided

Europe. We will examine how religious ideas, practices and debates fueled social conflict and protest and under what circumstances religious toleration and intolerance were possible. C. Johnson. [not offered 2013-14]

HIST 175 PZ. Magic, Heresy and Religion. This course examines the history of witchcraft, magic and forbidden versus approved belief in the trans-Atlantic world from 1400 to 1700. We will begin in Europe and then turn to Spanish America and New England to examine the contributions of Africans and Native Americans to both the practice and ideas of witchcraft. Special focus will be given to the role of the devil and the ways that gender influenced decisions to condemn or accept ideas about magic and nature. C. Johnson. [not offered 2013-14]

HIST 176 AF. Is This America: The Modern Civil Rights Movement. (See Africana Studies 176AF). R. Roberts (Scripps).

HIST 178 PZ. Women and Gender in Europe, 1300–1650. Since gender historians asked—“Did women have a Renaissance?”—debates have raged about how women and gender roles were affected by the Renaissance and the Reformation. This course examines women’s positions in the household (as daughters, wives, mothers and widows) and in the broader community (as nuns, humanists, artists, prostitutes and witches) during these economic, social and cultural transitions. C. Johnson. [not offered 2013-14]

HIST 181 PZ. Explorations in Deep Time. At the end of the seventeenth century, the bottom dropped out of time. Those accustomed to thinking of the Earth and of humanity, according to biblical timescales now had to confront the possibility of “deep time,” the possibility of a time whose magnitude defied the imagination. We will examine that shift and its consequences, as it played itself out through the eighteenth and nineteenth centuries, with ramifications into the present. A. Wakefield. [not offered 2013-14]

HIST 187 PZ. The History and Politics of World Soccer. This course surveys the history and politics of world soccer. We will see how culture, politics and history play themselves out upon the stage of stadium and field, from fascist Italy to visionary Uruguay to indomitable Cameroon. We will see how the World Cup has become a catalyst for political and cultural debate, and how it has made, and destroyed, political regimes. And we will try to understand the game as others, in different times and places, have seen it: a game freighted with meaning and beauty. Spring, A. Wakefield

HIST 188 PZ. Anxiety in the Age of Reason. Many enlightenment authors expressed confidence in the relentless progress of knowledge, but they also exuded skepticism and unease about reason. New questions about nature and new approaches to studying it, unleashed fears about humanity’s place in the world. Gottfried Wilhelm Leibniz worried that the specter of infinite time might eliminate the need for God; David Hume doubted the necessity of cause and effect; Immanuel Kant limited reason to make way for faith. Each of these writers used reason to question the religious and metaphysical foundations of knowledge. But reason also created its own fears. This course is about those fears and what lay behind them. A. Wakefield. [not offered 2013-14]

HIST 189 PZ. Frankfurt School. This course focuses on the history and writings of the Frankfurt School, the group of theorists associated with the Institute for Social Research at the University of Frankfurt. The Frankfurt School would become enormously important, especially as a foundation for what is now often (and somewhat uncritically) called “critical theory.” This is an advanced seminar. Students will be expected to have some knowledge of the sources that Frankfurt School thinkers considered foundational, among them Kant, Marx, Weber, and Freud. Prereq: HIST 012 PZ or by permission of instructor. A. Wakefield. [not offered 2013-14]

ASAM 189 Hist. Globalization and Oceania: Hawai'i and Tonga. Globalization in Oceania has included the multidirectional circulation of goods, information, people, and ideologies. This class examines the experience and impacts of globalization as traced through the histories, migrations, and the current economic, health, and education status of Pacific Islander communities. Prereq: one IDAAS/ASAM class. K. Yep/C. Johnson. [not offered 2013-14]

HIST 197 PZ. The Seminar in History. An introduction to selected major historians and subfields of history, Required of all history majors for graduation. Should be taken in junior year or first semester of senior year. Open to non-history majors with consent of instructor. May be repeated for credit. Fall, S. McConnell.

HIST 199 PZ. Senior Thesis. Staff.

HISTORY OF IDEAS

Pitzer College does not offer a program or major in History of Ideas. History of Ideas courses that are not cross listed in philosophy cannot be used to satisfy requirements for the Philosophy major or minor.

HSID 001 PZ. Introduction to the History of Ideas. An exploration of the shift in Western attitudes toward human life in the second half of the 19th century. Readings include Wells' *Invisible Man*, Stevenson's *Jekyll and Hyde*, Stoker's *Dracula* and Burroughs' *Tarzan of the Apes*.

HSID 005 PZ. History of Philosophy: Ancient—600 BC–425 AD. A survey of the history of European philosophical thought from the time of the ancient Greeks to the middle ages. Readings include selections from the works of Plato, Aristotle and Boethius. Appropriate for all students.

HSID 009 PZ. History of Philosophy: Modern. A survey of the history of European philosophical thought from Shakespeare's time to the 1800s. Readings include selections from the works of Descartes, Locke, Berkeley and Hume. Appropriate for all students.

HSID 119 PZ. Metaphysics & Metaphysicians: Poets & Philosophers. In the seventeenth century, developments in science and metaphysics revolutionized the way people perceived the world and wrote about it. This course will examine the revolution, focusing on the relation of metaphysics to poetry. Readings from Donne and others.

HSID 122 PZ. Alien Gods. A look at three mystical and magical religious traditions: Neoplatonism, Gnosticism, and Hermeticism.

HSID 123 PZ. Philosophy of Magic and the Occult. A look at the practice and theory of the modern occult movement, with emphasis on "The Golden Dawn." Appropriate for all students.

HSID 136 PZ. 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.

HSID 140 PZ. The Philosophical Dialog. In this course, we will read several philosophical dialogs and examine the arguments in them, while asking the literary question of why their authors were attracted to this form. Readings will range from Plato's *Euthyphro* to John Perry's recent *Dialog on Personal Identity and Immortality*.

INTERNATIONAL AND INTERCULTURAL STUDIES

The International and Intercultural Studies major is an interdisciplinary course of study designed to deepen and broaden a student's understanding of global and local commonalities, differences, and power relations. 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.

In this field, students see how dominant and non-dominant groups interact and explore contentions that knowledge is socially constructed in character and that widely accepted claims to objectivity derive from local knowledge systems. Students are exposed to interdisciplinary methods in classroom study, experiential learning at an external studies site, language training, and a senior capstone seminar. As an outcome of study in IIS, students develop skills at respecting different cultures, at engaging with issues of social justice and political movements, and at recognizing the complex ethics and politics of building social relationships across differences.

Major Advisers: J. Parker, L. Tongun, S. Snowiss, B. Sarathy.

Requirements of the Major

A. Core Courses: Majors must complete the Introduction to International and Intercultural Studies (IIS 010 PZ), Power and Social Change (IIS 050 PZ), and Interdisciplinary Knowing and Social Justice (IIS 060 PZ), normally during their first two years before participating in an approved Study Abroad program. Majors must also complete one of the courses on the global impact of the United States listed below, normally before taking the Senior Seminar (IIS 190 PZ). This major requires at least one course introducing an intersectional analysis of three or more of the following vectors of oppression: race, class, gender, sexual orientation, and citizenship/nationality. The IIS Senior Seminar (IIS 190 PZ) is required of all majors (except as noted below). A senior thesis or senior project is an option for all students, but required of all honors candidates (see below).

- IIS 010 PZ Introduction to International and Intercultural Studies.
- IIS 050 PZ Power and Social Change
- IIS 060 PZ Interdisciplinary Knowledge and Global Justice
- IIS 190 PZ Senior Seminar
- One course on the global impact of the U.S. selected from among these courses: ANTH 011 PZ/HIST 011 PZ History of the World since 1492; POST 130 PZ US Foreign Policy: The U.S. as a Hemispheric Power; HIST 156 PZ American Empire: 1898 and After; SOC 071 PZ Popular Music and Society.
- One course on intersectional analysis, selected from these courses:
 - CHLT 060 CH Women in the Third World
 - CHLT 061 CH Contemporary Issues of Chicanas and Latinas
 - CHLT 115 CH Gender, Race, and Class: Women of Color in the U.S.

- CHLT 154 CH Latinas in the Garment Industry
- ENGL 132 AF Black Queer Theory
- ENGL 166 AF James Baldwin: Major Figures in 20th Century American Literature
- EA 086 PZ Environmental Justice;
- IIS 075 PZ Introduction to Postcolonial Studies
- IIS 080 PZ Introduction to Critical Theory
- IIS 167 PZ Resistance to Monoculture: Theory and Practice
- SOC 071 PZ Popular Music and Society
- SOC 124 AF Race, Place, and Space
- SOC 142 AF The Black and South Asian Diaspora in Great Britain
- SOC 145 CH Restructuring Communities;
- SOC 155 CH Rural and Urban Social Movements

The total number of courses required is: 6 core courses (7 for students who are honors candidates); 3 regional emphasis courses; the study abroad semester; and language coursework. The latter two may include courses counting for the regional emphasis, and the study abroad semester often includes language coursework.

- B. Language:** To satisfy the language requirement, any of the following methods may be used:
- Two years of college or university-level classroom language instruction.
 - Proficiency by immersion, normally completed in a Pitzer Study Abroad program or other language-intensive study abroad program approved by the field group. (See adviser or Office of International Programs for list of approved programs.)
 - 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.
- C. Study Abroad:** Students are expected to participate in a semester-long program of study abroad relevant to their chosen regional emphasis. Students should consult both with the Director of International Programs to choose an appropriate program and with their advisers to select courses that will prepare them for this experience. It is required that students planning to study in a particular study abroad program take IIS 060 PZ and a regional course designed to prepare them for study in that region. The regional course may fulfill one of the regional emphasis courses described below. Students returning from study abroad programs are recommended to take POST 194B PZ. International Studies Teaching Workshop [1/2 course].
- D. Advanced Course Work:** Regional Emphasis. Students will choose one particular region for emphasis from among the following list of regions: Africa, Asia, Europe, Latin America and the Caribbean, the Middle East, the Third World, or Global Studies. Normally, students choose a regional emphasis that includes their Study Abroad location. Three courses are required as a minimum for study of their selected region, normally with one introductory course and two other courses at the advanced level (generally numbered above 100). Students are required to take one appropriate course before the Study Abroad semester, chosen in consultation with their adviser.

Students are also required to take IIS 060 PZ as part of their preparation for Study Abroad.

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:

- a. They may take either IIS 010 PZ or IIS 190 PZ and
- b. They may take either a course on the global impacts of the U.S. (see above list) or a course on intersectional analysis (see list above).

The course reduction for combined majors totals two courses.

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, generally while enrolled in IIS 199 PZ, Senior Thesis. The determination of honors is based on excellence in course work in the major and the quality of the senior thesis.

Courses:

IIS 010 PZ. 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, J. Parker.

IIS 017 PZ. History and Political Economy of Natural Resources (Also HIST 017 PZ). This course surveys the modern history and political economy of natural resources. Though we will focus on gold, diamonds, and oil, the course also addresses larger issues of resource exploitation within specific historical, political, and economic settings. We begin with the so-called “scramble for Africa,” when European nations carved up Africa between them at Berlin Conference in 1885. This scramble for Africa and its resources was later extended to other regions of the non-western world, such as the Middle East. The course will then explore the role of natural resources in internal and global conflicts, from the colonial to the post-colonial periods, focusing on how those conflicts played themselves out in Africa and the Middle East. A. Wakefield/L. Tongun.

HIST 024 PZ. A History of Modern Africa. (See History 24). H. O’Rourke.

IIS 038 PZ. 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. Fall, S. Snowiss.

IIS 050 PZ. Power and Social Change. “Power to the People!” “Knowledge is power.” What does one mean by power, and how may altering power relations lead to social change? This course will critically examine different theories of power, the relationship between power and violence, and how power can be used to liberate as well as dominate and manipulate. Students will examine works from various interdisciplinary fields and movements, such as Marxism, feminism, postmodernism, anti-colonial and postcolonial movements, and indigenous and grassroots movements. Fall, L. Tongun.

IIS 060 PZ. Interdisciplinary Knowledge & Global Justice (Formerly Knowing and Telling). Designed as an introduction to theoretical debates central to interdisciplinary critiques of objectivist epistemology and methodologies, the course provides students with interdisciplinary methods for research and other knowledge practices. Students will be exposed to a range of alternative ways that interdisciplinary fields frame questions, conduct research and engage in action by challenging the political and ethical terms of the academy, muddying the fiction of the theory/practice divide, exploring the kinds of theoretical, ideological, and material praxis that constitute interdisciplinary inquiry. Ethics, politics, epistemologies, authority, evidence, protocols, priorities, and feasibility will be discussed as students design a research project in interdisciplinary knowledge production to be used in External Studies independent study projects and/or in senior projects. Spring, J. Parker.

IIS 067 PZ. Resistance to Monoculture. Course examines historical and contemporary resistance to monocultural patterns of knowledge and social relations supporting capitalist modernity. Resistance to monoculture has historically emerged from groups surviving the onslaught of monoculture, including women; the underclasses; and peoples of third worlds and first nations. The knowledge systems of these groups suggest how to practice constructive social change. Fall, Staff.

IIS 075 PZ. Introduction to Postcolonial Studies. An exploration of the ways in which resistance to colonization has shaped colonized peoples and colonizers alike past and present. Social movement websites, films analytical readings, and short fiction will survey various perspectives (Marxism, postmodernism, feminism, queer theory) on postcolonial studies. The course will introduce methods of constructing seemingly “natural” objects (nation, landscape, historical fact, women) in ways that decolonize social and material relations and knowledge. Fall, J. Parker.

IIS 080 PZ. Introduction to Critical Theory. A survey of social and cultural critiques at an introductory level, this course will prepare students for advanced level critical thinking, interdisciplinary solution building and social change work. We will begin with theoretical frameworks in established fields of social critique, such as feminism, anticolonialism, cultural studies, critical race theory, critical legal/justice studies, and women of color theory. The course also introduces postmodern theories in postcolonial studies, poststructuralist feminism, post-Marxism, border studies and queer theory. Suitable for first- and second-year students, as well as upper level students who feel they have not yet been sufficiently exposed in their education to critical and/or theoretical thinking. Fall, J. Parker.

IIS 095 PZ. Engaging Difference. The overall goal of this interdisciplinary course is to assist participants to develop intercultural competence especially intercultural sensitivity and cross-cultural research. The course will give students a skill set for conducting global/local research on study abroad and the opportunity to gain a basic understanding of the role that culture plays in intercultural communication. Spring, K. Dengu-Zvobgo.

IIS 109C PZ. Chinese Philosophy, Culture and Traditional Medicine. This is an intermediate course on theory, history, and practice of Wei Tuo QiGong. Students will study and practice the Shao Lin Tu Na exercises and meditation to better understand and experience the cultural and medical context of qi gong. Students will reflect upon the concepts of the mind/body relationship, time, consciousness and dreams. Prereq: IIS 38. Staff.

IIS 113 PZ. Science, Politics and Alternative Medicine. (Also POST 190 PZ). 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. Spring, S. Snowiss.

IIS 120 PZ. State and Development in the Third World. 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.

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

IIS 123 PZ. Third World Socialism. The variety of historical 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. Prereq: Social Science background. Fall, L. Tongun.

IIS 125 PZ. African Politics. The focus of this course will be democracy in Africa. More specifically, it will involve an examination of the struggles over the forms democracy takes, a review of democracy's internal and external advocates, a study of the relationship between democracy and development and an analysis of the factors which led to the adoption and demise, of forms of democracy in a variety of African countries. L. Tongun.

IIS 127 PZ. 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 U.S./Mexico border. L. Tongun.

IIS 128 PZ. The War on Terror. (Also POST 128 PZ). Surveys, analyses of the War on Terror focusing on national policy, gender and sexuality, religion, legal issues, and political economy. Sources range from state elites and women or subaltern groups in conflict zones to postmodern theorists drawing on history, the Geneva Convention, films, websites, novels, and humor. J. Parker/G. Herrera.

IIS 141 PZ. Agricultural Economic Development in the Third World. 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 051 PZ or ECON 052 PZ. L. Tongun.

IIS 146 PZ. 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. Spring, Staff.

HIST 148 PZ. Gender in African History. (See History 148). H. O'Rourke.

IIS 150 PZ. U.S.-Chinese Rivalry in Africa. This course explores the great power rivalry over the vast Africa's natural resources. It focuses principally on U.S.-Chinese rivalry. The course discusses economics strategies and geopolitical consequences for Africa. Spring, L. Tongun

CHLT 157 CH. Latinas' Activism Work & Protest. (See Chicano/Latino/a Transnational Studies 157CH). M. Soldatenko.

IIS 167 PZ. Theory and Practice of Resistance to Monoculture: Gender, Spirituality, and Power. 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.

HIST 168 PZ. Diaspora, Gender, and Identity. (See History 168). H. O'Rourke.

IIS 190 PZ. Senior Seminar: Interdisciplinary Practices. The course will introduce students to critical thinking and emerging methods for understanding the world in a way

that is less bound by the 20th century Euro-American academy and more oriented to justice. The course develops skills at recognizing the socio-political and cultural effects produced by certain key categories and terms, such as nation, race, gender, culture, or by approaching the world through a particular discipline or emphasizing a particular geographic area. The course will also examine alternative categories and terms that are being developed in emerging fields of study, such as critical development studies, postcolonial studies, discourse studies, queer studies, and cultural studies. By taking the course the student will explore their interests while gaining an awareness of interdisciplinary approaches to global and local political and cultural relations. Fall, L. Tongun.

IIS 199 PZ. Senior Thesis. Fall/Spring, L. Tongun/J. Parker.

Cross-Listed Courses—the following courses are appropriate elective courses in the major:

ANTH 002 PZ. Intro Sociocultural Anthropology. (See Anthropology 2). L. Martins.

ANTH 009 PZ. Food, Culture, Power. (Also CHLT 009 CH and SOC 009 PZ). Fall, D. Basu/E. Chao/M.Soldatenko.

ANTH 016 PZ. Introduction to Nepal. (See Anthropology 16). Fall, E. Chao.

ANTH 050 PZ. Sex, Body, Reproduction. (See Anthropology 50). Spring, E. Chao. Anth 62. *Embodying the Voice of History.* (See Anthropology 62). E. Chao. Anth 88. *China: Gender, Cosmology, and State.* (See Anthropology 88). Fall, E. Chao.

ANTH 099 PZ. China in the Twenty-first Century: Gender, Culture, Nation. E. Chao.

ANTH 153 PZ. History of Anthropological Theory. Spring, E. Chao.

CHLT 060 CH. Women in the Third World. (See Chicano/Latino/a Transnational Studies 60). M. Soldatenko.

CHLT 115 CH. Gender, Race, and Class. (See Chicano/Latino/a Transnational Studies 115). M. Soldatenko.

CHLT 154 CH. Latinas in the Garment Industry. (See Chicano/Latino/a Transnational Studies). M. Soldatenko.

EA 120 PZ. Global Environmental Politics and Policy. (See Environmental Analysis 120). B. Sarathy.

EA 086 PZ. Environmental Justice. (See Environmental Analysis 86). B. Sarathy.

EA 141 PZ. Progress and Oppression: Ecology, Human Rights and Development. (See Environmental Analysis 141). P. Faulstich.

EA 068 PZ. Ethnoecology. (See Environmental Analysis 68). P. Faulstich.

- EA 150 PZ. Critical Environmental News.** (See Environmental Analysis 150). P. Faulstich.
- EA 162 PZ. Gender, Environment & Development.** (See Environmental Analysis 162). Spring, M. Herrold-Menzies.
- HIST 024 PZ. History of Modern Africa.** Spring, H. O'Rourke.
- HIST 148 PZ. Gender in African History.** H. O'Rourke.
- HIST 168 PZ. Diaspora, Gender, and Identity.** H. O'Rourke.
- HIST 175 PZ. Magic, Heresy and Religion** (See History 175). C. Johnson. [not offered 2010–12].
- MS 079 PZ. Silent Film** (See Media Studies 79). J. Lerner.
- MS 088 PZ. Mexican Visual Culture.** (See Media Studies 88). J. Lerner.
- ONT 101 PZ. Critical Community Studies.** Fall/Spring, S. Phillips.
- ONT 104 PZ. Social Change Practicum.** (See Ontario Program 104). Fall/Spring, T. Dolan
- ONT 106 PZ. Applied Qualitative Methods.** (See Ontario Program 106). Fall, T. Hicks Peterson/Spring, Staff.
- ONT 110 PZ. Healing Ourselves and Healing Our Communities.** (See Ontario Program 110). Spring, T. Hicks Peterson.
- POST 050 PZ. Introduction to Political Philosophy.** (See Political Studies 50). Fall, S. Snowiss.
- POST 150 PZ, POST 151 PZ. History of Political Philosophy.** (See Political Studies 150, 151). Fall/Spring, Staff.
- PSYC 117 PZ. Children and Families in South Asia.** (See Psychology 117). M. Banerjee.
- RLST 106 PZ. Zen Buddhism.** (See Religious Studies 106). Spring, J. Parker.
- RLST 119 PZ. Religion in Medieval East Asia** (See Religious Studies 119). J. Parker.
- RLST 164 PO. Women in the Islamic Tradition.** Z. Kassam (Pomona).
- SOC 051 PZ. Class, Caste, and Colonialism in Film and Documentaries.** (See Sociology 51). D. Basu.
- SOC 078 PZ. Indigenous Peoples of the Americas.** E. Steinman.
- SOC 088 PZ. Hip Hop and Incarceration.** (formerly Literacy of Self and Society: Through Hip Hop and Mediation]. Fall, D. Basu.

SOC 116 PZ. Women and Law. (See Sociology 116). E. Steinman.

SOC 120 PZ. Sexual Politics & Sexuality Movements. (See Sociology 120). E. Steinman.

SOC 124 AF. Race, Place, and Space. D. Basu.

SOC 136 PZ. Framing “Urban” Life (See Sociology 136). D. Basu.

SOC 142 AF. The Black and Asian Diaspora in Britain. D. Basu.

SPAN 187 PZ. Expressions of Latin American Popular Cultures. (See Spanish 187). E. Jorge.

SPAN 189 PZ. Seminar on Contemporary Issues in the Spanish Speaking World. (See Spanish 189). E. Jorge.

INTERNATIONAL POLITICAL ECONOMY

The International Political Economy (IPE) major investigates the intersection between economics and politics in the global environment. It encourages the integrated analysis of global problems and issues using the tools and methods of political studies and economics.

Students undertaking the IPE major are expected to:

1. Gain an appreciation for competing theoretical perspectives;
2. Learn to consider the multiple and overlapping economic and political linkages between and among global actors;
3. Learn to engage in critical and creative thinking;
4. Master the application of different methodological tools to analysis of IPE issues;
5. Gain field experience abroad; and
6. Apply these tools and develop expertise through senior year research on a particular IPE problem or issue.

Pitzer Advisers: G. Herrera, E. Stephens, N. Boyle, L. Tongun.

Requirements for the Major:

Thirteen courses are required: five required introductory-level courses, three required upper-level courses and five electives.

Students are also required to undertake some form of international field research or internship.

All Pitzer Study Abroad programs and most exchanges provide such opportunities.

Five Introductory Level Courses:

1. ECON 051 PZ. Principles of Macroeconomics
2. ECON 052 PZ. Principles of Microeconomics
3. POST 030 PZ. Comparative Politics
4. POST 040 PZ. Global Politics
5. POST 070 PZ: Research Methods in Political Studies

Three Upper-Level Required Courses:

1. ECON 104 PZ or ECON 105 PZ. Macroeconomic Theory or Microeconomic Theory
(Note: MATH 030 PZ Calculus I is a prerequisite for ECON 104 PZ and ECON 105 PZ).
2. POST 141 PZ: International Political Economy
3. Senior Seminar in Political Studies
(Note: The senior seminar should be selected in consultation with your advisor)

Five Elective Courses:

Five elective courses selected from the following list, designed to encourage breadth within the field. The five courses must include at least two courses in Economics and at least two courses in Political Studies. Additionally, at least one course labeled A and one course labeled B must be included. Appropriate courses at Pitzer or the other Claremont Colleges may be substituted in consultation with your advisor. The two economics electives must be taken within the Claremont Colleges consortium.

- ECON 140 PZ. Economic Development (A)
- ECON 145 PZ. International Economics (B)
- ECON 182 PZ. Economic History of Globalization
- POLI 102 SC. Cooperation and Rivalry in the European Union
- POLI 119 SC. Public Policy in the European Union (B)
- IIS 120 PZ. The State and Development in the Third World (A)
- IIS 122 PZ. Contemporary Political and Social Movements in the Third World (A)
- IIS 123 PZ. Third World Socialism
- IIS 127 PZ. Environment and Development in the Third World (A)
- POST 142 PZ. The Third World and the Global Economy (A)
- POST 174 CH. US Immigration Policy and Transnational Politics
- POST 187 PZ. History and Political Economy of World Soccer
- IIS 141 PZ. Agricultural Development in the Third World (A)
- IIS 017 PZ. History and Political Economy of Natural Resources.

In addition to required courses IPE majors are recommended to take (a) a course in world history and (b) an area focused course (such as ECON 141 PZ. The Chinese Economy, IIS 125 PZ. African Politics) where relevant.

Honors candidates will be expected to achieve a cumulative GPA of 3.5 or better in the required coursework and submit a deserving honors thesis. Normally, the thesis readers should include readers from both Political Studies and Economics

LINGUISTICS

A coordinated program with department of Linguistics and Cognitive Science at Pomona College.

Pitzer Advisers: C. Fought, C. Strauss.

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 cognitive science major offered through Pomona College. For more information see the online catalog for the Linguistics and Cognitive Science Department at Pomona. Majors are required to take:

- LGCS 010 PZ
- A basic upper-division course in three out of the four core areas—Phonology or Morphology (LGCS 108 PO or LGCS 109 PO), Syntax (LGCS 105 PO), Semantics (LGCS 106 PO) and/or Sociolinguistics (LGCS 112 PZ).
- A course that looks at one language in depth or compares several languages.
- Sample courses that could fill this requirement include: Field Methods (LGCS 125 PO), History of the English Language (ENG 085 PO) Historical Linguistics (LGCS 101 PO), Spanish Linguistics, etc.
- At least three other linguistics courses.
- (a) At least two years of a foreign language or (b) the equivalent in demonstrated competence.

- Senior thesis (LGCS 191 PZ). Students must have the approval of the faculty member they want to work with by the spring semester of the junior year. Alternatively, students may take a Comprehensive Exam (given at the end of the senior year), or substitute some other type of project, in consultation with the faculty adviser.

*Note: In the 5-College Course Schedule, Linguistics courses are listed as “LGCS” (Linguistics and Cognitive Science)

Minor in Linguistics requires the following:

- LGCS 010 PZ (Intro)
- Two of the following core courses (LGCS 105 PO, LGCS 106 PO, LGCS 108 PO, LGCS 112 PZ or LGCS 125 PO)
- Three other courses in Linguistics

Students interested in a combined major with anthropology, English, foreign languages, philosophy, psychology, or sociology should see their adviser, 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 college and completes a thesis which the faculty judges to be of honors quality.

ANTH 003 PZ. Language, Culture and Society. (See Anthropology 3). Spring, C. Strauss.

LGCS 010 PZ. 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? Fall/Spring, C. Fought (PZ), Dierks, Landsman (Pomona).

LGCS 011 PO. Introduction to Cognitive Science. Historical and contemporary views of the mind, from the perspectives of linguistics, logic, psychology, cognitive neuroscience, logic and computer science. How does the mind acquire, structure and make use of language? How does it make sense of emotional and sensory experience? What is consciousness? Topics include language, meaning, knowledge, thinking, remembering, self and consciousness. Fall/Spring, D. Burke, J. Harris (Pomona).

LGCS 082 PZ. Race, Ethnicity and the Politics of Teaching. (also ASAM 082 PZ). This class examines how race and ethnicity are constructed in schooling from sociological, linguistic and ethnic studies standpoints. Specifically, we will discuss how race and ethnicity are constructed in schooling and ways teachers/educators may refine their pedagogies in relation to race and ethnicity. Students will do a research project. Fall, C. Fought/K. Yep.

ANTH 083 PZ. Life Stories. (See Anthropology 83). C. Strauss.

LGCS 101 PO. Comparative and Historical Linguistics. This course is an introduction to historical linguistics, the study of how languages change over time. The course is a hands-

on introduction: students learn how to “do” historical linguistics by working through exercises involving a variety of languages. Topics include: types of language change (sound change, analogy, borrowing, etc.); reconstruction of proto- languages; the origins of modern languages. Landman (Pomona).

LGCS 105 PO. 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. Dierks (Pomona).

LGCS 106 PO. Semantics. 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? Harris, (Pomona).

LGCS 107 PO. Pragmatics: How to Do Things with Words. A philosophical and linguistic introduction to language use and non-truth-conditional aspects of meaning. Topics from philosophy of language and linguistics: speech acts, presupposition, conversational implicature, context and common ground, demonstratives and indexicals, topic/comment and focus, with applications to law and psychology. J. Atlas. (Pomona).

LGCS 108 PO. Phonology. Analyses of the organization of sounds in the worlds’ languages. Fundamental concepts in phonological theory and their relation to issues in articulatory and acoustic phonetics. The course focuses on feature systems, underlying representations, phonological rules and derivations, syllable structure and the morphology-phonology interface. Examples and exercises from a variety of languages. M. Paster (Pomona).

LGCS 109 PO. Morphology. Provides an introduction to morphology, the study of how words are built from their component parts. Topics to be covered include methods of morphological analysis, the relationship between morphology and other areas of grammar and modern theories of morphology. M. Paster (Pomona).

SPAN 109 PO. Introduction to Hispanic Linguistics. Examines the phonological, morphological and syntactic aspects of modern Spanish to understand how it functions as a linguistic system. Includes a detailed unit on sociolinguistics, examining synchronic variation according to speaker (considering such variables as gender, age and class) and according to situations of use. Students will assemble a corpus of data collected from various media (audio, visual and textual) and use it to investigate a specific aspect of the structure of modern Spanish. Prerequisite: Span044. D. Divita (Pomona).

LGCS 110 PZ. 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. Spring, C. Fought.

LGCS 112 PZ. 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: LGCS 010 PZ or permission of instructor. Fall, C. Fought.

LGCS 115 PZ. 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: LGCS 010 PZ, LGCS 011 PO or PSYC 051 PO. C. Fought.

LGCS 116 PZ. 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.

ANTH 117 PZ. Language and Power. (See Anthropology 117). C. Strauss.

LGCS 121 PO. Psycholinguistics. How are we seemingly effortlessly able to produce and comprehend language in all of its complexity? Course provides introduction to research and theory on language processing. Focus on empirical studies of word recognition, sentence processing, discourse and semantic interpretation, as well as language acquisition and breakdown. Prerequisite: LGCS 011 PO or PSYC 051 PO. J. Harris (Pomona).

PSYC 123 PO. Language Development. Normal and atypical language development; theoretical accounts of how development occurs. Focus on prelinguistic, phonological, semantic and syntactic development in very young children, touching on bilingual acquisition. Social uses of language. Prerequisite: LGCS 010 PZ or LGCS 011 PO, or PSYC 051 PO. P. Smiley (Pomona).

LGCS 125 PO. Language in the Field. What do you do when you arrive at a foreign country where you don't speak the local language? Where do we get the data on which linguistic theory is based? In this class, students learn hands-on how to systematically approach the study of an unfamiliar language. Languages vary from year to year; previous languages included Luganda and Twi. May be repeated for credit. Prerequisite: Linguistics 10 and LGCS 108 PO or consent of instructor. M. Paster, M. Diercks (Pomona).

MUS 149 PO. Music Perception and Cognition. Perceptual and cognitive processes involved in the hearing of music. Emphasis on concepts from music theory, criticism, history and ethnomusicology that may be understood in terms of cognition. Topics include the perception of sound; pitch, rhythm and other features as they figure in the perception of

musical organization; melody; harmony; musical meaning and affect. Prerequisite: LGCS 11 or PSYC 160 PO or Music 80.

LGCS 160 PO. Perception and Cognition. Investigates the question of how we use patterns of physical energy to perceive the world. Covers topics from sensation to cognition, including music, language communication, disorders of perception, attention, unconscious perception, and brain mechanisms in cognition. Laboratory arranged. Prerequisite: PSYC 051 PO, LGCS 011 PO, or equivalent. Staff (Pomona).

PSYC 162 PO. Memory and Language. Investigates the nature of human memory and how it interacts with language. Emphasis on architecture of memory systems from working memory to semantic memory and on memory processes in language comprehension and production. Evaluates research on how we remember, why we forget, memory without awareness and language and memory disorders. Laboratory. Prerequisite: PSYC 051 PO or LGCS 011 PO. D. Burke (Pomona).

LGCS 166 PZ. Topics in Sociolinguistics: Ethnicity in the Media. Explores advanced topics in sociolinguistics. We will look at representations of ethnicity in the media, particularly comedians and their stand up routines (Margaret Cho, Chris Rock). We will use analysis of language variables to explore how these performances construct identity and reflect ideologies about race and ethnicity in the US. Spring, C. Fought.

LGCS 175 PO. Seminar in Cognitive Science. A philosophical, linguistic and psychological examination of a central topic in cognitive science, e.g., metaphor, language and thought, modularity of the mind, concepts. Normally to be taken in the junior year. Topics vary from year to year. May be repeated for credit. J. Atlas (Pomona).

PSYC 180J PO. Seminar on Language, Memory and the Brain. Current research on the interaction between brain and behavior in cognition. Focus for 1022: emotion, its effect on cognition and its neural substrate. Review of neuroimaging and cognitive behavior research that investigates the nature of emotion and how it affects attention, memory and language. Analysis of how aging and brain damage change emotional responses and the interaction of cognition and emotion, Prereq: PSYC 162 PO or LGCS 011 PO. D. Burke (Pomona).

PHIL 185M PO. Philosophy of Language and Mind. A philosophical introduction to topics in philosophy of language and philosophy of mind, which include: how words refer to things, what is it for a word/phrase/sentence to be meaningful, what role truth plays in understanding language, what role inference (deductive and ampliative) plays in understanding language, how language describes our mental states and their contents, how much of the meaning of sentences or of thoughts depends on the mind vs. the world, what a mental representation is and how it compares with a sentence, the nature of consciousness and the first-person point of view, how to understand emotion vs. thought, philosophical consequences for our theory of mind from computer science and neuroscience. Topics vary from year to year. Prerequisite: One of PHIL 030 PO, PHIL 042 PO, PHIL 080 PO, PHIL 103 PO, or permission of instructor. May be repeated for credit. J. Atlas (Pomona).

LGCS 185P PO. Topics in Phonology. Advanced topics in phonological theory, for majors and non-majors who completed Introduction to Phonology or an equivalent. Familiarizes students with current original research on a narrowly defined topic. The topics vary considerably from year to year. And may include Optimality Theory, opacity, phonological typology, phonetically unnatural phonology and the phonetics- phonology interface. M. Paster (Pomona).

LGCS 185S PO. Topics in Syntax. Examines recent developments in syntactic theory within the framework of the Minimalist Program. Course addresses significant theoretical issues (e.g., Case and Agreement, wh-movement, NP-movement with respect to a typologically-varied set of languages, often utilizing relatively unfamiliar languages (e.g., the Bantu languages of Africa). Specific topics vary year to year. M. Diercks (Pomona).

LGCS 185T PO. Topics in Semantics. Investigates advanced topics in semantics and the syntax semantics and semantics-pragmatics interface. Topics vary from year to year; possible topics include anaphora, quantification, modality, tense, plurals and modification. Prerequisite: LGCS 106 PO. J. Harris (Pomona).

LGCS 187A PO, LGCS 187B PO. Tutorial in Linguistics and Cognitive Science. Selected topics, determined jointly by the student and the tutor, conducted through frequent student papers evaluated in Oxford-style tutorial sessions. Prerequisite: written permission of instructor. 187A, Full course; 187B, half-course. May be repeated. J. Atlas/Staff (Pomona).

LGCS 191 PZ. Senior Thesis in Linguistic and Cognitive Science. Individual theoretical research or laboratory experiment, for fourth-year students under faculty supervision. May be taken as half-course in both semesters of the senior year, or as a full course in the last semester. Staff.

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 Advisers: D. Bachman, 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: MATH001 PZ, Mathematics, Philosophy and the "Real World"; MATH 010 PZ The Mathematical Mystery Tour; MATH 015 PZ Mathematics for Teachers I: Number and Operation; MATH 016 PZ Mathematics for Teachers II: Geometry and Data. 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 meet Pitzer's Educational Objective in Formal Reasoning.

The Precalculus and Calculus Sequences

MATH 025 PZ, Precalculus, is designed to prepare students for Calculus I. The course reviews linear, quadratic and polynomial functions, before introducing the exponential, logarithmic and trigonometric functions. These are the functions most widely used in the quantitative social sciences and natural sciences. MATH 025 PZ does not fulfill the Quantitative Reasoning Requirement.

MATH 030 PZ, MATH 031 PZ and MATH 032 PZ 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 MATH 030 PZ, MATH 031 PZ and MATH 032 PZ each year. Calculus is also offered at the other Claremont Colleges.

We also offer more advanced courses as part of The Claremont Colleges' Intercollegiate Mathematics program.

Requirements for the Major

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

A student must take a total of 13 courses for the Mathematics major, distributed as follows:

I. Calculus (3 courses):

- Three semesters of calculus (MATH 030 PZ, MATH 031 PZ and MATH 032 PZ) with grades of C or better in each course. In some cases, a suitable score on the Pitzer Mathematics Placement exam, or Calculus AP exam, may be substituted for one or more of these courses.

II. Core (3 courses)

- Linear Algebra (i.e. MATH 060 PZ)
- Differential Equations or a Mathematical Modeling course making extensive use of differential equations. (i.e. MATH 102 PZ)
- MATH 100 PZ Introduction to Methods of Proof and Problem Solving

III. Depth and Breadth (5 courses)

Five additional upper division mathematics courses (numbered 100 or above) chosen in consultation with the adviser. Ideally, these courses will expose the student to the major areas of mathematics as well as provide depth in at least one area.

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 or Philosophy of Mathematics. These courses will be chosen in consultation with the adviser and normally will have mathematics courses from I, II, or III as prerequisites.

V. Colloquium

Students must attend the Mathematics Colloquium at least four times per semester for a total of two semesters, normally in the senior year, and provide a written summary of the attended talks to their mathematics adviser.

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: The mathematics minor requires the student to take six graded courses: MATH 031 PZ, MATH 032 PZ, MATH 100 PZ, a course in Linear Algebra, and two additional courses (which cannot include courses designed to prepare students for calculus) in Mathematics, at least one of which must be upper-division (numbered 100 or above), 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 courses designed to prepare students for calculus), by computer science courses, or by courses with mathematics prerequisites in science, economics, or history and philosophy of mathematics.

In addition, students must attend the Mathematics Colloquium at least four times and provide a written summary of the attended talks to a member of the Mathematics faculty.

A catalog, "Mathematics Courses in Claremont," which lists all mathematics courses offered at the Claremont Colleges, is prepared each year by the Mathematics Field Committee. Students who want to take mathematics courses other than those listed below should consult this catalog. Copies are available in the office of the Registrar, from the Mathematics faculty and on the World Wide Web.

Honors: 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 Thesis of honors quality.

The Senior Thesis will be approved by the student's Pitzer Mathematics adviser and normally completed under the supervision of a faculty member at the Claremont Colleges.

AP Credit: A student who has a score of 4 or 5 on the Mathematics Calculus AB examination or on the BC examination, and who then takes MATH 031 PZ, will receive credit for MATH 030 PZ after passing MATH 031 PZ. Similarly, a student with a score of 4 or 5 on the Calculus BC exam will receive credit for MATH 030 PZ and MATH 031 PZ after passing MATH 032 PZ. Likewise, a student who has a score of 4 or 5 on the AP Statistics examination will receive credit for MATH 052 PZ after passing a college statistics course for which introductory statistics (AP Statistics, MATH058 PO, MATH 052 PZ, MATH 052 CM) is a prerequisite; such courses include MATH 157 PO, MATH 158 PO, and MATH 159 PO.

MATH 001 PZ. 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. Fall, J. Grabiner.

MATH 009 PZ. Math, Art, and the Environment. Also listed in Art. In this course, students will create nature-inspired works of art by using principles of mathematics. A variety of techniques and technologies will be explored, such as mold making, casting with clay, 3D software, and 3D printing. Fall, T. Berg & D. Bachman

MATH 010 PZ. 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. Mathematics 10 is intended to introduce such students to areas of mathematics not included in the usual introductory courses for mathematics and science majors. Topics will vary from year to year and the course may be

repeated for credit. Courses that have been taught as Mathematics 10 courses in the recent past, or which are likely to be offered in the near future, include:

- Rubik's Cube and Other Mathematical Puzzles
- Two-Player Games
- The Mathematics of Gambling
- Cartography
- Dynamical Systems, Chaos and Fractals
- Topology

The Mathematics 10 offering for 2013-14 is:

MATH 010G PZ. 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. Fall/Spring, J. Grabiner.

MATH 025 PZ. Precalculus. Linear, quadratic and polynomial equations; systems of linear equations; transformation, composition and inverses of functions; rational, trigonometric, exponential and logarithmic functions. This class is designed to prepare students for calculus. Fall, D. Bachman.

MATH 030 PZ. 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: MATH 025 PZ or placement score. Fall, J. Hoste/ Spring, D. Bachman.

MATH 031 PZ. 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 MATH 030 PZ or placement score. Fall/Spring, R. Trapp.

MATH 032 PZ. Calculus III. Vectors and vector functions, partial derivatives and differentiability of functions of several variables, multiple integrals. Prerequisite: MATH 031 PZ or placement score. Fall, J. Hoste/Spring, R. Trapp.

MATH 052 PZ. Introduction to Statistics. This course is meant to give a liberal arts student a sense of statistical theory and practice. It will emphasize the use and interpretation of statistics, with applications to both the natural and social sciences. Topics will include: collection and summarizing of data; measures of central tendency and dispersion; probability; binomial and normal distributions; confidence intervals and hypothesis testing; linear regression; ANOVA methods; topics in non-parametric statistics; and discussion and interpretation of statistical fallacies and misuses. Fall/ Spring, R. Swift.

MATH 060 PZ. Linear Algebra. Topics will include matrices, Gaussian elimination, vector spaces and subspaces, linear transformations, bases, orthogonality, determinants, eigenvalues and eigenspaces, and applications of linear algebra. Prerequisite: Mathematics 31. D. Bachman.

MATH 100 PZ. Introduction to Methods of Proof. This course will introduce students to the art of writing mathematical proofs using a variety of methods, such as direct proof, proof by contra-positive, proof by contradiction, proof by cases, and proof by induction. Intended for students majoring or minoring in mathematics (or considering doing so). Prerequisite: Mathematics 31 and sophomore standing, or permission of instructor. Fall, J. Hoste.

MATH 108 PZ. 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: Mathematics 31. Spring, J. Grabiner.

MATH 141 PZ. Hyperbolic Geometry. An introduction to hyperbolic geometry in dimensions 2 and 3. Topics will include: Poincaré disk model, upper half space model, hyperbolic isometries, linear fractional transformations, hyperbolic trigonometry, cross-ratio, hyperbolic manifolds, and hyperbolic knots. Prereq: MATH 060 PZ. J. Hoste

MATH 142 PZ. Differential Geometry. Curves and surfaces, Gaussian curvature, isometries, tensor analysis, covariant differentiation with applications to physics and geometry. Prerequisite: MATH 060 PZ. D. Bachman.

MATH 145 PO. Topics in Geometry and Topology. This course will vary from year to year and cover topics chosen from geometry and topology. May be repeated for credit. Prerequisites will vary with course content.(Pomona)

MATH 145B PZ. Low-Dimensional Topology. A 2-manifold is a surface, a 3-manifold is a possible (spatial) universe, and a 4-manifold is a possible model for space-time. In each case, we will look at examples, construction techniques, and the problems of classifying and distinguishing such spaces .Prerequisite: MATH060 PZ. Spring, D. Bachman.

MATH 148 PZ. 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. Offered in alternate years. Prerequisite: MATH 060 PZ. Fall, J. Hoste.

MATH 199 PZ. Senior Thesis. Open to mathematics majors by invitation only. Fall/Spring, Staff.

MEDIA STUDIES

Media Studies is an interdisciplinary field that explores the histories, technologies and social and cultural contexts of a range of contemporary media forms, including mechanical and electronic media such as film, video, television, print and the Internet as well as other contemporary forms of culture. Media Studies at The Claremont Colleges presents students with an integrated approach to media production and the critical study of the media, seeking to understand the present state of media practices through an examination of their historical and technological development, an analysis of their genres and a rigorous investigation of the theoretical approaches that have been brought both to the creative practices of media producers and the critical practices used by contemporary scholars.

Production is a key element of the Media Studies major, but the mode of production studied at The Claremont Colleges is not oriented toward traditional narrative film or television, or toward commercial models of new media; rather, this major stresses “independent” narrative forms, documentary, video and digital art and community-based media practice, seeking to confront not only the ways that the media construct the contemporary cultural environment, but also the ways in which we as producers and consumers are all constituted by the same cultural formations that we seek to challenge. Above all, the major seeks to explore the media from a perspective that eliminates the traditional boundaries between disciplines and between media theory and media production, thus illuminating new ways of seeing, thinking and communicating in the world.

Pitzer Advisers: E. Affuso, A. Juhasz, G. Lamb, J. Lerner, M-Y. Ma, R. Talmor.

Requirements for the Major

The Media Studies major requires the completion of 11 courses, with a concentration in Film/Video, Digital/Electronic Media, or Critical Studies. All Media Studies majors will complete the following courses. Courses listed as fulfilling each requirement are subject to change and other courses may be counted toward those requirements with approval of the Curriculum Committee.

1. One introductory critical/theoretical course:

- MS 049 PZ, Intro to Media Studies (also offered at Scripps and Harvey Mudd)
- MS 050 PZ (also offered at Harvey Mudd and Pomona) or LIT 130 CM, Language of Film
- MS 051 PZ (also offered at Pomona), Introduction to Digital Media Studies

2. One introductory production course:

- ART 20 PO, Black and White Photography
- ART 021 PO, Foundations of 2D Design
- ART 141 SC, Introduction to Digital Imaging
- ART 143 SC, Digital Color Photography
- ART 145 SC, Beginning Photography
- ART 148 SC, Introduction to Video
- MS 082 PZ, Introduction to Film and Video Production

- MS 182 HM Introduction to Video Production
- 3. One course in media history:**
- LIT 131 CM, Film History (1925–1965)
 - LIT 132 CM, Film History (1965–Present)
 - LIT 134 CM, Special Studies in Film
 - MS 045 PZ, Documentary Media
 - MS 079 PZ, Silent Film
 - MS 091 PZ, History of American Broadcasting
 - MS 100 AA, Asian Americans in Media: A Historical Survey
- 4. One course in media theory:**
- ART 181 SC, Topics in Art Theory
 - ART 181G SC, From Beauty to the Abject
 - ART 183 SC, Feminist Concepts and Practices in Media Studies and Studio ART
 - ARHI 141B PO, Africana Cinema: Through the Documentary Lens
 - ENGL 118 PO, The Nature of Narrative in Fiction and Film
 - LIT 103 HM, Third Cinema
 - LIT 138 CM, Film and Mass Culture
 - MS 046 PZ, Feminist Documentary Production and Theory
 - MS 074 PZ, Sound Theory, Sound Practice
 - MS 110 PZ, Media and Sexuality
 - MS 147B PO Body, Representation, Desire
 - MS 149A PO Marxism & Cultural Studies
 - MS 197 PZ, Media Praxis
- 5. A senior seminar:**
- MS 190 JT

Each student will also complete one of the following six-course concentrations:

Film/Video

6. One intermediate or advanced film/video production class.
7. One additional course in media history, as listed above.
- 8–11. Four appropriate electives, drawn from the list of all approved courses that follows (note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives). or MS 197 PZ Media Praxis

Digital/Electronic Media

6. An intermediate or advanced digital production course.
7. One course in 20th or 21st-century art history: ARHI 181 SC, Art Since 1945
ARHI 184 PO, Modern, Antimodern, Postmodern: A Social History
ARHI 185 PO, History of Photography
ARHI 186T PO, Art and Time
- 8–11. Four appropriate electives, drawn from the list of all approved courses that follows (note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice,

or MS 196 PZ, Media Internship, as one of their electives). or MS 197 PZ Media Praxis

Critical Studies

6. One additional media theory course, as listed above. One of the two required media theory courses must be MS 147B PO or MS 149A PO.
7. One additional course in media history, as listed above.
- 8–11. Four appropriate electives, drawn from the list of all approved courses that follows (note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives). or MS 197 PZ Media Praxis

Critical Studies: Film Studies Option

Students desiring an emphasis in Film Studies should follow the Critical Studies track, tailoring their major by selecting the following courses:

1. MS 50 PZ or LIT 130 CM, Language of Film
2. MS 082 PZ, Introduction to Film and Video Production; ART 148 SC, Introduction to Video; or MS 182 HM, Introduction to Video Production.
3. MS 147B PO or MS 149A PO
4. One course in film theory, such as: LIT 103 HM, Third Cinema; LIT 138 CM, Film and Mass Culture; LIT 139 CM, Film Theory; MS 046 PZ, Feminist Documentary Production and Theory; or MS 074 PZ, Sound Theory, Sound Practice; MS 110 PZ, Media and Sexuality; MS 197 PZ, Media Praxis; or ARHI 141B PO, Africana Cinema: Through the Doc Lens.
- 5–6. LIT 131 CM, Film History (1925–1965) and LIT 132 CM, Film History (1965–Present)
7. MS 190 JT, Senior Seminar.
- 8–11. Four appropriate film-oriented electives drawn from the list of all approved course that follows (Note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives) or MS 197 PZ Media Praxis

The Senior Exercise consists of a topical senior seminar jointly taught during the fall semester by faculty from each of the concentrations. This seminar asks students to bring together the various aspects of their course of study, producing an appropriate culminating seminar project that demonstrates their command of the fields and the forms of critical and creative practice that they have studied. During this seminar, all senior Media Studies majors will be given the option to develop a proposal for a second-semester Senior Project. These proposals will be reviewed by the Media Studies faculty and selected students will go on to complete an independent project under the supervision of two members of the Media Studies faculty or appropriate affiliated faculty members from The Claremont Colleges. The Senior Project course will count toward the four electives required for the major.

Minor: A minor in Media Studies requires completion of six graded courses, which must include the following:

- One introductory critical/theoretical Media Studies course
- One introductory media production course
- One course in media history
- One course in media theory
- One media service or media internship
- One elective in Media Studies.

Combined Major: For combined majors, one introductory critical/theoretical 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.

Art/Media Studies Combined Major: A combined major in Art and Media Studies requires: seven (7) Media Studies courses (one introductory critical/theoretical Media Studies course; one introductory production course; one media theory course; one media history course; and three additional electives); six (6) Studio Art courses in at least three different media, and two Art History courses. Up to two courses can count for both fields if approved by the student's major advisers. In addition, students should take both Capstone courses (Senior Projects in Art and Senior Seminar in Media Studies) or can choose to substitute an independent study for one Capstone course as approved by major advisers.

Double Major: Students must complete the requirements for both majors, including any theses or honors requirements. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

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 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 course work. The Production Center provides digital camcorders, 16mm and Super 8 film cameras, microphones, lights and other production equipment. Post-production facilities include Final Cut Pro digital editing systems and basic film editing equipment. All courses are not offered each academic year. Please check appropriate catalog for precise offerings.

MS 045 PZ. 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. Prerequisite: MS 082 PZ or equivalent. Fall, J. Lerner/R. Talmor.

MS 046 PZ. 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: MS 049 PZ/MS 050 PZ/MS 051 PZ. Enrollment is limited. Course fee: \$150. Spring, A. Juhasz.

MS 049 PZ. Introduction to Media Studies: Print Media, Television, and Popular Culture. (Also MS 049 PO, MS 049 SC). This course will focus on the history and critical analysis of print media, television and popular culture with an emphasis on developing critical skill sand interpretive strategies. Fall, E. Affuso.

MS 050 PZ. Language of Film. (also offered at Harvey Mudd and Pomona). 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. M-Y. Ma.

HIST 050 PZ. Journalism in America, 1787–Present. (See History 50). S. McConnell.

MS 051 PZ. Intro to Digital Media Studies. (also offered at Pomona). An interdisciplinary introduction to digital and electronic media, exploring the relationships between "old" and "new" media forms, the historical development of computer-based communication and the ways that new technologies are reshaping literature, art, journalism, and the social world. Prerequisites: MS 082 PZ, MS 182 HM, ART 148 SC. G. Lamb.

SOC 051 PZ. Class, Caste and Colonialism. (See Sociology 51). D. Basu.

MS 069 PZ. Media Praxis Ontario. Working In groups, students will plan and implement collaborative media projects with Ontario community sites that promote discourse around regional social issues. Areas to be covered in class Include introductory video production techniques, ethical community media praxis, and examination of a wide range of media justice and activist projects. This Is an introductory level media production course designed but not limited to) students that have taken or are currently enrolled in the Ontario Program coursework. Spring, G. Lamb.

MS 070 PZ. Media and Social Change. Overview of movements, theories and methods employed by media makers committed to social change. From Soviet film collectives, through Third Cinema movement of the 60s, to feminist, queer, and youth video activist movements in the U.S. that have laid the groundwork for the rise of socially driven media collectives and campaigns today. Fall, G. Lamb.

MS 071 PZ. Video Art. This course examines video as an art practice. Through readings, screenings, visits to art venues and written assignments, students will analyze the historical, conceptual, and aesthetic issues informing contemporary video art and artists. M-Y. Ma.

SOC 071 PZ Sociology of Popular Music. (See Sociology 71). D. Basu.

MS 074 PZ. Sound Theory, Sound Practice. An intermediate-level course focusing on sound theory and relationship between sound and image. This topic will be examined through reading assignments, screenings and listening sessions, in-class presentations, writing and sound recording assignments. In this class, students will engage with the history of audio reproduction, the concepts of French theorist Michel Chion, the psychoanalytic

theories on the female body and voice, the notion of the soundscape and the relationship between ethnography, colonialism, and audio technology. Prerequisite: MS 49, MS 050 PZ, MS 051 PZ or equivalent. M-Y. Ma.

MS 079 PZ. 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 049 PZ, MS 050 PZ, MS 051 PZ or equivalent. Spring, J. Lerner.

MS 080 AA. 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 dominant media. This class explores independent video production from historical as well as issue-oriented approaches. The history of video technology, from analog to digital, is studied with a focus on developments that made video an accessible and powerful tool for self-expression and political intervention. Issues around gender, race, class and sexual politics are examined in relation to works from the above-mentioned communities. Modes of work by individual makers and collectives are presented as case studies in how multiple issues can be addressed through singular oeuvres. M-Y. Ma.

MS 082 PZ. Introduction to Video. (also offered at Harvey Mudd, and at Scripps as ART 148 SC). This is an introductory course in digital video production. This class encourages a critical, creative approach to the medium, non-traditional solutions, and explanation of the history and methodology of independent video and video art. Class session combines hands-on technical training in script writing, storyboarding, camera operation, off-line and non-linear editing, lighting and sound equipment with critical analysis of subject matter, treatment, and modes of address in independent as well as mass media. Prereq: MS 049 PZ/ MS 050 PZ/MS 051 PZ. Course fee: \$150. Fall, A. Juhasz/Spring, R. Talmor.

MS 082L PZ. Intro to Video Art Lab. Lab component to Introduction to Video Art. Requires course while taking MS 082 PZ, Intro to Video Arg. Fall/Spring, S. Hutin. & E. Gonzalez

MS 083 PZ. Contemporary Practices in Media. The class will be developed around visiting media artist's presentations and contemporary media art exhibitions. This work is situated through readings, presentations and papers in a larger media studies history. Prerequisite: MS 050 PZ or MS 049 PO. S. Hutin.

MS 084 PZ. 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. Prerequisite: MS 082 PZ or equivalent.

MS 087 PZ. 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 082 PZ or equivalent. Fall, J. Lerner.

MS 088 PZ. 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.

SOC 088 PZ. Hip Hop and Incarceration. (See Sociology 88). D. Basu.

MS 091 PZ. History of American Broadcasting. Studies the history of American broadcasting from the diffusion of radio as a mass media through the transition to television, up to the development of television as the dominant broadcasting form. Students will begin to understand the impact of U.S. broadcasting by familiarizing themselves with key programs and trends. .

MS 093 PZ. Media Off-Screen. An intermediate production course that engages with media practices outside of the traditional single-channel film or videotapes made for broadcast or screening in a theatre. New genres and hybrid media forms including installation, performance, and tactical media are explored through a series of readings, lectures, presentations, and creative assignments in both individual and group projects. M-Y. Ma.

MS 099 PZ. Advanced 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: Introduction to Video Production—MS 082 PZ, MS 182 HM, Art 148 SC. Enrollment is limited. Course fee: \$150. G. Lamb.

MS 100 AA. Asian Americans in Media. This is a historical survey of Asian American involvement in media production, beginning with the Silent Film Era and ending with contemporary projects in film, video and new media. In this course, we will focus on the shifting yet continuous participation of Asians in the production of media in North America and look at how changing political, social and cultural discourses have shaped media representations of Asians throughout this period. Spring, M-Y. Ma.

MS 105 PZ. Transnational Media Theory. This course reviews a wide range of scholarship on national cinema and electronic media practices as well as how visual media production and consumption connect to developing ideas of nation, ethnicity, gender, sexuality, and a public sphere in diasporic and immigrant communities.

MS 110 PZ. Media & Sexuality. This course is an intermediate/advanced-level course examining the intersections between media theory and the study of sexuality. In exploring issues including transgenderism, pornography, censorship, feminism, queer cinema, and representations of race and sexuality, this course focuses on compelling case studies that

provide students with specific understanding of the prevailing debates and defining theories of sexuality within Media Studies. Prerequisite: MS 049 PZ or MS 050 PZ or intro level GFS course. Please note: Students must be aged 18 and above to enroll in this course. A. Juhasz/M-Y. Ma.

IIS 110 PZ. (Mis) Representation: Near East and Far East. (See International Intercultural Studies 110). J. Parker.

MS 111 PZ. Perspectives on Photography. (formerly Anthropology of Photography) This course critically examines the photograph as artifact, art, evidence, and weapon. Section 1 looks at photographs through the works of key theorists. Section 2 introduces the anthropology of photography as a social practice, including its relation to colonialism, race, and the global circulation of representations. Section 3 hones in on African photography. Section 4 analyzes current trends, including the role of the photograph in journalism, art, indigenous activism, and the digital era. Prereq: Introductory course in Media Studies or Anthropology. Spring, R. Talmor.

MS 112 PZ. Anthropology of Media. Life today is saturated by various kinds of media. In the last two decades, a new field—the ethnography of media—brings anthropology’s cross-cultural perspective and attention to everyday reality to studies of media and theorizes media as constituting new spaces of community and self-making in a globalized world. Prereq; Introductory course in Media Studies or Anthropology. Fall, R. Talmor.

MS 114 PZ. Film Sound. An intermediate level media history and theory course exploring how sound functions in cinema. Topics covered by the course include the history of sound technologies, film sound theories, voice in cinema, film music, sound recording and reproduction in film. Prereq: MS 049 PZ, MS 050 PZ or MS 051 PZ; or some introductory level music theory courses. M-Y. Ma.

MS 115 PZ. Topics in Sound Culture: Soundscape. An intermediate level topical course exploring different areas of study within sound culture. The current topic, soundscape, examines spatial approaches to the study of sound, including aural architecture, noise, sonic ecology, and other related subjects. Prerequisite: MS 049 PZ, MS 050 PZ, or MS 051 PZ; or others relevant introductory courses, such as musicology or cultural studies. Spring, M-Y. Ma.

MS 116 PZ. Screen Culture. Our world has become increasingly screen dependent and this course will examine screen culture in a multitude of formats from movie screen to mobile phones and everything in between. It is particularly focused on the relationship of technological development to evolving modes of spectatorship in a historical and theoretical context. Spring. E. Affuso.

MS 117 PZ. Fan Culture and Celebrity. New media forms have changed the face of the celebrity/fan relationship in the last decade providing a level of interactivity previously unavailable. This course will situate this shift within a historical and theoretical survey of fandom and celebrity from the birth of the Hollywood Studio System until the present day. Prereq; MS 049 PZ or MS 050 PZ or MS 051 PZ or LIT 182. Spring, E. Affuso.

MS 118 PZ. Art and Politics in the African Diaspora. The world has been interconnected for centuries. A great way to see this is through visual culture as a sphere of political action and critique. Centering Africa and the African diaspora, we look at art, film and other forms that comment upon identity, experience, intercultural contact, and the politics of representation. Fall, R. Talmor.

MS 125 PZ. Popular Culture. This course will cover a broad range of historical and scholarly approaches to the study of popular and mass culture. Readings will cover academic theories of popular culture, case studies from the disciplines of history, anthropology, sociology and cultural studies, mainly in the U.S. but including other sites as well. Fall, E. Oishi.

SOC 124 AF. Race, Place and Space. (See Sociology 124). D. Basu.

ART 125 PZ. Photography Digital. (See Art 125). Fall/Spring, C. Doty.

ART 126. Intermediate Photography. (See Art 125). Staff.

MS 134 PZ. Feminist Dialogues on Technology. This is the world's first DOCC (Distributed Online Collaborative Course), a feminist rethinking of the MOOC (Massive Online Open Course). In Fall 2013, fifteen classrooms around the world (including Pitzer) will participate in this experiment that will focus upon feminist histories, theories and networks about and for the dissemination of research, design, and scholarship on technology. Fall, A. Juhasz.

MS 135 PZ. Learning from YouTube. What can YouTube teach us and is this how, what and all we'd like to learn? Over its hundred year history, radical media theorists have looked with utopian zeal to a moment in the media future which turns out to be upon us: a time where access to the production and distribution of media is democratically available outside channels organized by capital. So why is the technology being used primarily to spoof mainstream media forms and what does this tell us about the media, our society and political possibility? Prerequisite: MS 049 PZ or MS 050 PZ or MS 051 PZ or equivalent. A. Juhasz.

MS 136 PZ. Online Feminist Spaces. This hyper/in/visibility of the feminist in digital spaces is the (non)place, and yet somehow also the very real location, of a course that will consider—by reading, using, and making—the nowheres and everywheres of feminism in on-line, user-generated, social networked spaces of web 2.0. Prerequisite: MS 049 PZ/ MS 050 PZ/ MS 051 PZ. Fall, A. Juhasz.

SOC 136 AF. Framing “Urban” Life. (See Sociology 136). D. Basu.

MS 137 PZ. Media Archives. We will consider the making, saving, sharing, using, and repurposing of collections of media documents. The camera documents. Once archived, these images and sounds are used as testimony and evidence, to make history. The internet, a meta media archive, holds many traditional archives as well as the new people-made archives-of-ourselves constructed through the networked holdings of blogs, Facebook, YouTube, and the like. A. Juhasz.

EA 152 PZ. Nature through Film. (See Environmental Analysis 152). P. Faulstich/M. Herrold-Menzies.

ENGL 132 AF. Black Queer Theory (See English 132 AF). L. Harris.

MS 175 PZ. Contemporary Animation Practice. This course will focus on performative animation techniques, or post-animative thought. Through screenings and hands-on in-class experiments, students will look at animation as it exists outside of cartoon culture and gaming to create a variety of tests that challenge the way we look at frame by frame filmmaking. Prereq: MS 082 PZ; MS 049 PZ, MS 050 PZ or MS 051 PZ. Spring, S. Hutin.

MS 190 JT. Senior Seminar in Media Studies. This team-taught seminar, to be taken during the fall semester of the senior year, constitutes the senior exercise required to graduate with the IMS major. It prepares students with the skills and knowledge to continue their media studies practice and research post-graduation. Students will attend one large group meeting weekly and one smaller group meeting focused on one of the three tracks: film/video, critical studies and digital/electronic. Students interested in doing a thesis: a media project, a written thesis, or a digital/electronic work, may apply to do so in conjunction with the seminar. Fall, M-Y. Ma/T. Tran (SC)/J. Friedlander(PO).

MS 191 JT. Senior Thesis. Spring, Staff.

MS 192 JT. Senior Projects. Staff.

MS 193 PZ. 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, E. Affuso.

MS 194 PZ. Media Arts for Social Justice. This course is a combination of analysis, theory and hands-on service-learning experience of how media arts mobilize, educate and empower communities. The course will examine working models of media-based community collaboration projects. Students will be linked with non-profit community collaborators (media arts centers, social service and youth service agencies) who are using media as a catalyst for action in their community. Working with site hosts/ collaborators students will work with underserved populations to design, implement and produce unique media collaborations that provoke thought and action. Prerequisites: MS 082 PZ, MS 182 HM, or Art 148 SC, or by permission. Course fee: \$150. Fall, G. Lamb.

MS 196 PZ. Media Internship. The purpose of this course is to integrate a professional media studies experience with a student's intellectual and academic interests. The following requirements were developed to create connections between practice outside the academy and the analytical and theoretical concerns of the field. Fall/ Spring, E. Affuso.

MS 198 PZ. Advanced Media Project. Student designed media production project involving advanced production and post-production skills, adequate pre-production research and writing component. Prerequisite: MS 082 PZ. May be taken twice for credit. Pass/No Credit only. Course fee: \$150. Fall/Spring, E. Affuso.

MODERN LANGUAGES, LITERATURES AND CULTURES

The Modern Languages curricula of The Claremont Colleges are based on intercollegiate cooperative arrangements among the five Claremont Colleges. As part of these arrangements, students may register for lower-division language courses at any of The Claremont Colleges, provided the courses have not been closed to further registration. 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, Literature and Cultures Field Group offers a major 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 Spanish literature and culture and in writing, in English language studies. For English and other world literature in translation, see English and World Literature.

Asian Languages and Literatures

Chinese, Japanese, Korean

For major requirements and course descriptions, please see appropriate listing below.

European Languages

French, German Studies, Language Acquisition Courses, Literature and Culture Courses, Italian, Russian, Spanish

For major requirements and course descriptions, please see appropriate listing below.

Spanish Major

The major in Spanish is based on the concept that language is a social practice. It emphasizes the use of language to explore interdisciplinary content, affirms the intrinsic relationship between language and culture, and stresses the participation of three different tracks: one focuses on literature; the second focuses on the interplay between language and culture; and the third incorporates an additional area of study, for example, environmental or urban studies, health, education, art, gender, and feminist studies, or media. See more major information in Spanish section. Pitzer adviser: Ethel Jorge

For more on specific languages, information is available from each school's catalog, as specified below:

Spanish - Pitzer
 Arabic - Claremont McKenna
 Chinese - Pomona
 French- Claremont McKenna, Pomona, Scripps
 German Studies- Pomona, Scripps
 Italian-Scripps
 Japanese - Pomona
 Russian - Pomona

Courses:

Foreign Language Teaching

MLLC 100 PZ. Language and Community: Principles and Practice of Teaching ESL.

This course will introduce students to the theory and practice of teaching English as a second language within the context of the local community of Southern California. The main focus of the course will be teaching adults basic English, the language necessary to live and work successfully within the community. Spring, Staff.

MLLC 150 PZ. Foreign Language Pedagogy. This course is designed specifically for Foreign Language Residents at The Claremont Colleges. We will discuss second language acquisition and pedagogical theory, placement of students and proficiency assessment, classroom management and syllabus design. We will also study strategies to enliven and vary conversation classes in order to improve their students' vocabulary, grammar, fluency, length and range of discourse and listening comprehension. Language Residents only. Fall, L. Petersen.

Language and Culture Studies Abroad

MLLC 110 PZ. Intercultural Learning Portfolio. In this half-course, students will complete a portfolio of descriptive, narrative, analytical and creative assignments to deepen their critical reflection and intercultural learning while on study abroad. Assignments are submitted electronically (Sakai) to allow students in various study abroad sites around the world to discuss one another's insights. Must be enrolled in a Pitzer Exchange Study Abroad Program. Half-credit course. Fall/ Spring, Staff.

English Language Studies (for non-native speakers of English)

MLLC 111 PZ. Public Speaking. Through readings, lectures, films and field study in the social sciences, students will explore contemporary global issues 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. Non-native speakers only. Fall, L. Herman.

MLLC 122 PZ. 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. Students must

concurrently enroll in the corresponding First-Year Seminar for International Scholars. Letter grades only. Written permission required. Non-native speakers only. Fall, J. Onstott.

MLLC 133 PZ. Written Analysis. In this writing-intensive course, readings, discussions and writing assignments are focused on a specific theme in the humanities or social sciences. Students will write frequent essays and a research paper that demonstrate control of the most important conventions of American academic discourse. Letter grades only. Written permission required. Non-native speakers only. Spring, Staff

MLLC 144 PZ. Advanced Speech and Rhetoric: Argument and Debate. Students will critique and present arguments in formal spoken English through debates, discussions and extemporaneous talks centered around contemporary issues. Models of argumentation will be analyzed. Letter grades only. Written permission required. Non-native speakers only. Spring, J. Onstott.

MLLC 155 PZ. 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 International Scholars program. Letter grades only. Written permission required. Non-native speakers only. Spring, L. Herman.

MLLC 166 PZ. Directed Research in American Culture. Students explore American culture through field research and a volunteer internship in the community. They learn and apply community-based research techniques through surveys, interviews and participatory action research. Internship placements may include local schools and tutoring programs, community services agencies and environmental organizations. Reflective and report writing as well as oral presentations give students the opportunity to analyze and critically reflect on their experiences. The course is offered for variable credit. Written permission required. Letter grades only. Non-native speakers only. Spring, J. Onstott

Modern Languages, Literatures and Cultures: Spanish

The major in Spanish is based on the concept that language is a social practice. It emphasizes the use of language to explore interdisciplinary content, affirms the intrinsic relationship between language and culture, and stresses the participation of three different tracks: one focuses on literature; the second focuses on the interplay between language and culture; and the third incorporates an additional area of study, for example, environmental or urban studies, health, education, art, gender, and feminist studies, or media.

Requirements for the Major

General requirements for the three tracks are:

1. Spanish language proficiency at the intermediate level upon entry to the major (end of the sophomore year) and at the advanced or superior level upon completion (ACTFL standards).
2. An immersion experience in at least one Spanish-speaking community abroad or within the United States, as determined with the adviser.

3. Eight of the required courses within each track should be taught in Spanish and be above SPAN 044 PZ. With the adviser's consent these eight may include cross-listed courses with Spanish or other courses numbered below SPAN 044 PZ, such as the Community-based Spanish Practicum.
4. In addition, each student will complete the requirements for one of the following tracks (at least 9 to 10 courses):

Courses listed below are sample options. Course selection should be made in consultation with the major faculty adviser.

Track One: Spanish Language and Literature

1. One theory of language course or equivalent, for example: LGCS 010 PZ
2. One course on literary analysis or equivalent, for example: SPAN 101 SC
3. One course that provides a sociocultural or historical background for the student's area of literary focus.
4. Six courses with a focus on the literature of either Spain or Latin America, or a comparative transatlantic study.
5. SPAN 199 PZ, a capstone senior research project.

Track Two: Spanish Language and Cultures

1. One course as a theoretical foundation for understanding culture, for example ANTH 002 PZ, SOC 001 PZ
2. One course that connects language and society, for example LGCS 112 PZ, LGCS 115 PZ, LGCS 116 PZ, ANTH 003 PZ, ANTH 117 PZ.
3. One foundations course that provides a sociocultural or historical background for the student's area of focus, for example, SPAN 102 CM, HIST 011 PZ, HIST 032 CH, HIST 100I CH
4. Six courses focused on the study of one or two Spanish speaking cultures.
5. SPAN 199 PZ, a capstone senior research project.

Track Three: Interdisciplinary Studies in Spanish

This option required a second adviser in the additional area of study who is on either The Claremont Colleges or the Study Abroad site faculty and has the appropriate expertise.

1. One course as a theoretical foundation for understanding culture, for example ANTH 002 PZ, SOC 001 PZ
2. One introductory course in the emphasis area.
3. One course that provides a sociocultural or historical background for the student's emphasis area.
4. Four elective upper division courses in Spanish.
5. Two courses in the emphasis that are taught in Spanish.
6. SPAN 199 PZ, a capstone senior research project.

Honors: Students whose general academic work and senior research are judged as excellent will be considered for graduation with honors in Spanish.

Sigma Delta Pi. Pitzer College is a member of The Claremont Colleges chapter of Sigma Delta Pi, the national Spanish honor society. Juniors and seniors are elected to membership on the basis of academic standing and regulations for eligibility established by the chapter and the national society. Information may be obtained from Professor Ethel Jorge.

Students who are native speakers are strongly recommended to take at least one of the Spanish for bilingual courses offered (SPAN 050 PZ, for example), which counts toward the major requirements.

The Minor in Spanish requires successful completion of 6 graded courses in Spanish, five of them above SPAN 033 PZ. The sixth course will be in a language immersion setting (community-based Spanish, internship, study abroad, or other). The student will tailor the minor with the adviser 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.

Students may consider a combined major with Spanish; it requires a minimum of six courses in Spanish.

AP Credit: One-half course 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 toward 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.

Pitzer Adviser: Ethel Jorge

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. Please consult course schedule for when courses at the other colleges will be offered.

SPAN 001 PZ, SPAN 002 PZ. Introductory Spanish. Acquisition of four basic skills: comprehension, speaking, reading and writing, with emphasis on the spoken language. This course includes conversation group sessions. SPAN 001 PZ is prereq for SPAN 002 PZ. Fall, J. Florez (SPAN 001 PZ); Spring, J. Florez (SPAN 002 PZ).

SPAN 022 PZ. Intensive Introductory Spanish. Designed for beginning students with some basic knowledge of the language, who are too advanced for SPAN 001 PZ, but do not yet qualify for SPAN 033 PZ. Students will complete in one semester the equivalent of SPAN 001 PZ and SPAN 002 PZ. Includes conversation group sessions. Placement examination required. Fall, M. Pierola, A. Alfaro Porrás/Spring, A. Alfaro Porrás.

SPAN 031 PZ. Community-Based Spanish Practicum 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. Faculty assist the student in debriefing sessions to support the language and intercultural learning goals. Half-credit course. Prerequisite: 2 semesters of Spanish or equivalent, brief interview, and written permission required. Fall E. Jorge /Spring, (P. Gutiérrez).

SPAN 033 PZ. Intermediate Spanish. Review and reinforcement of four basic skills. Emphasis on conversation, reading ability and writing. Includes conversation group sessions Prerequisite: Spanish 2, 22 or equivalent placement. Fall/Spring, M. Pierola.

SPAN 044 PZ. Advanced Spanish: Language and Cultures. 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: SPAN 033 PZ, placement examination or equivalent. Spring, P. Gutierrez.

SPAN 050 PZ. Nuestro Idioma: Spanish for Heritage Speakers. This course is designed specifically for heritage speakers of Spanish with little or no previous formal schooling in the language. The class takes into account the specific proficiency profile of these students, with activities designed to help them communicate with greater accuracy and increased confidence in formal and informal settings. Fall, P. Gutierrez.

SPAN 055 PZ. Advanced Conversation Through Film. Based on the viewing of contemporary Spanish language films, this course emphasizes the practice and development of oral communication skills, providing students with the opportunity to engage in the analysis of various social, cultural, and political topics of current interest in Spain and Latin America. Half-course credit. Fall/Spring, P. Gutierrez, M. Pierola.

SPAN 065 CH. Spanish for Bilinguals 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, including work by U.S. Latinos. R. Alcalá (Scripps)

SPAN 070 SC. Advanced Spanish: 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 a minimum of 10 hours in a hospital or public health institution. Prerequisite: SPAN 033 PZ or permission of instructor. C. Lopez (Scripps).

SPAN 077 PZ. Teaching for Communicative Competency. This 0.5 credit course on teaching/learning communicative competence in a second language will prepare new Conversation Leaders/Tutors to effectively conduct conversations and activities with students who are beginning learners of Spanish. Fall, P. Gutierrez.

MS 088 PZ. Media Mexican Visual Cultures. (See Media Studies 88). For Spanish credits consult Spanish faculty at Pitzer (Professor Jorge) before registration. This is an upper division course and advanced level of proficiency in Spanish is required. J. Lerner.

SPAN 100 PZ. Spanish in the Community: Children of Immigration. This course focuses on children of immigration. It explores the forces that shape their adaptation to a new country, their schooling and literacy process, their language use and sense of identity, the relation with family and the cultural processes that take place as they learn to become part of the new society. Readings from social science, literature, and contemporary discussions. Required weekly community service. Prerequisite: 4 semesters of Spanish or equivalent. Interview and permission required to enroll. Fall/Spring, E. Jorge.

SPAN 100A PO Advanced Spanish for Heritage Speakers. Designed for students whose greater exposure to Spanish has been at home rather than the classroom. Students will produce writing in various formats, while continuing to develop skills in the correct use of spelling, the written accent and other grammatical aspects. Letter grade only. Prerequisite: SPAN 044. (Pomona).

SPAN 101 SC. Introduction to Literary Analysis. Also SPAN 101 CM & SPAN 101 PO. This class provides students with both the tools for and the practice of interpreting and analyzing texts in Spanish. Students will be given a general overview of pertinent, major literary currents and movements and will study the major genres: poetry, narrative, theater and essay. Readings are taken from both Peninsular and Latin American literary traditions. Prerequisite: SPAN 044 PZ or equivalent. (This class is offered at CMC, Scripps and Pomona).

SPAN 102 CM. Latin American Culture and Civilization. This course will introduce students to the richness of cultures in Latin America from pre-Columbian days to the present. We will study selected themes, which demonstrate the unique political, social and artistic components of Latin American culture. Background readings will come from our texts and we will complement them with guided readings and research on the web. Prerequisite: SPAN 044 PZ or equivalent. (CMC)

SPAN 103 SC. Advanced Conversation and Composition. Designed to develop oral and written skills in Spanish at the advanced level and is organized around a series of cultural and controversial topics of current interest concerning the Hispanic world. Literary, cultural and social science texts, supplemented with films and other audiovisual materials. Prepares students for advanced courses in Spanish literature and civilization. Prerequisite: SPAN 044 PZ or equivalent. (Scripps). [offered annually]

SPAN 105 PO. Spanish Film. 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: SPAN 044 PZ or equivalent. (Pomona).

SPAN 106 PO. Images of Latin America. Explores the construction and dissemination of predominant images of Latin America through topics such as women, family, sexuality, religion and violence. A close examination of both narrative and film. Emphasis on the

development of oral and written skills, including several oral presentations. Prerequisite: SPAN 044 PZ or equivalent. Montenegro. (Pomona).

SPAN 107 PO. Identity Matters in Latin American Literature and Culture. A writing course that explores the topic of identity in the context of national cultural productions. Emphasis on oral discussion of texts and techniques that challenge models of selfrepresentation. Includes works by Maria Luisa Bombal, Ernesto Sabato, Adolfo Bioy Casares, Luisa Valenzuela, Aristides Vargas, Carment Boullosa, Magali Garcia Ramis and others. Prerequisite: SPAN 044 PZ or SPAN 050 PZ. Davila-Lopez (Pomona).

SPAN 109 PO. Introduction to Hispanic Linguistics. Examines the phonological, morphological and syntactic aspects of modern Spanish to understand how it functions as a linguistic system. Includes a detailed unit on sociolinguistics, examining synchronic variation according to speaker (considering such variables as gender, age and class) and according to situations of use. Students will assemble a corpus of data collected from various media (audio, visual and textual) and use it to investigate a specific aspect of the structure of modern Spanish. Prerequisite: SPAN 044 PZ. Divita (Pomona).

SPAN 110 SC. Introduction to Spanish Civilization. A 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 tradition. Special attention will be paid to the multicultural situation of Spain (Christians, Moslems, and Jews) and its contributions to European civilization. Prerequisite: SPAN 044 PZ or permission of instructor. C. Lopez. (Scripps)

SPAN 120A PO, SPAN 120B PO. Survey of Spanish Literature. Survey of Spanish literature readings in selected literary masterpieces from the Middle Ages to the present, coordinated with lectures, films and visual presentations and discussions. First semester: the jarchas through the Golden Age (poetry, narrative, and theater). Second semester: 18th century to the contemporary period (rationalism, romanticism, and the Generations of 98 and 27). Prereq: SPAN 044 PZ or permission of instructor. C. Lopez/J. Wood. [These courses are offered alternate years at Scripps and Pomona]

SPAN 122 CM. Immigration in Spanish Literature and Film. From an interdisciplinary perspective, this course explores the significant role of culture (novels, films, songs, newspaper articles, photography, etc.) in the construction of the social imaginary of the immigrant in Europe, particularly in Spain. It focuses on narratives about immigrants from Africa (Morocco, Senegal), Latin America (Cuba, Dominican Republic), Eastern Europe (Romania, Poland), and Asia (China, Bangladesh), examining the complex identities of both Spaniards and immigrants. Major themes are: "Global" vs. "local"; stages of migrants' journeys (departure, border-crossing, arrival); conceptions of hybridity, otherness, border, "new Europeanness," and neo-racism; role of history and religion in the acceptance/rejection of foreigners; feminization of immigration. Prereq: SPAN 101 or above. Vega-Duran (CMC). [offered every other year]

SPAN 124 CM. Visions of Democracy: New Spanish Voices after the Fall of the Dictatorship. The fall of Franco's authoritarian regime brought an amazing new cultural diversity to Spain. This course explores new voices (women, transvestites, generation X,

political exiles, and others) that have reappeared in literature, film and mass media since 1975. How were they silenced under dictatorship? How did the transition change literature, film and historical memory? How have new voices constructed competing visions of democracy? We consider life under dictatorship: “La Movida” of the 1980s; ETA and terrorism; youth and gender movements; popular culture and the construction of new Spanish identities in Almodovar, Bollain, Amenabar, Tusquets, Martin Gaité, Govisolo, Medicutti, and others. Vega-Duran.

SPAN 125A PO, SPAN 125B PO. Survey of Spanish American Literature. Also SPAN 125A/B CM. Introduction to the principal authors, works and movements of Spanish American literature from its origins to modern times. Lecture and discussion. Prerequisite: SPAN 044 PZ or equivalent. [offered every year, alternating between CMC and Pomona]

SPAN 126 PO. In Short: Latin American Story-Telling. Explores major fictional trends characterizing the contemporary Latin American short story. Emphasis on the fantastic, the magical, the surreal, the feminist and the realist. Authors include Horacio Quiroga, Lydia Cabrera, Jorge Luis Borges, Juan Rulfo, Clarice Lispector, Julio Cortazar and Angeles Mastretta. Spring 2012, Montenegro (Pomona).

SPAN 127 CH. Literatura Chicano 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. Prerequisite: SPAN 044 PZ. R. Cano Alcalá. R. Alcalá (Scripps).

SPAN 129 PO. Early Modern Women Writers. How women writers in Early Modern Spain and Colonial Latin America asserted authority to write when discouraged from doing so; how they defined and negotiated their relationship to Imperial Spain; the representation of gender and sexual dissidence; and the development of a protofeminist consciousness advocating social justice. Cartagena-Calderon (Pomona).

SPAN 130 PO. Spectacles of the Body in Contemporary Latin American Fiction and Culture. Explores how sexual and textual bodies become grounds for racial, gendered and historical inscriptions. Analyze writing and performance from theoretical and cultural perspectives. Prerequisite: Span 101. Letter grade only. Montenegro (Pomona).

SPAN 135 PZ. Los Angeles: La Ciudad, su Gente y sus Historias/Los Angeles: The City, its People and its Stories. An exploration of Los Angeles, its history and stories, and the complexities of its present times. It explores the lives of Angelinos and the urban spaces they inhabit, its cultural geography, their everyday cultural practices, films, music, art and the environment. Emphasis on the Latino community living in LA, in the context of other ethnicities, social inequalities, frictions and social struggles. Students will work on documenting short stories of Angelinos and the backdrop of the city’s visual culture. Fall, E. Jorge.

SPAN 140 PO. From the “Boom” to “Literatura Lite”: Gender and Genre in Contemporary Latin American Literature and Culture. Describes and interrogates two moments in Latin American literary and cultural history: the “Boom” and the as-yet

undertheorized “present.” Issues explored will include: difficult versus easy (“lite”) forms of writing and their relationship to representations of the writer and reader, to literary history and “the” canon, the market, popular culture, national and ethnic identity, gender and genre. Chavez-Silverman (Pomona).

SPAN 142 PO. Tropicalizations: Transcultural Representations of Latinidad.

Problematizes self/other binary among Latin Americans, Anglo-Americans and U.S. Chicano/Latinos. Includes primary texts in Spanish and English and readings in literary, cultural and gender/sexuality studies. A course in Women’s/Ethnic Studies highly recommended. Chavez-Silverman (Pomona).

SPAN 146 PO. El deseo de la palabra: Poetry or Death. Explores Latin American (U.S. Chicano/Latino) poetry from modernismo through the present, including canonical as well as extra- or post-canonical poets. Special attention to presentation of gendered subjectivity and sexuality. S. Chávez-Silverman (Pomona).

SPAN 148 CM. Special Topics in Spanish. In 2007–08 the topic was: Visual Readings of Spanish American Literature. This course undertakes a word-and-image approach to a variety of genres and media from the colonial period to the late 20th century. Our singular approach will bring the breadth of Latin American literature into sharp visual focus, from the remarkable illustrations by the indigenous chronicler Felipe Guaman Poma de Ayala to the haunting tapestries created by Chilean women to protest the Pinochet dictatorship, the groundbreaking 2005 exhibit *Retratos: 2,000 Years of Latin American Portraits* and other notable points along the way. Prerequisite: Spanish 101. Staff (CMC).

SPAN 150 CM. Nation and Identity in 19th-Century Spanish America. After the Wars of Independence (1810–1824) in Spanish America, writers and intellectuals in the new Spanish American nations had to confront the problem of defining and articulating their national identities. In this course, we read some of the most important texts (novels, short stories, poetry, and essays) that treat the topic of national identity, with particular focus on gender, race and ethnicity, regionalism, and social class. We also put literary works in their cultural and historical contexts. Prerequisite: Spanish 100 or above or permission of instructor. Skinner (CMC). [offered every other year]

SPAN 152 CM. Gender in 19th-Century Spanish America. Nineteenth-Century Spanish America experienced great upheaval after the Wars of Independence from Spain (1810–1824). Among the topics of contention as the newly-formed Spanish American nations struggled to formulate sustainable political agendas was the topic of gender. Men and women intellectuals alike responded to dominant discourses from Europe and North America and ways in which authors dealt with the concepts of masculinity and femininity; sexuality and chastity; the family; and the public and private spheres. Prerequisite: Span 100 or above. Skinner (CMC). [offered every other year]

SPAN 155 CM. The Latin American Short Story. This course will examine major literary and cultural trends demonstrated in Latin American short fiction. We focus on writings from the 19th and 20th centuries and follow the construction of nations in the post-independence era and the issues of national identities in present day Latin America. We study Realist and Regionalist trends, the role of experimentation and innovation in Fantastic and Existentialist

texts and the roles of the past in recent short stories from a continent looking toward the future. Prerequisite: Spanish 100 or above. Skinner. [offered every other year]

SPAN 155 SC. Short Fiction by Hispanic Women Writers. This course will analyze the narrative techniques peculiar to the genre of the modern short story, while also studying the works in their historical, cultural, and literary contexts. Women writers from Spain and Latin America will include, among others, Ana Maria Matute, Emilia Pardo Bazan, Isabel Allende, and Angeles Mastretta. Prerequisite: SPAN 044 PZ. J. Wood.

SPAN 156 SC. From Macondo to McOndo: Revisiting the Latin American Short Story. This class will focus on rethinking one of the most cultivated genres in Latin American literature, the short story. We will take as a point of departure canonical texts by Jorge Luis Borges, Julio Cortazar, Juan Rulfo and analyze the evolution of the genre throughout the 20th and 21st centuries. The new short story authored by writers such as Fugets, baily, Montero, Obejas, Kam Wen and Kazumi Stahl will allow us to delve into issues as diverse as immigration, “estetica queer” and gender and the urbanization of Latin America as well as reassess the question of magical realism. Prereq: SPAN 044 PZ. M. Perez de Mendiola.

SPAN 158 CM. Revolutions and Revolutionary Thought in Spanish America. It could be said that the Latin American countries were created out of a violent revolution. Since then some nations have undergone dramatic revolutions that have radically altered the political, cultural, economic, and social scenes. This course focuses on the literature of (and against) revolutions and on revolutionary thinking throughout Latin America. The specific focus may vary from semester to semester, but typically will include an examination of the revolutionary literature of Mexico, Cuba, and Nicaragua, as well as texts produced in countries such as El Salvador, Peru, Venezuela, Chile, and Argentina, among others. Prereq: Span 100 or above. Skinner (CMC). [offered every other year]

SPAN 164 SC. Masterpieces of Hispanic Theater. A survey of theater masterpieces from the repertoire of Spain and Latin America, from the Golden Age through the present. The reading list will change each time that the class is offered, permitting students to repeat the course for credit. Films, videos, and field trips to live performances. Prereq: SPAN 044 PZ. C. Lopez (Scripps).

SPAN 170 PO. Don Quixote and Cultural Identity. Situates Don Quixote in its historical and cultural moment while examining the intersections of literary representation and highly charged cultural issues such as gender, sexual practices, unorthodox forms of desire, power, “race,” class, ethnicity, marginality, crime, social justice, imperialism, nation-building and colonialism (Don Quixote as “conquistador” and the conquistadores as “quixotic”). Prereq: Span 101. Letter grade only. CartagenaCalderon (Pomona).

SPAN 175 SC. From Freedom and Democracy to Dictatorship and Repression: The Aftermath of the Spanish Civil War, 1936–1975. 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 cause of the war and its disastrous consequences for the intellectual life of Spain through the study of different forms of

expression such as literature, cinema, painting, and graphic art of the period. Readings will include selected works by Machado, Garcia Lorca, Alberti, Miguel Hernandez, Gillen, Ayala, Goytisolo, Aldecoa, Mart'n Gaité, and Roig. Prereq: Span 110 or similar level. C. Lopez. (Scripps).

SPAN 176 SC. From Tyranny to Democracy: The Politics of Culture in Spain Between 1975–1992. The death of Franco in 1975 marks the end of thirty years of dictatorship and new beginnings for Spain. This course will examine the transitional period from dictatorship to democracy through the study of several forms of expression such as cinema, the press, literature and art. Readings will be selected from newspapers and literature of the period. Prerequisite: SPAN 044 PZ or equivalent. Pérez de Mendiola (Scripps).

SPAN 178 CM. The New Latin American Cinema: History, Politics, Gender and Society. Traces the development of Latin American cinema from the formative years of the 1960s through the 1990s. Examines both films and theoretical writings of pioneering filmmakers, paying special attention to the emergence of a new women's cinema in the '80s and '90s. Prerequisite: Spanish 100 or above, or permission of instructor. S. Velazco (CMC) [offered every third year]

SPAN 179 CM. Mexican Cinema in the New Millennium. The popularity of Mexican cinema has grown recently, thanks to a number of films that have done very well at the box office and won recognition at international film festivals. This course explores the development of Mexican cinema in the 21st century (2000–2010), focusing on the most innovative filmmakers. It examines thematic and stylistic variety in films dealing with history, politics, gender, democracy, and society. We also will consider Mexican filmmakers that are filming in Hollywood such as Alfonso Curaron, Guillermo Del Toro and Alejandro Gonzalez Inarritu, as well as the impact of globalization in Mexican film production. Prereq: Span 100 or above, or permission of instructor. Offered every third year. Velazco (CMC).

SPAN 179 SC. Fe, Esperanza, Amor y Muerte: Women Writers of the Hispanic World. An exploration of the contribution of women from Spain and Latin America to the world in the areas of spirituality, government, politics, sciences, and art, through the analysis of literary discourse. The scope of the course ranges from the Renaissance to the present time. Prereq: Spanish 120a or b, or permission of instructor. C. Lopez, M. Perez de Mendiola (Scripps).

SPAN 180 PO. A Time of Crisis: Spanish Literature from 1898 to 1936. Explores the literary transition from realism to modernism, focusing on the crisis caused by the loss of empire and the internal conflicts leading to the Spanish Civil War. Fall 2011. Coffey (Pomona).

SPAN 182 CM. Latin American Documentary Cinema. This course provides a comprehensive introduction to the thematic and stylistic variety in documentary films from and about Latin America. We will examine a series of questions related to the content, form and politics of documentary films. The course will include documentaries by Santiago Alvarez, Fernando Birri, Luis Bunuel, Patricio Guzman, Luis Ospina, Fernando Perez, Lourdes Portillo, Marta Rodriguez, Juan Carlos Rulfo, Fernando Solanas, Carmen

Toscano, Win Wenders, among others. Prerequisite: Spanish 100 or above, or permission of instructor. S. Velazco (CMC). [offered every other year]

SPAN 184 SC. The Image and the Word/La imagen y la palabra. The relation between writing, painting, photography and cinema might at first be viewed as a simple and familiar combination of visual and verbal art as felicitous interplay based on affinity and compatibility. However, it also generates numerous theoretical speculations with far-reaching implications for the theorization of art and literature. The potentially frictional relations between the visual image and the written text are especially pertinent for a discussion of the artworks of many Latin American and Spanish artists and writers. Prereq: SPAN 044 PZ. M. Perez de Mendiola (Scripps).

SPAN 185 PO. The Avant-garde in Spain. Explores the unusual nature of the Spanish avant garde. Includes the poetry of Lorca, Salinas, Guillen and Cernuda and the plays of Lorca and Cuero Vallejo. Studies the tension between dictatorship and society in the work of Laforet and other authors. Will include poetry, narrative and drama. Prereq: Span 101 or score of 4 or 5 on the AP Spanish Literature exam. Letter grade only. M. Coffey (Pomona).

SPAN 186 PZ. Latin American Cultural Diaspora. This course explores the forces that have shaped recent migration and immigration experiences of Latin Americans. Consideration is given to how in these contemporary diasporas culture travels and adapts to global and specific local circumstances; the role that language maintenance, cultural hybridization or syncretism and kinship structures play in these processes; the development of global networks of mutual trust; the demands of globalization; and the literal or symbolic desire to return to the homeland, or maintain a virtual and sometimes political influence. Prereq: SPAN 100 PZ to SPAN 104 PZ course/equivalent or instructor's permission. E. Jorge.

SPAN 187 PZ. 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. Prereq: SPAN 100 PZ to SPAN 104 PZ course/equivalent or instructor's permission. E. Jorge.

SPAN 189 PZ. Seminar on Contemporary Issues in the Spanish Speaking World. Students will review current newspapers, magazines, Websites, 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. Prereq: SPAN 100 PZ to SPAN 104 PZ course/equivalent or instructor's permission. E. Jorge.

SPAN 199 PZ. Senior Research Project Seminar. This course can take the form of a thesis, a major essay paper, or another form of applied research. Students will present a

proposal to the faculty at the end of the previous semester. For community-based research projects students need previous knowledge and collaboration agreements with the community in question. Fall, E. Jorge

Modern Languages, Literatures and Cultures: 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 creative thinking.

WRIT 016 PZ. The Writing Process. An introductory course in composition designed to develop the reading, critical thinking, and writing strategies, including research and documentation skills, necessary for academic success. Class emphasis is on using sources to develop well-organized, original scholarly arguments. The class will include lectures, class discussion and participation, and writing workshops. Students will write two short analysis papers, one 8–10 page research paper and two in-class essays. Fall, S. Stallard.

WRIT 020 PZ. Creative Nonfiction. A writing course that emphasizes fictional and poetic techniques in the creation of literary nonfiction. Students will write short narratives about nature, personal essays, memoirs, biographies, and literary journalism pieces. Students share papers in writing workshops and submit both a midterm and a final portfolio. Readings for the course will include writers such as Annie Dillard, Jon Krakauer, Mary Karr, and James McBride. Students who previously have taken Creative Nonfiction are eligible to enroll in this class.

WRIT 028 PZ. Workshop in Journalistic Writing. This half course is designed to help student reporters for campus publications improve the quality of their journalistic writing. It provides opportunities to experiment with news, feature, and editorial formats. Weekly workshops provide constructive critiques of students' drafts before they publish their stories. Fall, L. Petersen.

WRIT 030 PZ. Writing the Southern California Landscape. This course examines the Southern California landscape through the eyes of novelists, journalists, filmmakers, and historians. Students will consider works focusing on Los Angeles and its surroundings, including fiction by Raymond Chandler, Joan Didion, and Karen Tei Yamashita, and films such as *In a Lonely Place*, *Chinatown*, and *Blade Runner*. Fall, J. Andres.

WRIT 080 PZ. Advanced Academic Writing. An advanced course in using sources to develop original scholarly arguments. To make discussions and assignments interesting for the entire class, required texts will focus on a common theme of bioethics. Each student will be expected to choose an issue such as abortion, designer babies, or euthanasia that will be the focus of a series of short papers and one long final paper. Class emphasis will be placed on techniques for writing research papers.

WRIT 115 PZ. Rhetoric and Argument. A course for students interested in argumentation and the rhetorical analysis of articles and speeches on current controversies. The course focuses on expanding critical thinking through discussion, debate, oral presentation and, primarily, through writing. Students receive constructive feedback through writing workshops on their drafts of critiques, position papers, and a proposal. Spring, S. Stallard.

WRIT 126 PZ. 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, nonfiction, poetry and other sources for narrative threads.

MUNROE CENTER FOR SOCIAL INQUIRY

The Munroe Center for Social Inquiry at Pitzer College promotes interdisciplinary research and public discussion of important issues concerning society, cultures, and public policy. Each year the Center sponsors a themed series of events, including lectures, seminars, panel discussions, exhibitions, screenings and/or performances. Students of the Claremont Colleges can apply to be Student Fellows of the Center for each spring semester. MCSI Student Fellows enroll in MCSI 195 PZ (Advanced Seminar in Social Inquiry), which involves attending all of the spring events of the Center, small group meetings with the Center's visiting speakers, and the preparation of a semester long research paper or media presentation. The position of Student Fellow in the Center is limited to 18 students, with 12 spaces reserved for Pitzer students and up to six spaces available for students from the other Claremont Colleges. Applications are available from the Dean of Faculty's office and on the Center's website and are due in Nov. 2013. In the spring of 2014, the Center's theme of inquiry is Technology. The Director for 2013-14 is Professor Alexandra Juhasz. For more information about the Center, see www.pitzer.edu/mcsi.

MCSI 195 PZ. Advanced Seminar in Social Inquiry. Topic for Spring 2014: **Technology.** One definition of "technology" might be "things people make and use to improve their experience and world." From the wheel to the iPhone, some see the invention and use of technologies as forces towards human's liberation or equality, while others understand technologies as reinforcing divisions in society. Does our understanding of who owns, builds, sells, and uses technology allow us to better understand how it shapes us as much as we shape it?. Spring, A. Juhasz.

MUSIC

A joint program with Scripps, Claremont McKenna and Harvey Mudd Colleges. Consult the course schedule for day and time of each offering.

MUS 003 SC. 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. This course, or its equivalent, is a prerequisite for Music Theory I at Scripps College. A. DeMichele, W. Lengefield, Staff. D. Cubek, Staff. [offered each semester]

MUS 081 JM. Introduction to Music: Sound and Meaning. This course explores important works of western music from diverse historical epochs through listening and selected readings. Elements of music, basic musical terminology, and notation are discussed. Attention is given to the relation of the arts—especially music—to culture and society. D. Cubek, C. Kamm.

MUS 173A JM/MUS 173B JM. Concert Choir: 1st & 2nd Year. A study through rehearsal and performance of choral music selected from the 16th century to the present with an emphasis on larger, major works. Audition required. Half-course credit per semester. C. Kamm. [offered annually]

MUS 174A JM/MUS 174 B JM. Chamber Choir: 1st & 2nd Year. A study of choral music from 1300 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. Singers in Chamber Choir also sing with the Concert Choir. Half-course credit per semester. C. Kamm. [offered annually]

MUS 175A JM/MUS 175 B JM. Concert Orchestra: 1st & 2nd Year. 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. D. Cubek. [offered annually]

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.

ONTARIO PROGRAM – URBAN STUDIES

Pitzer in Ontario is a justice-oriented, interdisciplinary program in urban studies and community-based research. With theoretical foundations in the social sciences and a strong emphasis on experiential education, the program allows students to understand the local impacts of globalization and to engage in social change efforts. These efforts are informed by long-standing relationships with community organizations, city agencies, and non-profits in order to identify and address pressing community issues.

Current Projects. Ongoing projects include food justice (urban farming), transportation justice (the Wheelhouse bike co-op), labor organizing (temporary workers' rights), education (college access), and civic engagement (voter registration).

The Ontario House. Pitzer in Ontario has one to two residential spaces that can be available for student researchers. The Pitzer in Ontario House, where our core classes are held, is located six miles from the Pitzer campus at 132 East H Street. Double rooms cost 75% of Pitzer's dorm rate, and meal plans are not included. Residency is not required in order to take the program.

Course Load. Students must take the three core Ontario courses simultaneously: ONT 101 PZ (Critical Community Studies), ONT 104 PZ (Social Change Practicum), and ONT 106 PZ (Applied Qualitative Methods). Together, these course count for 4 credits. The rest of our offerings may be taken independently.

Major Credit. Courses in the Ontario Program count toward several majors. Sociology counts any two Ontario classes toward the major; Environmental Analysis, Organizational Studies, and International/Intercultural Studies also count the program as major credit. Please discuss your decision to take the Ontario Program with both Ontario staff and your major adviser before enrolling.

Launching Pad/Landing Pad. The Ontario Program is a fantastic way to prepare for, or return from, study abroad. Taking the program before studying abroad gives students solid grounding in ethics, critical inquiry, and methods and facilitates directed independent study projects. Returning students bring skills gained during the semester away and apply them to local issues, easing back into Pitzer life in a non-traditional, experiential setting. Students who do both Ontario and Study Abroad programs may be well positioned to write a Local/Global senior thesis, which takes a multi-sited approach to a topic of interest.

Course Offerings

ONT 101 PZ. Critical Community Studies. Utilizes Southern California as a case study to examine how global trends impact local issues. Working in a seminar format, students discuss how power shapes social and environmental problems, network and coalition building, and political movements. The class provides a theoretical and contextual framework for understanding broad-scale public policy failures. Special topics include environmental justice, immigration, homelessness, education, gangs, and the prison system. We are particularly interested in links between exclusion and structural violence,

symbolic devices of Othering, the growth of a surveillance society, and movements toward more just urban landscape. Several field experiences, including a trip to the U.S.-Mexico border, expand on course themes. 1.5 credits. Spring, S. Phillips.

ONT 104 PZ. Social Change Practicum. This class explores community building, positionality, and social change through engagement with texts, interactive activities, guest speakers and field trips. We critically examine intersections between charity, service, social justice, activism, and academia through writing, discussion, and praxis. The course requires a fifteen-hour per week internship or other suitable community work that furthers Ontario-based social change efforts. Partnerships have been established with numerous organizations in the local area. 1.5 credits. Spring, T. Dolan.

ONT 106 PZ. Applied Qualitative Methods. This course constructs the bridge between academia and activism through practice-based research. The study of diverse aspects of qualitative inquiry culminates in the execution of a complete applied research project. We explore the role, responsibilities and ethics of an applied researcher, reviewing various types of inquiry that fall under the umbrella of qualitative research (i.e., ethnography, participatory action, narrative inquiry, participant-observation, applied research). Students directly impact not only their own intellectual knowledge base, but crucial social issues in the world around them. Students leave the course with a strong foundation to carry out systematic research using focus groups, ethnography and person-centered interviews. 1 credit. Spring, A. Francoso.

ONT 110 PZ. Healing Ourselves & Healing Our Communities. This course will explore the presuppositions of indigenous and non-indigenous philosophy and how they affect individual and community health and healing, social ecology and social justice. Through community-based service and research students, will be exposed to applied alternative strategies for healing human and environmental landscapes. Hicks-Petersen [not offered 2013-2014].

ONT 170 PZ. Advanced Research Practicum. In this course, students advance the scholarly inquiries they began in their previous internship placements as part of the Pitzer in Ontario program. Expanding their initial semester commitment in this follow up course, students will deepen community-based research projects in their respective internship sites. This course is also suitable for students who have not yet completed the Ontario Program, but who have significant enough experience in Ontario-related projects to merit inclusion among advanced students. Prerequisite: ONT104 PZ and ONT 106 PZ or significant experience in Ontario-related programs. Fall, S. Phillips

ORGANIZATIONAL STUDIES

Organizational Studies is an interdisciplinary course of study focusing on administrative, economic, political, psychological and sociological factors that affect cooperative human systems. A major in Organizational Studies emphasizes an understanding of how organizations operate, how they affect society and how they change. Students are encouraged to design a specific thematic focus to structure the depth of their study.

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 Advisers: J. Lewis. Affiliated faculty: N. Boyle, M. Federman.

Requirements for the Major

Organizational Studies majors take twelve courses from three groups that provide: breadth, core and depth for the major. The courses include a set of four 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.

1. Breadth

Four breadth courses are required, one from each of four fields of study: economics, political studies, psychology and sociology. Breadth courses are Microeconomics (ECON 052 PZ); Comparative Politics (POST 30 PZ), Congress and the Presidency (POST 020 PZ), or another government course relevant to the student's interests; Social Psychology (PSYC 103 PZ); and one course on the impact of organizations on society.

2. Core

Students complete **five core courses**. Three are required: Organizational Theory (ORST 100 PZ), Organizational Behavior (ORST 135 PZ) and any statistical methods course (ECON 091 PZ, POST 091 PZ, PSYC 091 PZ, or SOC 101 PZ).

Two additional core courses are chosen from those below:

Cases in Management (ORST 105 PZ), Directed Fieldwork (ORST 110 PZ), Manufacturing Tales (ORST 120 PZ), Nature of Work (ORST 148 PZ), Social Responsibility and the Corporation (ORST 160 PZ), Negotiating Conflict (ORST 192 PZ), Ontario Internship program (by special arrangement), and occasional topics or seminar courses which may be selected with the adviser, such as ORST 198 PZ.

3. Depth

In consultation with their advisers, students select **three courses for depth** which together represent either a single theme or provide further work in one of the breadth

fields. Sample topics have included nonprofit administration, arts management, labor studies, organizational communication, finance and accounting, information technology, women and work, organizations and economic development, leadership and others. A brief rationale describing how the choice of depth courses represents the student's theme should be filed with the adviser 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 integrate their topical interests. Topics can also frequently be pursued in coordination with study abroad.

Combined Majors: 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 advisers.

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.

BA/MSIS Accelerated 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 majors the opportunity to obtain an accelerated MSIS degree. Students must formally apply in the fall and be admitted into the Information Science Program at CGU 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 19-course program that requires nine courses from the Organizational Studies major and 10 from the Information Science Program. This joint degree is designed to be completed in at least one year beyond the BA 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:

POST 020 PZ. Congress and the Presidency. (See Political Studies 20).

POST 030 PZ. Comparative Politics. (See Political Studies 30). N. Boyle.

POST 040 PZ. Global Politics. (See Political Studies 40). G. Herrera.

ECON 051 PZ. Principles of Macroeconomics. (See Economics 51). E. Stephens.

ECON 052 PZ. Principles of Microeconomics. (See Economics 52). M. Federman.

ECON 091 PZ or PSYC 091 PZ. Statistics. (See Economics or Psychology 91). Spring, L. Yamane.

ORST 100 PZ. Organizational Theory. Examines the major ideas that shape the way we think about how people and institutions organize groups and work settings. Theorists include a long list from F. W. Taylor and Max Weber, to systems theorists and post-modern and feminist theorists. Prerequisite: one social science course or consent of instructor.

ONT 101 PZ. Critical Community Studies. (See Ontario Program 101). Fall/Spring, S. Phillips.

PSYC 103 PZ. Social Psychology. (See Psychology 103). J. Lewis.

ONT 104 PZ. Social Change Practicum. (See Ontario Program). Fall/Spring, T. Dolan.

PSYC 104 PZ. Experimental Social Psychology. (See Psychology 104).

ORST 105 PZ. Cases in Management of Organizations. 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: ORST 100 PZ or ORST 135 PZ

ONT 106 PZ. Applied Qualitative Methods. (See Ontario Program). Fall, T. Hicks Peterson/Spring, A. Francoso.

PSYC 107 PZ. Theories of Personality. (See Psychology 107). N. Rodriguez.

ORST 110 PZ. 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: ORST 100 PZ or ORST 135 PZ and PSYC 135 CM. Enrollment is limited.

SOC 111 PZ. Social Movements and Social Change. (See Sociology 111). E. Steinman.

ECON 115 PZ. Labor Economics. (See Economics 115). M. Federman.

ORST 120 PZ. Politics of Organizational Culture. [formerly 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, ergonomics and careers. Each student will prepare a project about an ongoing workgroup.

SOC 122 PZ. Sociology of Health and Medicine. (See Sociology 122). A. Bonaparte.

ORST 135 PZ. 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: ORST 100 PZ and/or PSYC 103 PZ. J. Lewis.

ECON 140 PZ. Development Economics (See Economics 140). E. Stephens.

POST 141 PZ. International Political Economy. (See Political Studies 141). G. Herrera.

POST 144 PZ. Global Security. (See Political Studies 144). G. Herrera.

ORST 145 PZ. Small Group Processes. 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. Enrollment is limited. Prerequisite: PSYC 103.

ORST 148 PZ. 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: ORST 100 PZ and ORST 135 PZ. Enrollment is limited. Fall, J. Lewis.

ORST 155 PZ. Decisions and Administration. Seminar on the contributions of James G. March and his mentor Herbert Simon to the understanding of "how decisions happen." We will discuss a variety of writings by March and his students, case studies, March's poetry, and illustrative films that draw on research and observation in many kinds of organizations. Prereq: ORST 100 PZ and ORST 135 PZ or equivalent.

ORST 160 PZ. Corporate 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 industrial accidents, human rights, sustainability, ethical questions and the responsibilities of corporate boards.

ORST 163 PZ. Organizational Aspects of Education. This course will focus on understanding the educational system through the lens of organizational systems. Through the exploration of organizational literature and its application to current school issues, we hope to better understand the interconnected activities faced by the educational system. Prereq: ORST 100 PZ and ORST 135 PZ or instructor permission. Fall, J. Lewis.

ECON 176 PZ. Economics of the Public Sector (See Economics 176). M. Federman.

ORST 177 PZ. Organizational Communication. Spring, J. Lewis.

PSYC 177C PZ. Seminar in Organizational Communication. (See Psychology 177c). J. Lewis.

ECON 182 PZ. Economic History of Globalization. (See Economics 182). E. Stephens.

ORST 192 PZ. 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 arbitration, mediation, and forms of alternative dispute resolutions. We consider a wide variety of cases. Students will gain experience negotiating difficult situations.

ORST 198 PZ. Topics on Organizations: Organizational Dynamics and Managing Change. This course offers an in-depth examination of change processes, models and leadership required for organizational transformation. This course adopts an “action learning” perspective whereby learning is best achieved through practice and reflection on that practice. Topics include approaches to change management, organization learning, consulting skills and organization development. MCSIt. Fall, N. Wallis.

ORST 199 PZ. Senior Thesis. Staff.

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 Advisers: A. Alwishah, 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:

1. Five core courses: Philosophy 31 (History of Ethics) or Philosophy 32 (Ethical Theory); Philosophy 40 (Ancient); Philosophy 42 (Modern); Philosophy 60 (Logic); and Philosophy 30 (Knowledge, Mind & Existence)
2. Three elective non-introductory courses in philosophy to be chosen from the offerings of the 5 colleges and CGU in consultation with the students' advisers;
3. A senior capstone project designed and completed in consultation with the Pitzer Philosophy Field Group. Two ways of meeting this requirement are: a) completing a senior thesis, normally involving taking a one-credit "Senior Thesis" Independent Study; or b) taking a senior seminar class in philosophy, which could be an appropriate upper-division philosophy course. Note that completing a senior thesis with distinction is a necessary condition for being nominated for "Honors in Philosophy" upon graduation.

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 adviser by the beginning of the junior year. Special or joint majors choose a second adviser from Pitzer or any of the other colleges.

Please note that History of Ideas courses that are not cross listed in Philosophy cannot be used to satisfy requirements for the Philosophy major or minor.

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.

PHIL 001 PO. 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. P. Thielke (Pomona).

PHIL 003 PO. 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).

PHIL 004 PO. Philosophy in Literature. Discussion of various aspects of the human condition, personal and social, as presented in various works of literature. S. Erickson (Pomona).

PHIL 005 PO. 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).

PHIL 007 PZ. Introduction to Philosophy. 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, A. Alwishah.

PHIL 030 PZ. 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. Fall, B. Keeley

PHIL 031 PZ. 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.

PHIL 032 PO. 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. J. Tannenbaum (Pomona).

PHIL 033 PO. Social & Political Philosophy. Classical and modern sources on the nature of the state, justice and rights. Addresses questions such as these: Should we have a state at all? What is a just society? What powers does the state have? Must individuals obey the state? M. Green (Pomona).

PHIL 034 PO. Philosophy of Law. Concerns the nature and substance of law. Addresses questions such as these: What is law? How should judges interpret the Constitution? When, if ever, is punishment justified? When does one private party commit a tort against another? Spring, M. Green (Pomona).

PHIL 035 PO. Normative Ethics: Principles, Problems, Applications. This course approaches the study of ethics through a focus on principles, problems and applications, rather than (as Ethical Theory does) through the study of classical ethical theories and the foundations of ethics. The course will focus on different problems in different years; e.g., hard cases for J.S. Mills' Harm Principles and the concept of personhood and its role in ethics. Spring, J. Tannenbaum (Pomona).

PHIL 036 PO. Environmental Ethics. In this course, we will reflect critically upon and discuss questions about humans' place in and responsibility for the state of the "natural world". Specific topics discussed will vary, but will include (some of) the following: the moral status of non-human animals and non-animate beings, the environmental consequences of our reliance on industrialized agriculture and biotechnology, the social and psychological factors that stand in the way of our making "green" choices, the desirability and possibility of our formulating a coherent and compelling "global ethic." N. Davis (Pomona).

PHIL 037 PO. Values and the Environment. We will discuss various issues in the area of environmental health and environmental public policy and consumption/ consumerism. N. Davis (Pomona).

PHIL 038 PO. 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, N. Davis (Pomona).

PHIL 040 PO. Ancient Philosophy. The origins of Western philosophy through reading and discussion of its classical sources, including the Presocratics, Stoics, Epicureans, Plato, and Aristotle. Lecture and discussion. Fall, R. McKirahan (Pomona).

PHIL 042 PO. History of 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).

PHIL 043 PO. Continental Thought. Beginning with a review of Kant, German idealism (Fichte through Hegel), Kierkegaard, Schopenhauer, Nietzsche, Heidegger, Foucault, and Derrida will be considered. Fall, S. Erickson (Pomona).

PHIL 049 PO. Science and Values. Addresses issues at the intersection of science and policy. Focuses on different specific issues in different years, including such things as: the “junk science” wars, debates about teaching “Intelligent Design,” pharmaceutical companies’ marketing practices and FDA regulations, eugenics, “Franken foods,” etc. Addresses issues at the intersection of science and policy. N. Davis (Pomona).

PHIL 052 PZ. Philosophy of Religion. The philosophy of religion is concerned with philosophical reflection on a broad range of questions concerning religious belief. The nature of religious belief is quite varied across cultures. In Western theism belief in God and a belief in personal immortality are two central religious beliefs. So philosophy of religion in the West is largely concerned with explicating and clarifying the concept of God and life after death, as well as considering the alleged reasons for supposing God exists or that there is life after death. However, in other traditions belief in reincarnation and karma are central beliefs and so questions regarding the nature, meaning and justification of the concepts of reincarnation and karma are important for an Eastern philosophy of religion. In this course, we will examine similar philosophical questions from Western and Eastern religious traditions as well as African, Native American and a variety of other world religions. Fall, A. Alwishah.

PHIL 060 PO. 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, P. Kung (Pomona).

PHIL 062 PZ. Chance and Scientific Reasoning. How should we reason in conditions of uncertainty? We confront this question often, but particularly in the sciences, where we routinely need to reason using probabilities or make use of inductive methods. The probability calculus, inductive logic, conditional probability and Bayes’ Theorem for updating our beliefs based on new evidence will all be explored. B. Keeley (not taught 2013-14).

PHIL 070 PO. Art and Aesthetics. This class will focus on issues in contemporary aesthetics and philosophy of art, including the nature of art and its value, the nature of creativity and its role in the production of artwork and the moral significance of art. L. Perini (Pomona).

PHIL 071 PO. History of Aesthetics. A survey of various aesthetic theories, from antiquity to the 19th Century. Topics will include the nature of beauty, the epistemological status of aesthetic judgments and the connection between art and morality. Readings from Plato, Aristotle, Kant, Schopenhauer and Nietzsche, among others. P. Thielke (Pomona).

PHIL 080 PO. Philosophy of Mind. What can philosophers tell us about the mind? This course explores approaches—including scientific approaches—to explaining what the mind is. Can any of these views account for consciousness? Do they explain how thoughts can be about things? Do they allow that our mental states cause our actions? How can we know when something has a mind? P. Kung (Pomona).

PHIL 081 PO. Epistemology: Truth, Justification, Knowledge. The facts seem to matter: Does the movie start at seven? Do the brakes on the school bus work? Should we

teach evolution? Creationism? Both? But how do we know what the truth is? What makes some of our beliefs justified and others unjustified? Can we have any objective grasp on the truth? P. Kung (Pomona).

PHIL 084 PZ. Islamic Philosophy. From the ninth century CE to the present day, a set of philosophical topics has been systematically discussed and developed by philosophers in the Islamic world. In this course, we will examine a number of topics which include the nature of the universe (matter, space, and time), being and necessity, the existence and attributes of God, the nature and individuation of the soul, knowledge and perception, and free will. Through selective readings of philosophical texts, we will introduce the main figures, including Kindi, Farabi, Ibn Sina, Ghazali, Ibn Bajjah, Ibn Tufayl, Ibn Rushd, Tusi and Mulla Sadra. Fall, A. Alwishah.

PHIL 096 JT. God and Philosophy: A Conflict in Reason. This course will critically examine arguments, assumptions, and concepts central to the monotheistic traditions. Topics include religious belief, religious experience, the problem of evil, God and Goodness, the immortality of the soul, religious certainty and terrorism, and the Paradox of God's Attributes. (Scripps). [not offered 2013-14]

PHIL 103 PO. Philosophy of Science: Historical Survey. During the course of the twentieth century, the field of philosophy has developed a number of different theories concerning the nature and practice of science. The historical development of theories of science will be traced from the Vienna Circle and early 20th-century Logical Positivism, through the work of Thomas Kuhn ending with more contemporary views, such as feminist philosophy of science. [not offered 2013-14]

PHIL 104 PO. Philosophy of Science: Topical Survey. Introduction to a selection of topics in the philosophy of science, which might include the structure of scientific theories, the nature of scientific explanation, confirmation of scientific hypotheses, the difference between science and non-science, the reality of theoretical entities and contemporary critiques of science. Both Phil 103 and Phil 104 may be taken for credit, if desired and may be taken in any order. Prerequisite: College-level science course, philosophy course, or permission of instructor. Spring, L. Perini (Pomona).

PHIL 106 PO. Philosophy of Biology. In the life sciences, distinctive methods and concepts play key roles in the production of knowledge. This course investigates biological explanation, examines concepts such as fitness, adaptation, gene and species and addresses questions about whether biology reduces to physics and the role of evolutionary and genetic claims in explaining human behavior. Prerequisites: one college-level philosophy or biology course. L. Perini (Pomona).

PHIL 130 PZ. Controversies in Human Evolution. (Also listed in Psychology). 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, D. Moore/B. Keeley.

PHIL 155 PZ: Islam vs. Islam. In this course we will examine the major theological/philosophical traditions: the “rationalist” and the “traditionalist,” that emerged in early Islamic history and continues to exist to the present day. In the course of the examination, we will see how these two traditions FUNDAMENTALLY disagree on how to determine the nature of God, the status of the Quran, the significance of the prophetic tradition, and the roles of human reason on Muslim society. We will investigate these topics in the writings of thinkers from the classic period to the present-day, such as al-Ash’ari, al-Baqilani, al-Qadi, al-Ghazali, Aricenna, Averroes, Ibn Taymiyyah ‘Abd al-Wahab, etc. A. Alwishah. [not offered 2013-14]

PPE 160 PO. Freedom, Markets and Well-Being. Applies lessons from philosophy, politics and economics to questions of social theory and policy. Examples: the nature of well-being and health care policy. Intended to prepare PPE majors to write a senior thesis. Fall, E. Brown (Pomona).

PHIL 185E PO. Self, Language and Imagination. Seminar on some recent reflections on continental themes, generated by such thinkers as Rorty and Taylor. Emphasis will be on the role of language and imagination in political and existential discourses. Primarily discussion. S. Erickson (Pomona).

PHIL 185L PO. 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. P. Kung (Pomona).

PHIL 185M PO. Philosophy of Language and Mind. A philosophical introduction to topics in philosophy of language and philosophy of mind, which include: how words refer to things, what is it for a word/phrase/sentence to be meaningful, what role truth plays in understanding language, what role inference plays in understanding language, how sentences or thought depends on the mind vs. the world, what a mental representation is and how it compares with a sentence, the nature of consciousness and the first-person point of view, how to understand emotion vs. thought, philosophical consequences for our theory of mind from computer science and neuroscience. Topics vary from year to year. Prerequisite: One of 30, 42, 60, 80, PZ 103. May be repeated for credit. J. Atlas (Pomona).

PHIL 185N JT. Topics in Neurophilosophy. A selected examination of issues at the intersection of contemporary philosophy and neuroscience. Topics may include: the philosophical and theoretical bases of Social (Cognitive) Neuroscience, the neurobiology of belief attribution, the metaphysical relationship between mind and brain and the nature of the sensory modalities. Topics will be addressed from an interdisciplinary perspective, including not only philosophy and neuroscience, but also psychology, cognitive science and others. Prerequisite: either a Psychology, Neuroscience, or Philosophy course. Fall, B. Keeley/D. Scott-Kakures (Scripps).

PHIL 185Q PO. Topics in Science and Values. This course will examine a family of issues (1) mental/psycho-social health, (2) environmental and public health; (3) legal, regulatory and educational issues related to scientific research and science teaching; or (4) reproductive ethics. The focus will vary from year to year. N. Davis (Pomona).

PHIL 185S PO. Topics in Social and Political Philosophy. Detailed study of a particular issue. Examples: human rights, early modern political philosophy, the historical evolution of the concept of justice, contemporary theories of justice, issues in the philosophy of law. M. Green (Pomona).

PHIL 186E PO. Heidegger and the Tradition. A selective examination of Heidegger's understanding of poetry, tradition and truth. Comparisons with Hegel, Nietzsche, Wittgenstein and Derrida. Discussion. S. Erickson (Pomona).

PHIL 186H PO. Topics in History of Modern Philosophy. 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. P. Thielke (Pomona).

PHIL 186K PO. 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).

PHIL 186R PO. Russell & 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; and Wittgenstein's work (1929–1951). J. Atlas (Pomona).

PHIL 186S PZ. Spinoza and Leibniz on Reality. This course examines major topics in the writings of two modern philosophers, Spinoza and Leibniz. Topics such as existence, the nature of the universe, God, mind and physics, free will and determination, persistence through time, space and time, causation, and the principles of sufficient reason. A. Alwishah. [not offered 2013-14]

PHIL187A, B PO. Tutorial in Philosophy. Selected topics, determined jointly by the student and the tutor, conducted through frequent student papers evaluated in Oxford-style tutorial sessions. Prerequisite: written permission of instructor. 187A, full course. 187B, half course. May be repeated. By arrangement. J. Atlas (Pomona).

PHIL 187C PO. Tutorial in Ancient Philosophy. Selected topics in ancient philosophy. Requires regular meetings with the instructor to discuss original texts, interpretations and the student's written work. Sample topics: Pre-Socratic Philosophy, Socrates and the Sophists, Plato's theory of Forms, Aristotle's philosophy of science, Ancient ethical theories. May be repeated for credit. Letter grade only. Prerequisite: One course in ancient philosophy. R. McKirahan (Pomona).

PHIL 191 PZ. Senior Thesis in Philosophy. 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/Spring, A.
Alwishah/B. Keeley.

POLITICAL STUDIES

Political Studies examines political values, interests, institutions, power and the processes of governing. Courses explore these questions using a variety of methodological approaches.

Pitzer Advisers: W. Barndt, N. Boyle, G. Herrera, A. Pantoja, S. Snowiss, L. Tongun, R. VanSickle-Ward.

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 and policies of countries throughout the world, including the U.S.A.; Global 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; U.S. Politics examines politics and public policy in the U.S.A., including Latino, African American and Asian American politics.

Requirements for the Major

Satisfactory completion of twelve (12) courses in Political Studies. These must include:

1. Two introductory classes (choose from POST 030 PZ, POST 040 PZ, POST 050 PZ, and POST 060 PZ).
2. POST 070 PZ, Research Methods.
3. At least one course in each of the four sub-fields: U.S., Comparative, Political Philosophy and Global.
4. At least three upper-level courses in one of the four sub-fields (upper level courses may require that appropriate introductory-level courses have been taken).
5. A senior seminar, offered in Fall or Spring semester, which includes a major research paper.

Students are strongly encouraged to take the two required introductory courses in their first year. POST 070 PZ will normally be offered in the Fall and is best taken by students in their sophomore or junior years.

Senior Thesis: Those students who wish to write a senior thesis must present a proposal or paper to the Political Studies Field Group at the end of the prior semester for approval.

Honors: Exceptional students with a cumulative GPA of 3.5 or better may be awarded honors in Political Studies on the basis of the excellence of their work in the major and on a senior thesis.

AP Credit: AP courses in the field of politics and government with a score of 5 may be counted toward graduation, but not toward fulfilling the requirements of the major.

Political Studies majors intending to pursue graduate study or careers in politics and public policy are strongly recommended to take:

- Statistics (e.g. POST 091 PZ/ECON 091 PZ)
- 2 years of language study
- Macroeconomics and Microeconomics
- A survey course in modern world history and another history course appropriate to one's focus of study.
- An off-campus internship in a political organization. Some Pitzer Study Abroad and Community Engagement programs provide such opportunities.

Requirements for Combined Major (Political Studies/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 a total of eight (8) courses and a senior seminar in either Political Studies or Economics. Combined majors with other fields will be arranged on a case-by-case basis.

Required Courses

POST 070 PZ. Research Methods in Political Studies. This course explores the methods employed in political studies research. The two primary goals of the course are: 1) to provide new analytic tools that will help in the critical evaluation of social science material; and 2) to improve students' ability to pose and answer research questions on their own. Fall, A. Pantoja, R. VanSickle Ward.

POST 195 PZ Senior Seminar (Fall-Technology and Politics) or **POST 196 PZ Senior Seminar** (Spring- Gender and Politics). Following common reading, students conduct original research, make oral presentations and write a major research paper. Fall, G. Herrera; Spring, R. VanSickle-Ward.

Introductory-level Courses (no pre-requisites)

POST 030 PZ. Comparative Politics. This introductory course focuses on explaining political events and processes – like civil war, regime change, revolution, and development – that we regularly read and hear about in the news. Empirically, the course deals with a variety of countries, including those in which Pitzer has study abroad and international exchange programs. Fall, W. Barndt.

POST 040 PZ. Global Politics The course offers an introduction to the history and theory of international politics in three parts; first, debates in international relations theory; second, international political history from 1500 to 1990; and third, various issues in contemporary international politics. Fall, G. Herrera.

POST 050 PZ. Political Thought East and West: An Introduction to Political Philosophy. The study of political philosophy focuses on broad assumptions concerning human nature and the character of community organizations that regulate activities and promote happiness. These assumptions, structures and goals vary through time and across cultures. This class examines the texts of major theorists representing Western and Non-

Western political thought and compares their arguments concerning the nature of freedom, justice, equality, authority and responsibility among other fundamental concepts. Fall, S. Snowiss.

POST 060 PZ. Introduction to Public Policy. This course provides an overview of the processes and politics of policy-making in the United States. We will explore normative issues of equity and efficiency, consider advantages and disadvantages of policy-making in different venues (courts, legislatures, bureaucracies) and explore the different perspectives on the policy-making held by various actors. Fall, R. VanSickle-Ward.

POST 070 PZ. Research Methods in Political Studies. This course explores the methods employed in political science research. The two primary goals of the course are: (1) to provide new analytic tools that will help in the critical evaluation of social science material and (2) to improve students' ability to pose and answer research questions on their own. Fall, A. Pantoja.

POST 098A PZ. Applied Urban Politics I. Fall, A. Pantoja. Applied Urban Politics I (fall semester) and Applied Urban Politics II (spring semester) are sequenced courses designed to provide students with an in-depth understanding of city/urban politics through course content and internships with government agencies in Pomona, California.

POST 098B PZ. Applied Urban Politics II. Spring, A. Pantoja. Applied Urban Politics I (fall semester) and Applied Urban Politics II (spring semester) are sequenced courses designed to provide students with an in-depth understanding of city/urban politics through course content and internships with government agencies in Pomona, California.

POST 091 PZ. 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, L. Yamane.

U.S. Politics

(POST 060 PZ is required for some of these courses)

POST 101 PZ. Voting, Campaigns and Elections. This class addresses why individuals participate in U.S. elections, the factors that influence their voting decisions, and the role of campaigns in this process. You will learn to work with election data, develop a campaign strategy for a candidate, and design a get out the vote drive. Fall, J. Morolla.

POST 102 PZ. Women in Politics. The course treats the role of gender in politics and policy-making in the United States. The class is divided into four sections. In the first section, we examine women's movements and developments in women's rights from legal, historical, and political perspectives. The second section explores women's political behavior including attitudes, voting patterns, and campaign strategies. The third section addresses women as political office holders and includes discussions of how women approach representation and policy formation. In this section, we consider "women's issues" and investigate how certain policies affect women. The final section consists of student presentations on their term paper research. Throughout the course, we will explore such themes as the relationship (or lack thereof) between substantive and descriptive

representation, the intersections between gender politics and racial and ethnic politics, and the status of women under law (de jure) and in practice (de facto). This course is cross-listed with Gender and Feminist Studies. R. VanSickle-Ward.

POST 103 PZ. Power and Participation in America. This course explores problems at the forefront of American politics, with an emphasis on active political participation. Questions include: How should young people practice politics? Has civic participation become debilitated? Should we just poll people instead of holding elections? Should there be a military draft? Why are corporations so powerful? Fall, W. Barndt

POST 105 PZ. American Politics. This course covers a variety of issues at the forefront of political debate in the United States. It is a reading and writing intensive course. Readings come predominantly from leading intellectual journals and recent books. Students will be expected to write several short essays on the issues covered in the course such as the southernization of national politics, the privatization of the social safety net, the militarization of U.S. foreign policy, corporate and political corruption, economic polarization, the erosion of civil and human rights, the promise and limits of deliberative democracy, the state of the environment, the political influence of religious fundamentalists, homophobia in U.S. political culture, the aftermath of campaign finance reform, increasing government secrecy, polarization of the electorate, the rightward drift of the federal courts, and the "Texasization" of the U.S. education policy. Prerequisite: An introductory course in politics or American Studies is recommended, but not required.

POST 106 PZ. Law and Politics. This course examines the intersection of law, politics, and policy in the American context. Combining normative and empirical approaches, we will investigate theories of statutory interpretation, the opportunities and pitfalls of legal advocacy, the relationship between litigation and legislation, and the nature of judicial policy-making. Pre-requisites: PS 60 or 10a (or other intro policy or intro to American politics course) or permission of instructor. R. VanSickle-Ward.

POST 107 CH. 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. Pantoja [not offered 2013-14].

POST 108 PZ. California Politics. (Formerly Governing California 108, cannot be taken again for credit). This course explores state and local politics in California. Topics include racial/ethnic diversity, campaigns and electoral politics, redistricting, legislative professionalization and term limits, initiatives, referendums and recall elections, the organization of the executive branch, fiscal politics in the era of Prop 13, and regional policy and local governance. R. VanSickle-Ward. [not offered 2013-14].

POST 109 PZ. Special Topics in American Politics: [not offered 2013-14].

Comparative Politics

(POST 030 PZ is required for some of these courses)

IIS 120 PZ. The State and Development in the Third World. (See International Intercultural Studies 120). L. Tongun.

IIS 122 PZ. Contemporary Political and Social Movements in the Third World. (See International Intercultural Studies 122). L. Tongun.

IIS 123 PZ. Third World Socialism. (See International Intercultural Studies 123). Spring, L. Tongun.

POST 127 PZ. The Rise of Brazil: A New Politics in the Americas? The emergence of Brazil as a regional power may be altering the foundations of economic and political order throughout the Western Hemisphere. This course will explore the rise of the newly assertive Brazil – and its consequences for politics and policy in the Americas. Spring, W. Barndt.

IIS 127 PZ. Environment and Development in the Third World. (See International Intercultural Studies 127). L. Tongun.

Global Politics (POST 040 PZ is required for some of these courses)

POST 133 PZ. Film, Politics and the Cold War. For nearly 50 years the Cold War influenced nearly all aspects of American political and culture life. This course examine Cold War genre films in an effort to understand how Americans perceived the Soviet threat and how these popular perceptions influenced international and domestic politics. A. Pantoja. [not offered 2013-14]

POST 136 PZ. Race in Brazil and the US. Also ANTH 136 PZ. This course comparatively analyzes the social construction of race in Brazil and the United States. We draw on popular media, and interdisciplinary research to examine how race is constructed and contested in these societies. This course explore the conditions that may make racial democracies in both societies a reality.

POST 141 PZ. International Political Economy. This course examines the politics of international economic relations with a special focus on globalization. It covers the evolution and operations of the international political economy from the late-18th century to the 21st. It focuses on four areas: international trade, international monetary policy, capital flows, and the structure of global production. Fall, G. Herrera.

POST 142 PZ. 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 the origins of the gap between rich and poor countries. Attention is then directed to problems raised by the contemporary global economic order and strategies to overcome the gap between rich and poor. The course addresses aid, trade, finance, foreign investment, and technology transfer. Fall, T. Ilgen.

POST 143 PZ. Global Governance. This course explores efforts to address global issues with institutions and organizations that transcend the nation-state. International Organizations, regional associations, nongovernmental organizations, regimes, collective action strategies, epistemic communities, and government networks are examined. T. Ilgen [not offered 2013-14].

POST 144 PZ. Global Security. This course examines the debate over security in a global era. Is traditional national security obsolete, and should “human security” replace it? A partial list of topics covered includes: great power competition, terrorism, crime, cyber-warfare, economic instability, failed-states, and security of/ for society’s vulnerable. G. Herrera. [not offered 2013-14].

IIS 146 PZ. International Relations of the Middle East. (See International Intercultural Studies 146). L. Tongun.

Political Philosophy (POST 050 PZ is required for some of these courses)

POST 151 PZ. Conquest of Nature and the Rise of the Modern State. This course takes a critical look at the sharp change in understanding of Nature and its relationship to the historical beginnings and development of the modern state that originates during the Renaissance. We will examine modern philosophical tests that argue for new forms of democratic governments that promote the securing of individual freedoms, happiness and progress as well as those that raise concerns about the success of the modern project. Spring, 2014, Snowiss

POST 159 PZ. Crime and Punishment. This class will explore the root causes of crime and the reasons for punishment. Fall, Chrappa.

POST 161 PZ. Religion and Liberalism. This course examines the theoretical and historical debates about the role of religion in modern liberal society. Fall, Chrappa.

POST 163 PZ. Feminist Theory. An overview of various traditional feminist philosophies serves as a background for a critical engagement with contemporary issues of intersectionality of race, gender, class and sexual orientation, generational history, transnational movements, and epistemological debates regarding new ways of thinking and defining fundamental concepts of power, authority, rights and the nation-state. Prerequisite: a course in GFS or Political Philosophy. S. Snowiss. Fall (at CGU; requires permission of the instructor).

Public Policy

(POST 060 PZ is required in order to register for some of these courses)

POST 172 PZ. The Battle Over Birth Control: This course will examine contraception policy, and the debate surrounding it. In the interests of breadth I will situate this discussion in the context of other policies related to reproductive health policies including sex education, breastfeeding, abortion and pregnancy. Spring, R. VanSickle-Ward.

POST 174 CH. U.S. Immigration Policy and Transnational Politics. Examines the factors shaping the size and composition of past and contemporary immigration flows to the U.S. Areas examined include the role of economics, social networks, policy and politics in shaping immigration flows and the process by which immigrants simultaneously participate in the politics of sending and receiving countries. A. Pantoja. [not offered 2013-14].

POST 175 CH. Immigration and Race in America. America has long prided itself in being a nation of immigrants and in its ability to assimilate persons with distinct religious cultures and national origins. Far from being color-blind, the United States has been and remains a color-conscious society. The purpose of this course is to examine immigration and the formation of racial ideologies, hierarchies, and identities in America. A. Pantoja. [not offered 2013-14]

POST 180 PZ. Secularism and Public Opinion. The purpose of this course is to analyze research and carry-out projects that examine the causes and consequences of secularism among individuals from different societies and ethnicities. The course lays the foundation for understanding the philosophical roots of secularism, debates over its meaning, and its application across different societies. A. Pantoja [not offered 2013-14].

POST 181 PZ. Agriculture and Political Rebellion. This course explores the connections between political rebellion and agriculture. To do so, it focuses on thinking beyond "food politics," the theory and practice of the farm, politically explosive large-scale agrarian movements across the world, and the ongoing rise of a new agrarian politics in southern California and beyond. Spring, W. Barndt.

Political Studies and Interdisciplinary Approaches (Any one of POST 030 PZ, POST 040 PZ, POST 050 PZ, and POST 060 PZ is strongly recommended for these courses)

POST 189 PZ. Special Topics in Interdisciplinary Approaches to Political Studies.

POST 190 PZ. Science, Politics and Alternative Medicine. (Also IIS 113). 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. Spring, S. Snowiss.

ORST 192 PZ. Negotiating Conflict. (See Organizational Studies 192).

POST 194 PZ. International Studies Workshop. This course is a workshop for students applying for fellowships to undertake international research or teaching. Focused primarily on the Fulbright, the workshop will guide students through the development of proposals, personal statements and other items required for a nomination. The course is designed to be an encompassing and flexible vehicle to manage the large number of students applying for international fellowships. The class will meet every Tuesday and Thursday at 7 pm

during the first half of the semester. Students may take it for a half-course credit, pass/no credit. Fall, N.Boyle.

Courses for Seniors

POST 195 PZ. Senior Seminar: Technology and Politics. This seminar investigates the intersection of technology and politics. We will study how political forces shape the development of new technologies--through government policy, social movements, and cultural values; and how technologies shape politics--elections and campaigning, surveillance and privacy, political economy, and warfare. Fall, G. Herrera.

POST 196 PZ. Senior Seminar: Gender and Politics. See course description for POST 102 PZ. Spring, R. VanSickle-Ward.

POST 199 PZ. 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 advisers. Prerequisites: a senior seminar in Political Studies and field group approval. Staff.

PSYCHOLOGY

Pitzer Advisers: M. Banerjee, H. Fairchild, A. Jones, T. Justus, L. Light, D. Moore, N. Rodriguez, K. Thomas.

Goals for the Psychology Major

Overview of Goals: The psychology curriculum is designed to encourage students to view psychology and human behavior across multiple levels, using a variety of theoretical and empirical models. We offer our students a solid foundation in methodology, history, traditional, and non-traditional approaches, and we urge critical thinking.

Goal 1: Research training—Students will understand and apply basic research methods in psychology, including research design, data analysis, writing, and interpretation.

Goal 2: Integrating experiential and scientific knowledge—Students will be able to integrate hands-on work in communities and social service organizations with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 3: Diversity—Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 4: Life-long learning—Students will develop an interest in life-long learning and an interest in psychological issues in all areas of their personal and professional lives.

Goal 5: Communication skills—Students will be able to effectively communicate about the complexities of psychological research.

Goal 6: Ethical considerations—Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are underpinnings of psychology as a discipline.

Goal 7: Social responsibility—Students will recognize and understand the connection between their psychology training and social issues, and will use this knowledge in their efforts to improve the world in which we live.

Goal 8: Skepticism—Students will respect and use skeptical inquiry in interpreting, understanding, and applying psychological research.

Requirements for the Major

A major in psychology requires a minimum of 12 courses. 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. Individual psychology major requirements (e.g., Intro, Stats, Research Methods, Developmental psychology, etc.) must be fulfilled by completing regular course work, and cannot be fulfilled via independent study; however, independent study courses can count as additional courses towards the number of courses required of the

major. Furthermore, students should take all of their major requirements on a letter-grade basis. The requirements of the psychology major are:

- Introduction to Psychology: PSYC 010 PZ or the equivalent.
 - After taking Introduction to Psychology, students interested in majoring in psychology should take either: two courses that serve as an introduction to one of psychology's sub-fields (e.g., Cognitive Science [PSYC 121 PZ], Child Development [PSYC 010 PZ 5 PZ], Social Psychology [PSYC 010 PZ 3 PZ], Brain & Behavior [PSYC 010 PZ PZ]), Health Psychology [PSYC 118 PZ], Theories of Personality [PSYC 010 PZ 7 PZ], etc.) or take Psychological Statistics (PSYC 091 PZ) and one course from the list above. Either way, students intending to major in psychology should take Psychological Statistics as soon as they can, preferably before the start of the 2nd semester of their Sophomore year. Such students should then take Introduction to Research Methods (PSYC 092 PZ) as soon as possible after taking Psychological Statistics; Research Methods should also be taken before taking a lab course. Students hoping to enter the Psychology Honors Program as Seniors should be advised that they must take their required laboratory course before the end of their Junior year; students planning to take a semester abroad should take this into account as they plan their major.
- Psychological Statistics: PSYC 091 PZ or the equivalent; normally completed by the end of the second semester of the sophomore year.
- Research Methods: PSYC 092 PZ or equivalent; normally completed by the end of the second semester of the sophomore year.
- History and Systems; PSYC 190 PZ or senior capstone course (i.e., PSYC 189 PZ: Seminar in Ethical Issues in Psychology); to be taken in the junior or senior year.

One course in each of the following sub-domains within psychology:

- Biological bases of behavior (PSYC 010 PZ PZ or equivalent)
- Cognition.
- Community/clinical psychology.
- Developmental psychology.
- Social psychology/personality.

In addition to meeting these content domain requirements, the courses selected for the major must include:

- One laboratory course in psychology (must be completed by the end of the spring semester of the junior year). Note: Research Methods should be taken before enrolling in a lab course
- A second laboratory course, an internship, or a research practicum course.
- A course focusing on diversity issues in psychology. The course may involve an examination of diversity in terms of culture, race, ethnicity, gender, sexual orientation, disabilities, or economic status.
- A seminar.

Courses that satisfy major requirements are denoted using the following notation system:

L (lab)

I (internship or research practicum)

D (Diversity)

S (Seminar)

Following this letter-string code are 1 or more three-letter codes specifying the sub-domain(s) covered in the course:

BIO (Biological bases of behavior)

COG (Cognition)

CLI (Community, Clinical)

DEV (Developmental)

SOC (Social, Personality)

For instance, a course in social psychology focused on diversity issues would be followed by: Satisfies: L, D, SOC.

Combined Major: Students electing a combined major that includes Psychology in its title must complete all requirements for the psychology major but are only required to complete three additional courses, rather than five, in one of the sub-domains within psychology. Thus a combined major including psychology requires a minimum of 10 courses. Please consult with your adviser for full details.

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 3.7 and successful completion of PSYC 091 PZ and one laboratory course in psychology prior to the end of the spring semester of the junior 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 PSYC 112 PZ with a B or better to receive a recommendation from the psychology faculty to continue. The student must then enroll in PSYC 191 PZ, 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. Students who participate in the senior thesis program will present their research to students and faculty at the end of the year.

AP Credit: An AP score of 4 or 5 on the AP Psychology exam will be granted one elective course credit toward graduation, but will not be counted toward a psychology major requirement.

Students considering graduate work should consult with their advisers early in their academic careers about courses that are necessary or advisable in addition to the requirements for the major. It is strongly recommended that students considering graduate work engage in the ongoing research projects of faculty members in Psychology.

Joint BA/MA Accelerated Degree Program in Psychology

The accelerated degree program is designed to be completed in one year beyond the BA degree. Students in the program must enroll at Claremont Graduate University for at least 32 units. Ordinarily students in the accelerated program will begin taking graduate courses in their Senior Year. CGU will grant up to 16 units of graduate credit (the equivalent of four full Pitzer courses) for advanced undergraduate course work at Pitzer College. To complete the accelerated MA degree in one year, students must complete at least 8-units of graduate credit at CGU during their Senior year at Pitzer. Ordinarily this would include one core course and either 4-units of statistics or methodology courses. Specific requirements for this program can be obtained from a member of the psychology field group.

PSYC 010 PZ. 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, H. Fairchild, D. Moore

PSYC 012 AF. Introduction to African American Psychology. 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. Satisfies: D, SOC. H. Fairchild.

ANTH 070 PZ. Culture and the Self. (See Anthropology 70). Satisfies: SOC. C. Strauss.

PSYC 091 PZ. 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: PSYC 010 PZ or permission of instructor. Fall/ Spring, L. Light.

PSYC 092 PZ. Introduction to Research Methods. This course provides an overview of issues related to the conduct of psychological inquiry. Topics to be covered include measurement, research design (observational, experimental and survey approaches) and research ethics. PSYC 092 PZ is designed to be taken after PSYC 091 PZ and is well-suited for sophomores. This course does not replace PSYC 112 PZ, which must be taken by seniors carrying out thesis projects. Prerequisites: PSYC 010 PZ and PSYC 091 PZ. Fall/Spring, N. Rodriguez.

PSYC 092L PZ. Research Methods Lab. This lab course will provide students with hands-on experience in research design and methodology in the field of psychology. Students will get experience in all phases of the research process (i.e., conducting a literature search, designing a study, collecting and analyzing data, and writing up APA-style reports). Prerequisites: PSYC 010 PZ & PSYC 091 PZ. PSYC 092 PZ must be taken concurrently. Fall/Spring, N. Rodriguez.

NEUR 095 JT. Foundations of Neuroscience. (See Science: NEUR 095 JT). Satisfies: BIO. N. Copp, Staff.

PSYC 101 PZ. Brain and Behavior. This course provides an introduction to the biological bases of cognition and behavior. Topics may include basic neurophysiology, neuroanatomy, visual and auditory perception, attention, language, hemispheric specialization, memory, emotion, motor control, and social neuroscience. Prerequisite: PSYC 010 PZ or permission of instructor. Satisfies: BIO. Fall, A. Jones; Spring, T. Justus.

PSYC 102 PZ. 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: PSYC 010 PZ, PSYC 091 PZ. Satisfies: L, COG. Enrollment is limited. L. Light.

PSYC 103 PZ. Social Psychology. We will examine major areas in social psychology such as attitudes, aggression, conflict, person perception, small group processes, and interpersonal attraction. Satisfies: SOC. H. Fairchild.

PSYC 104 PZ. 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: PSYC 010 PZ & PSYC 091 PZ. Satisfies: L, SOC. Fall, H. Fairchild.

PSYC 105 PZ. Child Development. This course covers a broad range of topics in developmental psychology. The course focuses largely on children, but will encompass some discussion of adolescence and early adulthood. Topics will be covered conceptually as well as chronologically, and will include biological, social, cognitive and societal/cross-cultural aspects of development. This course requires a 40-hour internship working with children, during the course of the semester. Prereq: PSYC 010 PZ. Satisfies: I, DEV. Fall/Spring, M. Banerjee.

PSYC 107 PZ. 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. Prereq: PSYC 010 PZ. Satisfies: SOC. Fall, N. Rodriguez.

PSYC 109 PZ. 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: PSYC 010 PZ and PSYC 010 PZ 5 PZ. Satisfies: L, DEV. Enrollment is limited. M. Banerjee.

PSYC 111 PZ. 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: PSYC 010 PZ PZ or NEUR 095 JT or instructor's permission. Satisfies: L, BIO. Spring, T. Borowski.

PSYC 112 PZ. Senior 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. Enrollment by instructor's permission. Prerequisites: PSYC 010 PZ , PSYC 091 PZ and one prior laboratory course. Enrollment is limited. Fall, K. Thomas.

PSYC 116 PZ. Children at Risk. This course will examine topics such as the risks posed to development by poverty, homelessness, parental mental health issues, domestic violence and abuse. We will also study ways to support resiliency in children in the face of these concerns. Students will be carrying out internships with related community agencies in Ontario that focus on children and families. Prerequisite: PSYC 010 PZ . Satisfies: I, DEV. M. Banerjee.

PSYC 117 PZ. 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. Satisfies: D, S, DEV. Enrollment is limited. M. Banerjee.

PSYC 118 PZ. Health Psychology. This course will focus on psychological approaches to health and disease. Using theories in health psychology (biopsychosocial model and diathesis-stress model), behavioral components of major illnesses and cause of death and disability will be explored. The course will also cover psychological techniques used to prevent or manage health problems, including changing health habits, coping with stress, and pain management. Prerequisite: PSYC 010 PZ . Satisfies: CLI. Spring, K. Thomas.

PSYC 121 PZ. Cognitive Science. Historical and contemporary views of the mind from a multidisciplinary perspective. How does the mind acquire, structure, and make use of knowledge? Topics Include consciousness, language meaning, thinking, decision-making, perception, remembering, and the self. Prereq: PSYC 010 PZ and PSYC 091 PZ or permission of instructor. Satisfies: COG. Spring, L. Light.

PSYC 125 PZ. 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: PSYC 091 PZ , PSYC 010 PZ. Satisfies: BIO, COG, DEV. Enrollment is limited. D. Moore.

PSYC 126 PZ. Psychology of Music. This course explores music from the perspectives of cognitive psychology and neuroscience. Topics include the perception of pitch, melody, harmony, rhythm, and meter; the development of musical knowledge in children; the neural bases of music as evidenced by patient work (amusia), brain imaging, and electroencephalography; and comparisons among musical systems cross-culturally. Class meetings alternate between lecture and discussion of original research articles.

Prerequisites: MUS 003 SC (or equivalent experience) and either PSYC 010 PZ or PSYC 121 PZ, or permission of instructor. Satisfies: COG. Fall, T. Justus.

PSYC 127 PZ. Psychology of Language. This course examines language from the perspectives of cognitive psychology and neuroscience. Topics include speech, lexicon, sentence processing, discourse, language development, bilingualism, sign language, and the neural bases of language as evidenced by patient work (aphasia), brain imaging, and electroencephalography. Class meetings alternate between lecture and discussion of original research articles. Prerequisites: PSYC 010 PZ , PSYC 121 PZ, or permission of instructor. Satisfies: COG. Spring, T. Justus.

PSYC 130 PZ. Monkey Business: Controversies in Human Evolution. (Also Philosophy 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. Satisfies: DEV. D. Moore/B. Keeley

ORST 135 PZ. Organizational Behavior. (See Organizational Studies 135). Satisfies: SOC. J. Lewis.

PSYC 138 PZ. Seeking Human Nature: The History and Science of Innateness. (Also HIST 138 PZ). "Human nature" has long been invoked to understand and justify our behaviors. After the advent of Darwinian evolution and Mendel's gene theory, however, the notion of "instinct" gained authority, reshaping categories like "race" and "nature." We will track that shift and examine its effects on political economy and social policy. Satisfies: DEV. D. Moore/A. Wakefield. [not offered 2012-13]

ORST 145 PZ. Small Group Processes. (See Organizational Studies 145). Satisfies: SOC. J. Lewis.

PSYC 148 PZ. 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: PSYC 010 PZ or NEUR 095 JT or permission of instructor. Satisfies: BIO. Enrollment is limited. Fall, T. Borowski.

PSYC 153 PZ. 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: PSYC 010 PZ or ID 026 PZ. Satisfies: D, S, DEV. Enrollment is limited. Spring, M. Banerjee.

PSYC 154 PZ. 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: PSYC 010 PZ , PSYC 091 PZ AND PSYC 010 PZ 5. Satisfies: L, COG, DEV. Enrollment is limited. Spring, D. Moore.

PSYC 155 PZ. Behavioral Epigenetics. Epigenetics is the study of gene regulation. Recent research indicates that experiences influence genetic functioning, highlighting how Nature and Nurture interact. In this course, students will read chapters and articles about this fascinating and important field, exploring (among other topics) how childhood experiences produce epigenetics effects that persist into adulthood, how epigenetic phenomena are involved in learning and memory, and how such phenomena contribute to the onset of diseases like obesity, bipolar disorder, and schizophrenia. Prerequisites: PSYC 010 PZ and an introductory course in biology, or instructor's permission. Satisfies: S, BIO, DEV. . Spring, D. Moore & A. Jones.

PSYC 171A PZ. Research Practicum in Psychology. This course is designed to give students experience in working collaboratively with faculty on on-going research projects. Students will participate in all aspects of the research process, i.e., conducting background library research, designing a project, analyzing data, writing up results, and preparing manuscripts for presentation. Prerequisite: PSYC 010 PZ and PSYC 091 PZ . Satisfies: I. N. Rodriguez/L. Light.

PSYC 180 PZ. Study of Lives. This course will introduce students to the process of conducting an in-depth analysis of an individual's life across time. Students will conduct extensive interviews with one person in an attempt to understand the complexity and uniqueness of that person's life and to describe and explain patterns of behavior. Prerequisites: PSYC 010 PZ and PSYC 107 PZ. Satisfies: L, S, SOC. Spring, N. Rodriguez

PSYC 180L PZ. Study of Lives Lab. This lab course will provide students with hands-on experience in research design and methodology in the field of narrative psychology. Students will get experience in designing and conducting semi-structured interviews with an older adult (age 65+), transcribing data, analyzing qualitative data, and writing up results. Prerequisites: PSYC 010 PZ & at least one other psychology course; students must enroll in PSYC 180 PZ concurrently. Spring, N. Rodriguez

PSYC 181 PZ. Abnormal Psychology. This course examines the causes, assessment and treatment of various kinds of psychological problems. The course emphasizes the importance of scientific research for informing the real-life treatment decisions that each student will definitely someday be involved in-decisions regarding the mental and medical health of themselves and their loved ones. Prerequisites: PSYC 010 PZ and one additional psychology class. Satisfies: CLI. Enrollment is limited. Fall, K. Thomas.

PSYC 183 PZ. 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. Prerequisites: PSYC 010 PZ and PSYC 091 PZ. Satisfies: L, D, SOC. N. Rodriguez. [not offered 2012-13]

PSYC 186 PZ/ PSYC 187 PZ. Internships in Psychology. This course involves supervised experience in the application of psychological knowledge in real-world human service settings. Examples include settings focused on: mental health, substance abuse, regular or special education, rape and sexual abuse and domestic violence. Students may enroll for either half-course or full-course credit and may enroll for either one or two semesters. The course may be used to fulfill Pitzer's social responsibility requirement. Prerequisites: PSYC 010 PZ and two additional Psychology courses. Satisfies: I, CLI. Enrollment is limited. Spring, K. Thomas.

PSYC 188 PZ. Seminar in Body Weight Regulation and Obesity. This advanced seminar will explore through relevant readings in the original literature, the physiological, behavioral, nutritional, neurobiological and genetic underpinnings of homeostatic systems that regulate food intake, metabolism and body weight in humans and animals. Prerequisites: PSYC 010 PZ or BIOL 095 KS, and BIOL 043L/44L. Satisfies: S, BIO. Fall, A. Jones

PSYC 188 AF. Seminar in African American Psychology. 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: PSYC 010 PZ and PSYC 12 AF. Satisfies: D, S, SOC. Fall, H. Fairchild.

PSYC 189 PZ. Seminar in Ethical Issues in Psychology. This seminar will examine ethical issues in psychological research, application, and practice. Topics to be covered include a review of federal and APA ethical guidelines, the ethical treatment of human participants, informed consent, deception in research, privacy and confidentiality, scientific

misconduct, intelligence testing, and ethical issues in therapy and academe. Prereq: PSYC 010 PZ AND at least one other Psychology course. Fall, N. Rodriguez.

PSYC 190 PZ. History and Systems in 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: Three upper division psychology courses Enrollment is limited. Fall, J. Lewis.

PSYC 191 PZ. Senior Thesis in Psychology. Selected seniors will be invited to conduct research and to prepare a thesis. K. Thomas.

PSYC 193 PZ. Health Disparities Seminar. This seminar will explore current research and theory developed to understand psychological factors associated with gender, socioeconomic, and ethnic disparities in health outcomes. An emphasis will be placed on reviewing and discussing research that examines the role of exposure to chronic stress and health behaviors associated with health disparities. Prerequisites: PSYC 010 PZ and PSYC 092 PZ. Satisfies: D, S, CLI. Spring, K. Thomas.

PSYC 194 PZ. 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 PSYC 010 PZ (or permission of instructor). PSYC 010 PZ or 104 preferred. Enrollment is limited. Satisfies: S, SOC. H. Fairchild.

PSYC 195 PZ. 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. Prereq: PSYC 010 PZ and PSYC 010 PZ . Satisfies: S, DEV. Fall, M. Banerjee.

PSYC 196 PZ. Health Psychology Research Seminar: Stress, Depression, and Psychobiology in Women. This seminar course will explore how cultural and demographic factors influence the ways in which women cope with stress and its impact on their health. Students will explore current research and theory in the field of health psychology, and be introduced to psychophysiological methodology used to examine effects of acute and chronic stress on the body. Written permission required. Satisfies: I, S, CLI. K. Thomas.

PSYC 197 PZ. Seminar in Clinical Psychology. For students interested in professions such as social work and clinical psychology. Focus is on preparing students for good career decisions by providing pro and con information about clinical psychology and to a lesser extent, about the other helping professions. Emphasis on treatment and assessment approaches that are supported by scientific research. Prerequisite: PSYC 181 PZ or PSYC 186 PZ or PSYC 187 PZ or instructor's permission. Satisfies: S, CLI. Enrollment limited to Pitzer juniors and seniors only.

PSYC 199 PZ. Seminar in Developmental Psychology. The topic of the seminar this year will be development in the first 18 months of life. Students in the course 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: PSYC 091 PZ and 105. Satisfies: S, DEV. Enrollment is limited. Spring, D. Moore.

RELIGIOUS STUDIES

Religious Studies is a cooperative program offered jointly by Claremont McKenna, Harvey Mudd, 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 foundation for students planning to pursue the study of religion beyond the baccalaureate degree. Students 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 historic 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, the 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. In addition to preparing students for graduate study in religion, the multidisciplinary nature of the major affords students intellectual training to enter a variety of fields and careers. Recent graduates are, for example, in schools of law, medicine and business. Others have careers in management, journalism and the media, college administration, primary and secondary education, government, and health and social services.

The Religious Studies major consists of 10 courses, including four courses in a specialized field (chosen in consultation with your adviser), two integrative courses, three 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.

Pitzer Advisers: C. Johnson, J. Parker.

Requirements for the Major in Religious Studies.

The Religious Studies (RLST) major encompasses both breadth and depth of study. Major requirements are:

Four courses in a specialized field at intermediate and advanced levels.

- A specialized field of study may be based on a specific religious tradition, philosophical theme, historical period, or geographic area. Examples of specialized fields include:
- Historical Religious Traditions I, Asian (HRT 1); Historical Religious Traditions II, Western (HRT II); Philosophy of Religion, Theology and Ethics (PRT);

Contemporary and Women's Studies In Religion (CWS); Middle Eastern Studies (MES)

- Two integrative courses: RLST 180 SC and RLST 190 PO. It is recommended that 180 be completed prior to the senior year.
- Three elective courses in Religious Studies outside the specialized field.
- RLST 191 PO (Senior Thesis).

Requirements for a Minor in Religious Studies

To complete a minor, a student must complete three courses in one of the specialized fields; two courses in a second specialized field (only one of these five courses may be at the introductory level); and RLST 180 SC.

Students may petition the chair of the department to take a specific major or minor course on a P/NC grading option. Students may also petition the chair to receive credit for Religious Studies coursework or project work completed during study abroad programs.

NOTE: To verify courses offered 2013-14, please see course catalog for each college or check with current schedule of classes.

RLST 010 CM. Introduction to South Asian Religions. Historical study of major South Asian religious traditions including Hinduism, Jainism, Islam, and Sikhism. Comparative methodology used to examine significant themes in each religious tradition. Spring, D. Michon (CMC). HRT I

RLST 015 CM. Myth and Religion. D. Michon (CMC). [not offered 2013-14]

RLST 016 PO. The Life Story of the Buddha. Z. Ng (Pomona). HRT I [not offered 2013-14]

RLST 020 PO. The Biblical Heritage. The Bible is hugely important for the formation and ongoing structure of U.S. American culture, and yet all too often it is read very superficially, or in ways that make manifest layered assumptions about its religious meaning. This course introduces the diverse texts that make up the Bible. Students will explore the texts through careful reading and critical analysis, using a variety of interpretive strategies, including historical, literary, and ideological critical analyses. Students will be asked to engage critically with the biblical text, with their own interpretations of the texts, as well as with scholarly works about the Bible. Spring, E. Runions (Pomona). HRT II

RLST 021 CM. Jewish Civilization. G. Gilbert (CMC). HRT II, MES [not offered 2013-14]

RLST 022 CM. 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/ Spring, K. Yonemoto (CMC). HRT II, MES

RLST 037 CM. History of World Christianity. This course explores the history of Christianity from Jesus to the Present in the Middle East, Europe, Africa, Asia and the Americas. Focus on key debates and conflicts over the canon of Scripture, orthodoxy vs.

heresy, the papacy, church-state conflicts, the crusades, Christian-Muslim conflicts, Christian-Muslim-Jewish debates, the Protestant Reformation, feminism, liberalism, fundamentalism, evangelicalism, and Pentecostalism, liberation theology, and key struggles over missions, colonialism, and indigenization. Fall, E. Chung-Kim (CMC). HRT II

RLST 040 PO. Religious Ethics. O. Eisenstadt (Pomona). PRT [not offered 2013-14]

RLST 041 CM. Morality and Religion. Staff (CMC). PRT [not offered 2013-14]

RLST 042 PO. The Art of Living. Considers the possibility of a human life itself as a religious practice of aesthetic creativity. By tracking exemplars in the western tradition in both literature and theory, investigates the potential for living such a life successfully, the discipline required to do so and the hazards that it faces. Spring, D. Smith (Pomona). PRT

RLST 043 CM. Introduction to Religious Thought. A study of such concepts as creation, evil, and the nature of God in recent and contemporary monotheistic traditions. Fall, S. Davis (CMC). HRT II, PRT

PHIL 052 PZ. Philosophy of Religion. (See Philosophy 52). Fall, A. Alwishah. PRT

RLST 055 CM. Visual Judaism. The course examines history of Judaism through the lens of its visual culture, particularly art and architecture. Media such as Jewish sculpture, illuminated manuscripts, ceremonial objects, synagogues, and monuments have often been employed to express central beliefs and to affirm Jewish identity, particularly as minorities interacting with and confronting dominant societies. Spring, G. Gilbert (CMC). HRT II

RLST 060 SC. Feminist Interpretations of the Bible. Sampling from various literary families of the Bible, this course will carry out feminist analysis of biblical texts and explore their feminist interpretations and their political motivations. through the exploration of different feminist perspectives, methods, contexts and social locations, the course will underline how these various factors shape feminist interpretations of the Bible. Fall, A. Jacobs (Scripps). CWS, HRT II

RLST 061 SC. New Testament and Christian Origins. A. Jacobs (Scripps). HRT II, MES [not offered 2013-14]

IIS 067 PZ. Theory and Practice of Resistance to Monoculture. (see International and Intercultural Studies 67) Spring, J. Parker. CWS, PRT

HIST 074 PZ. 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 toward body and mind, charisma, social status and relationships to supernatural or divine powers. Fall, C. Johnson. HRT II, CWS

RLST 080 PO. The Holy Fool: The Comic, the Ugly and Divine Madness. Themes surrounding the ridiculous, the repulsive, and the revolutionary will be considered in the light of conceptual hallmarks of divine madness. As socio-political strategies that signal and figure forms of decay and death, both comedy and ugliness are the skilled means through which the holy fool constantly reintroduces us to the contingencies and discrepancies of the world. Spring, D. Smith (Pomona). PRT

SOC 080 PZ. Secularism: Local/Global. (see Sociology 80). P. Zuckerman. [not offered 2013-14]

RLST 084 CM. Religion, Race, and the Civil Rights Movement. This course examines the influence of religion on white supremacy and the civil rights movement in the United States from the 1950s through the 1970s. In particular it explores how religious ideologies, symbols, texts, and narratives were incorporated and employed as strategies and mechanisms for social change in the African American, Mexican American/Chicano, and American Indian (AIM) civil rights struggles. Fall, G. Espinosa (CMC). HRT II, PRT

PHIL 084 PZ. Islamic Philosophy. (See Philosophy 84). Fall, A. Alwishah. PRT, MES

ANTH 088 PZ. China: Gender, Cosmology, State. (See Anthropology 88). Fall, E. Chao. HRT I

RLST 089 PO. Bible, Empire, Globalization. E. Runions (Pomona). HRT II [not offered 2013-14]

RLST 090 SC. Early Christian Bodies. A. Jacobs (Scripps). HRT II, MES [not offered 2013-14]

RLST 091 SC. Heretics, Deviants and "Others" in Early Christianity. , A. Jacobs (Scripps). HRT II, MES [not offered 2013-14]

RLST 092 SC. Varieties of Early Christianity. Through study of ancient texts and monuments, this course explores the diverse forms of Christianity that arose in the first six centuries C.E. We will pay particular attention to political, cultural, and social expressions of early Christianity, including: martyrdom, asceticism, religious conflict (with Jews, pagans, and heretics) and political ideology. Fall, A. Jacobs (Scripps). HRT II, MES

RLST 093 SC. Early Christianity and Theory. A. Jacobs (Scripps). HRT II [not offered 2013-14]

PHIL 096 JT. God and Philosophy. (See Philosophy 96 JT). A. Alwishah/ Y. Avnur. PRT [not offered 2013-14]

RLST 100 PO. 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 dimensions of the Buddhist religion. Topics include hagiography, gender studies, soulcraft and statecraft and the construction of sacred geography. Fall, Z. Ng (Pomona).

RLST 101A CM and RLST 101B CM. Sanskrit and the Indian Epics I & II. The course will introduce the basics of Sanskrit grammar that allow for translation of the classical language and an understanding of the importance of Sanskrit as a sacred sound system. Students will apply their study of the language to a reading of the Mahabharata, including extended sections of the Bhagavad Gita and Ramayana. , D. Michon (CMC) HRTI.

RLST 102 CM. 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 from the Vedas to the modern era. Spring, D. Michon (CMC). HRT I

RLST 103 PO. Religious Traditions of China. Surveys the vast range of religious beliefs and practices in the Chinese historical context. Examines myriad worlds of Buddhism, Daoism and Confucianism and meets with ghosts, ancestors, ancient oracle bones, gods, demons, Buddhas, imperial politics. Spring, Z. Ng (Pomona). HRT I

RLST 104 PO. Religious Traditions of Japan. Z. Ng (Pomona). HRT I [not offered 2013-14]

RLST 105 HM. Religions in American Culture (3). E. Dyson (HMC). [not offered 2013-14]

HIST 012 PO. Saints and Society. (Formerly HIST 105 PO) K. Wolf (Pomona). HRT II

RLST 106 PZ. Zen Buddhism. J. Parker (Pitzer). HRT I [not offered 2013-14]

RLST 107 PO. Tradition and Innovation in the Making of Modern Chinese Buddhism. During China's transition from imperial rule to modern state, traditional religions were challenged with the seemingly inevitable fate of being erased by modernizing and secularizing forces. We will look at the Buddhist adaptations to modernity, particularly the modern state, from the perspective of religious history, exploring how metaphors of "Tradition" and "Innovation" can be used toward the preservation and revitalization of religion. Fall, Z. Ng (Pomona). HRT I

RLST 108 PO. Buddhism & Society in Southeast Asia. Buddhism & Society in Southeast Asia is a multidisciplinary study of Theravada Buddhism against the historical, political, social and cultural backdrop of Sri Lanka, Myanmar (Burma), Thailand, Laos, and Cambodia with particular attention to Thailand and Sri Lanka. The course focuses around three themes: Buddhism as a factor in state building, political legitimation, and national integration, the inclusive and syncretic nature of popular Buddhist thought and practice; and representations of Buddhist modernism and reformism. The course includes material from the formative period of Buddhism in South and Southeast Asia to contemporary times. D. Swearer. HRT I

RLST 111 CM. Rebels, Radicals, and Religions on the Margins. Students will learn about religions on the margins and how religion served to differentiate some communities from the dominant culture. By examining religious radicals, this course demonstrates various responses from narrating a critical stance against the mainstream to more subtle ways of elevating radical elements as exemplary and positive contributions to larger society. This course will select several case studies from a variety of radicals in the early

modern to the modern periods, such as the Anabaptists, Mormons, Davidians, Amish, Al-Qaeda, Sufis, Hasidic Jews, Aum Shinrikyo, Moonies, and Hare Krishna. Spring, E. Chung-Kim (CMC). CWS, HRT II

RLST 112 HM. Engaging Religion (3). This advanced-level seminar uses case studies to explore what counts as religion in a variety of contexts: media, law, academia, economics, politics, etc. How do people recognize religion? What consequences are there for recognizing or denying the legitimacy of religious practices or beliefs? How is that legitimacy judged? How is it narrated? By approaching a few cases studies from multiple perspectives, students gain insight into how the lenses used to assess religion can enable, deepen or limit understanding. Fall, E. Dyson (HMC). HRT II, PRT

RLST 113 HM. God, Darwin, and Design in America. E. Dyson (HMC). HRT II [not offered 2013-14]

RLST 114 HM. 2038: Prophecy, Apocalypse (3). This course looks at American configurations of the End Times, including, but not limited to, the ending of the Mayan calendar in 2012, Ghost Dance religions, Y2K predictions, The Church Universal and Triumphant, Heaven's Gate, the Left Behind books and movies, and varied interpretations of book of Revelation in the Christian Bible. Students taking this course will become familiar with various forms of American apocalyptic thinking as well as literature from "new religious movement" or "cult" scholarship, in order to explore the enduring appeal of End Time scenarios and to question what makes these scenarios persuasive to individuals at varied points in American history. E. Dyson (HMC). HRT II

SOC 114 PZ. Sociology of Religion. (See Sociology 114). P. Zuckerman. CWS [not offered 2013-14]

RLST 115 CM. Asian American Religions. This course explores the role that religion has played in shaping Asian American identity and community through processes of immigration, discrimination, settlement, and generational change. It will analyze how Asian Americans make sense of their Buddhist, Hindu, Sikh, Muslim, Protestant, and Catholic identities, and how their faith communities have been sites of unity and division in the struggle for social change. This interdisciplinary course will draw from historical, sociological, cultural, and religious studies sources and examine how race and religion shape discussions of gender, sexuality, violence, transnationalism, and popular culture in Asian America. Spring, M. Yonemoto (CMC). CWS

RLST 116 PO. The Lotus Sutra in East Asia. The Lotus Sutra is undoubtedly the most popular Buddhist scripture in East Asia. Following the text's trajectory from its emergence in India to its broad dissemination across East Asia, up to the present day, we will critically analyse its many (re)imaginings in doctrinal schools, popular literature, ritual practices, art and architecture and, in modern times, even social activities. Letter grade only. Spring, Z. Ng (Pomona). HRT I

RLST 118 CM. Hindu Goddess Worship. Staff. HRT I, CWS [not offered 2013-14]

RLST 119 PZ. Religion in Medieval East Asia. J. Parker. HRT I [not offered 2013-14]

RLST 120 CM. The Life of Jesus. G. Gilbert (CMC). HRT II [not offered 2013-14]

CLAS 121 JT. Classical Mythology. An exploration of Greek and Roman mythology through both literature (in translation) and visual material (ancient art, architecture, and other material culture). Spring, M. Berenfeld/E. Finkelpearl.

CREA 124 PZ. The Bible and Homer. (See Creative Studies 124). , A. Wachtel. [not offered 2013-14]

RLST 128 PO. The Religion of Islam. HRT II, MES [not offered 2013-14]**129. Formative Judaism.** A survey of Jewish history, literature, thought, and practice from the early Second Temple period to the early Middle Ages. Particular attention will be given to the formation of classical Jewish ideas and institutions, such as modes of biblical interpretation, the role and authority of rabbis, halakha (Jewish law), synagogue, philosophy, and mysticism. Spring, G. Gilbert (CMC). HRT II

RLST 132 PO. Messiahs and the Millennium. E. Runions (Pomona). HRT II, CWS [not offered 2013-14]

RLST 133PO. Modern Judaism. O. Eisenstadt (Pomona). HRT II [not offered 2013-14]

RLST 135 CM. Jerusalem: The Holy City. An examination of the religious, political and cultural history of Jerusalem over three millennia as a symbolic focus of three faiths: Judaism, Christianity and Islam. Focus on the transformation of sacred space as reflected by literary and archaeological evidence by examining the testimony of artifacts, architecture and iconography in relation to the written word. Study of the creation of mythic Jerusalem through event and experience and discussion of the implications of this history on Jerusalem's current political situation. Fall, G. Gilbert (CMC). HRT II, MES

SCIENCE

A joint program with Claremont McKenna and Scripps Colleges.

The Keck 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 Keck 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 Keck 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 non-science majors are numbered in the 50s, 60s, 70s and 80s. In general, courses fulfilling the science requirement:

- Elucidate the nature of science as a process for exploring and understanding the environment we live in, with particular attention given to understanding when it is appropriate to apply the scientific method to a problem and when it is not.
- Involve principles of science, which increase understanding of some of the fundamental concepts of chemistry, physics and/or biology and the manner in which these concepts interrelate.
- Involve a college-level laboratory experience, which provides practice in confronting problems that can be analyzed by the scientific method.
- Provide experience in quantitative reasoning and relationships, including basic mathematical concepts, statistical relationships and work with computers.
- Explore applications of science and technology, which increase understanding of the relationship between basic science and technology and how that relationship has developed and introduce the complexities involved in the application of science and technology to meet societal needs.

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 Keck Science faculty. The research project is often 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 research projects; these students register for the project during the semester when the thesis is written.

Honors in Science

To be considered for departmental honors in one of the science majors listed in this catalog, a student must:

- Achieve a minimum grade point average of 3.5 in courses in the major; and
- Complete a one- or two-semester thesis project in which the student has demonstrated excellence by making a significant contribution to the progress of the research, by producing a thesis document judged to be of honors quality by the department, by presenting the work in a cogent fashion, and by engaging in the departmental seminar program.

Accelerated Integrated Science Sequence (AISS 001AL KS, AISS 001BL KS, AISS 002AL KS, AISS 002BL KS). This intensive honors-level course sequence, co-taught by scientists from different disciplines, provides an integrative approach to the fundamentals of physics, chemistry and biology. It is designed for first-year students with broad, interdisciplinary scientific interests and strong math backgrounds. The sequence will prepare students for entry into any majors offered by the Keck Science Department* and provides an alternative to the standard six-course introductory curriculum (PHYS 033L-34L KS, CHEM 014L–015L KS, BIOL 043L–044L KS). It will feature computer modeling, seminar discussions, lectures, interdisciplinary laboratories and hands-on activities. AISS 001AL KS and AISS 001BL KS are designed to be taken concurrently (in the fall term), followed by AISS 002AL KS and AISS 002BL KS in the spring. Enrollment is by written permission. Laboratory fee: \$50 per course. Staff.

(*Students interested in engineering or premed must consult with the engineering or premed advisers).

Learning Outcomes of the Keck Science Program

Students completing a major in the Keck Science Department should demonstrate the ability to:

1. Use foundational principles to analyze problems in nature.
2. Develop hypotheses and test them using quantitative techniques.
3. Articulate applications of science in the modern world.
4. Effectively communicate scientific concepts both verbally and in writing.

Biology

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 PhD in the discipline.

Learning Outcomes of the Program in Biology

The Biology major aims to provide students with skills and knowledge to effectively engage and evaluate biological issues and innovations in the wider world, and to prepare them as leaders in research, biotechnology, and health-related career fields.

We see the following specific student learning goals as critical to achieving the above:

1. Understand the foundational scientific principles and findings in the student's major field of biology.
2. Develop critical thinking and analytical skills by developing specific hypotheses and designing controlled experiments to test those hypotheses.
3. Read, understand and critique original research articles.

Courses required for the Biology major:

- BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS;
- CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS;
- CHEM 116L KS, CHEM 117L KS;
- MATH 030 PZ (should be taken before Physics);
- PHYS 030L PZ, PHYS 031L KS (or PHYS 033L & PHYS 034L KS), or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS;
- 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 BIOL 190L KS. Students doing a two-semester thesis normally take BIOL 188L KS during the fall semester of their senior year. BIOL 191 KS, One-Semester Thesis in Biology is required of all majors in Science not completing BIOL 188L KS and BIOL 190L KS.

Minor: One year introductory biology (usually BIOL 043L KS, BIOL 044L KS), or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; one year general chemistry (usually CHEM 014L KS, CHEM 015L KS) or CHEM 029L KS, or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; four advanced courses in biology chosen in consultation with a member of the biology faculty. Must include at least two advanced courses with laboratory.

- **Combined Major:** Students wishing to complete a combined major in biology must complete the following courses: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS

002BL KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; 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 Keck 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, neurobiology, 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.

Learning Outcomes of the Program in Human Biology

Students completing a major in Human Biology should also demonstrate the ability to:

1. Have some understanding of the origins of human structure, physiology and behavior.
2. Have some understanding of human interactions with each other and with their environment.

Courses required for the Human Biology major:

- BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS;
- CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS;
- Four (4) additional courses in biology; at least three (3) from among courses of the following types: physiology, neurobiology, 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 and Sheryl Miller.

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 in science must be completed. A course in statistics is strongly recommended. All courses are to be chosen in consultation with Human Biology Cross-Cultural Health faculty: Sharon Snowiss, Leda Martins, Alicia Bonaparte, KaMala Thomas and John Milton.

Learning Outcomes for Cross-Cultural Health and Healing Option:

1. Identify, describe, understand and evaluate traditional, cultural and/or indigenous (non-allopathic) healing modalities.
2. Critically identify, discuss, and evaluate micro- and macro-level issues affecting medical practice in local, global, and community health settings.
3. Demonstrate their understanding of course material and its linkages to their participation in an internship or practicum experience.
4. Create and develop a comprehensive senior thesis research project that integrates their study and experience.

Molecular Biology: This interdisciplinary major is focused on biology and the physical sciences and incorporates a significant amount of mathematics. The major is research oriented and is designed to prepare students for graduate studies or medical school, as well as careers in biotechnology and the pharmaceutical industry. For further information, consult with the molecular biology faculty, Professors Armstrong, Edwalds-Gilbert, Tang, or Wiley.

Learning Outcomes of the Program in Molecular Biology

Students completing a major in Molecular Biology should demonstrate the ability to:

1. Understand foundational scientific principles and findings in current molecular biology.
2. Discuss and analyze original scientific research articles in molecular biology.
3. Interpret data, including identification of control versus experimental samples.
4. Design controlled experiments to test specific hypotheses.

Courses required for the Molecular Biology major:

- BIOL 043L KS, or BIOL 040L KS
- CHEM 014L KS-CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- MATH 031 PZ (Calculus II)
- BIOL 143 KS (Genetics)
- CHEM 116L KS-CHEM 117L KS (Organic)
- BIOL 173L KS (½ credit sophomore Molecular Biology Seminar/Lab course)
- PHYS 033L KS-PHYS 034L KS (recommended) or PHYS 030L KS-PHYS 031L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- BIOL 157L KS (Cell Biology with BIOL 143 KS as prerequisite or permission of instructor)

- BIOL 170L KS (Molecular Biology with BIOL 143 KS as prerequisite or permission of instructor)
- BIOL 177 KS (Biochemistry)
- CHEM 121 KS (Physical Chemistry I, Thermodynamics)
- One additional lab course from a defined set of electives or other approved electives

BIOL 188L KS– BIOL 190L KS, two-semester thesis with lab (preferred), or BIOL 191 KS, one- semester thesis.

Organismal Biology: This major provides a research-and-field-oriented background for students interested in research careers in either physiology or ecology/evolution and their allied fields. For further information, consult with the organismal biology/ ecology faculty, Professors Copp, McFarlane, Preest, or Thomson.

Learning Outcomes of the Program in Organismal Biology

The Organismal Biology major of the Keck Science Department provides students with the skills and knowledge to effectively engage and evaluate biological science issues and innovations in the wider world, and to take leadership roles in fields including research, health and veterinary professions, and environmental management.

Students completing a major in Organismal Biology should demonstrate the ability to:

1. Articulate the foundational scientific principles and findings in physiology, ecology, and evolutionary biology.
2. Apply foundational principles, especially evolution, in different biological sub-disciplines.
3. Refine critical, analytical, and scientific thinking skills, by developing scientific questions and using a variety of research tools and methods towards answering them.
4. Read/understand and critique original research articles.
5. Use appropriate quantitative approaches for data analysis, data presentation, and modeling.
6. Articulate how science relates to current problems in the modern world, especially contemporary concerns such as conservation biology, climate change, and ecosystem degradation.

Courses required for the Organismal Biology major:

- BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- CHEM 014L KS and CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- MATH 030 PZ (or a new Biomath course)
- BIOL 175 KS (Biostatistics) or equivalent
- PHYS 030L KS and PHYS 031L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- BIOL 120 KS (Research Tools for Organismal Biology)

Six upper division biology courses, including 3 with lab, at least one from each group AND at least three from Group 1 or 3: Other courses may also be appropriate to fulfill the group requirements, if approved in advance by the biology faculty.

Group 1:

- Vertebrate Physiology (BIOL 131L KS)
- Comparative Physiology (BIOL 132L KS)
- Mathematical Physiology (BIOL 133L KS)
- Selected Topics in Neuroscience (BIOL 140 KS)
- Vertebrate Anatomy (BIOL 141L KS)
- Anatomy & Biomechanics: Limbs and Movement (BIOL 150AL KS)
- Anatomy & Biomechanics: Back and Core Stabilization (BIOL 150BL KS)
- Plant Physiology and Biotechnology (BIOL 163L KS)
- Animal Physiological Ecology (BIOL 166 KS)
- Sensory Evolution (BIOL 167 KS)
- Topics In Biology: Neural Organization of Behavior (BIOL 187C KS)

Group 2:

- Genetics (BIOL 143 KS)
- Drugs and Molecular Medicine (BIOL 144 KS)
- Developmental Biology (BIOL 151L KS)
- Genomics and Bioinformatics (BIOL 156L KS)
- Cell Biology (BIOL 157L KS)
- Cell Cycle, Diseases, and Aging (BIOL 158 KS)
- Neuroscience I: Cell, Molecular (BIOL 161L KS)
- Molecular Biology (BIOL 170L KS)
- Biochemistry (BIOL 177 KS)
- Topics in Biology: Epigenetics (BIOL 187A KS)

Group 3:

- Field Biology (BIOL 135L KS)
- Applied Ecology & Conservation with Lab (BIOL 138L KS)
- Applied Ecology & Conservation without Lab (BIOL 139 KS)
- Evolution (BIOL 145 KS)
- Ecology with Lab (BIOL 146L KS)
- Biogeography (BIOL 147 KS)
- Animal Behavior (BIOL 154 KS)
- Marine Ecology (BIOL 169L KS)
- Tropical Ecology (BIOL 176 KS)
- Special Topics in Biology (BIOL 187 KS)

Off-Campus Study at an advanced level (OCS courses may substitute for courses in Groups 1, 2 and 3; approved summer research experience may substitute for OCS by prior arrangement). (Off-Campus Study is strongly recommended but not required).

A one- or two- semester thesis (BIOL 191 KS; or BIOL 188L KS and BIOL 190L KS)

Chemistry

The student of chemistry examines, describes and explores the composition, structure and properties of substances and the changes they undergo. This curriculum provides a firm foundation in the principles of chemistry as well as sufficient experience to prepare the student for basic research, secondary school teaching, the pursuit of a career in medicine, or graduate study in the field.

Learning Outcomes of the Program in Chemistry

Students completing a major in Chemistry should demonstrate the ability to:

1. Be able to apply knowledge of chemistry, physics and math to solve chemical problems.
2. Possess a breadth of knowledge in analytical, physical, organic, analytical, inorganic and biochemistry.
3. Be able to identify, formulate and solve complex problems.
4. Have a mastery of techniques and skills used by chemists.

The major in Chemistry requires a minimum of 13–15 courses:

- CHEM 014L KS–CHEM 015L KS, Basic Principles of Chemistry; or CHEM 029L KS, Accelerated General Chemistry; or CHEM 040L KS, Introduction to Biological Chemistry, and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- CHEM 116L KS–CHEM 117L KS, Organic Chemistry
- CHEM 121 KS–CHEM 122 KS, Principles of Physical Chemistry
- PHYS 033L KS–PHYS 034L KS, Principles of Physics; or PHYS 030L KS–PHYS 031L KS, General Physics, with permission of adviser; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- CHEM 126L KS–CHEM 127L KS, Advanced Laboratory in Chemistry
- CHEM 128 KS, Inorganic Chemistry
- CHEM 177 KS, Biochemistry
- Electives: one advanced elective (two halves) in chemistry, molecular biology, or interdisciplinary electives involving chemical concepts of techniques, chosen in consultation with the chemistry faculty
- Senior Thesis in Chemistry: chemistry majors must complete one of the following: CHEM 188L KS–CHEM 190L KS, or CHEM 191 KS. For further information, see “Senior Thesis in Science.”

NOTES: MATH 031 PZ, Calculus II, is co-required for CHEM 121 KS and MATH 032 PZ, Calculus III, is co-required for CHEM 122 KS. Additional electives in chemistry, mathematics, physics and computer science are strongly recommended for all chemistry majors.

Requirements for a Minor in Chemistry: A minor in chemistry consists of Introductory CHEM 014L KS and CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS, Introduction to Biological Chemistry, and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, and four upper-division courses (CHEM 116L KS or higher).

The four courses chosen should be chosen in consultation with a member of the chemistry faculty to provide a coherent overall program.

Requirements for a Combined Major in Chemistry: A combined major in chemistry requires seven upper-division courses, in addition to senior thesis. This reduces the load of a regular chemistry major by two courses. The seven courses must include: Organic CHEM 116L KS and CHEM 117L KS, Physical Chemistry CHEM 121 KS and CHEM 122 KS, at least one semester of Advanced Laboratory (either CHEM 126L KS or CHEM 127L KS), and either Inorganic Chemistry, CHEM 128 KS, or Biochemistry, BIOL 177 KS. The remaining elective can consist of either a single upper-division course or two halves. All lower-division courses and prerequisites in other disciplines (math, physics) must still be met.

Biochemistry

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 those going on to graduate work and also provides a strong background for those entering medical, dental and veterinary school.

Learning Outcomes of the Program in Biochemistry

Students completing a major in Biochemistry should demonstrate the ability to:

1. Be able to apply knowledge of chemistry and biology to solve biochemical problems.
2. Possess a breadth of knowledge in organic, physical, and biochemistry, as well as genetics, molecular biology and cellular biology.
3. Be able to identify, formulate and solve complex biochemical problems.
4. Read and understand original research.
5. Be able to design and conduct experiments.
6. Have a mastery of techniques and skills.
7. Be able to communicate results and findings.

Courses required for the Biochemistry major:

- BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; BIOL 157L KS, BIOL 170L KS, BIOL 177L KS,
- CHEM 014L KS, CHEM 15L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; CHEM 116L KS, CHEM 117L KS, CHEM 121 KS, CHEM 122 KS, CHEM 126L KS, CHEM 127L KS,
- PHYS 030L KS, PHYS 031L KS (or PHYS 033L KS, PHYS 034L KS); or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- MATH 030 PZ, MATH 031 PZ,
- Senior Thesis BIOL/CHEM 191 KS or BIOL/CHEM 188L KS and BIOL/CHEM 190L KS.

Environmental Science

See Environmental Analysis Section for this track.

Neuroscience

Intercollegiate Coordinator: T. Borowski

Pitzer Faculty Advisers: A. Jones, T. Justus, B. Keeley, L. Light, D. Moore

Keck Science Faculty Advisers: M. Coleman, N. Copp, J. Milton

The major in Neuroscience is an interdisciplinary program of 16 courses (maximum) designed to provide students with an appreciation of diverse approaches to understanding the function of nervous systems, as well as the ability to conduct investigations within a particular subfield of interest. Students majoring in Neuroscience complete:

1. A common core program,
2. A sequence of four electives determined in consultation with an adviser in Neuroscience, and
3. A one- or two-semester thesis on a topic related to the four course sequence.

The major provides good preparation for graduate work in biology, neuroscience, and a variety of other programs including medical school or other graduate health professions programs. Admission to particular advanced degree programs may require additional course work.

Learning Outcomes of the Program in Neuroscience

The Neuroscience major of the Keck Science Department aims to provide students with skills and knowledge to prepare them to effectively engage and evaluate issues and innovations in neuroscience. In particular, the program prepares students for graduate programs in Neuroscience and contributes towards the preparation for professional programs such as biotechnology and medicine.

We see the following specific student learning goals as critical to achieving the above:

1. Understand the structure and function of the nervous system at various levels of organization.
2. Understand a number of research techniques in neuroscience and will gain training in evaluating the strengths and weaknesses of various methods.
3. Design experiments, analyze data and think critically.
4. Critically evaluate published scientific literature.

Common Neuroscience Core (10 courses)

- a. First Tier
 - Introductory Biology (two semesters: BIOL 043L KS–BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or equivalent, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS).

- Basic Principles of Chemistry (two semesters: CHEM 014L KS–CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or equivalent, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS).
 - Foundations of Neuroscience (NEUR 095L JT or approved substitute).
 - Neuroscience 2: Systems: BIOL 149 KS.
 - Neuroscience 1: Cell, Molecular: BIOL 161L KS.
- b. Second Tier—Choose 3 courses from the following:
- General Physics: two semesters of PHYS 030L KS–PHYS 031L KS, or PHYS 033L–PHYS 034L KS, or equivalent, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS.
 - Mathematics: MATH 031 PZ (Calculus II), Statistics (BIOL 175 KS, or PSYC 091 PZ, PSYC 103 SC or PSYC 109 CM), or approved equivalent course.
 - Computer science: BIOL 133L KS, PHYS 100 KS, or approved equivalent course.
 - Research Methods: PSYC 092 PZ, PSYC 104 SC/PSYC 104L SC, PSYC 110 CM, PSYC 111L CM, or approved equivalent course.

1. Neuroscience Sequence (4 courses)

- a. A coherent grouping of four elective courses to be determined in consultation with an adviser in Neuroscience and approved by the Coordinator of the Intercollegiate Neuroscience Program. Areas in which a student may elect to specialize include, but are not limited to,
- Behavioral Neuroscience,
 - Cellular and Molecular Neuroscience,
 - Cognitive Neuroscience,
 - Computational Neuroscience,
 - Motor Control,
 - Philosophy of Neuroscience,
 - Developmental Neuroscience

2. Senior Thesis (one or two courses)

- a. A one- or two-semester Senior Thesis on a topic related to the student's selected Neuroscience Sequence. Students who choose the one-semester thesis option are required to take an additional course towards their neuroscience sequence.
- BIOL 188L KS and BIOL 190L, two-semester thesis; or
 - BIOL 191, one-semester thesis or equivalent for dual majors

Biophysics

The biophysics major integrates the physical principles that are part of the core material found in a traditional physics major with areas of interest in the life sciences. Offering many possible avenues via molecular/cellular, biomechanical, organismal and/or physiological

sequences, the major is appropriate for students interested in attending graduate school in physics or biophysics and provides a solid background for students planning a career in the health fields.

Learning Outcomes of the Program In Biophysics

Students who have completed a major in Biophysics, when confronted with a natural phenomenon, should be able to examine, model and analyze the system and effectively communicate the findings.

Specifically, students should be able to:

1. Develop a conceptual framework for understanding the system by identifying the key physical principles, relationships, and constraints underlying the system.
2. If required, develop a physical experiment to analyze the system within the framework. This includes:
 - Designing the experiment;
 - Making basic order-of-magnitude estimates;
 - Working with standard data-measuring devices such as oscilloscopes, digital multi-meters, signal generators, etc.;
 - Identifying and appropriately addressing the sources of systematic error and statistical error in their experiment;
3. Translate that conceptual framework into an appropriate mathematical format/model.
4. (a) If the mathematical model/equations are analytically tractable, carry out the analysis of the problem to completion (by demonstrating knowledge of and proficiency with the standard mathematical tools of physics and engineering).
(b) If the model/equations are not tractable, develop a computer code and/or use software/programming languages (e.g., MATLAB, Maple, Python) to numerically simulate the model system.
5. Use with proficiency standard methods of data analysis (e.g., graphing, curve-fitting, statistical analysis, Fourier analysis, etc.).
6. Intelligently analyze, interpret, and assess the reasonableness of the answers obtained and/or the model's predictions.
7. Effectively communicate their findings (either verbally and/or via written expression) to diverse audiences.

Courses required for the Biophysics major:

1. Foundation courses:

- a. Introductory Biology (two semesters: BIOL 043L KS-BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent);
- b. Introductory Chemistry (two semesters: CHEM 014L KS-CHEM 015L KS, or CHEM 029L KS, or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent);
- c. Introductory Physics (two semesters: PHYS 030L KS-PHYS 031L KS, or PHYS 033L KS-PHYS 034L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent);

- d. Modern Physics (PHYS 035 KS);
- e. Biophysics (PHYS 178 KS or equivalent);
- f. Calculus II (MATH 032 PZ); Differential Equations (MATH 111 CM or equivalent);
- g. One computer programming course (CSCI 005 HM, CSCI 051 CM, or PHYS 108 KS);

2. Five Additional Advanced Courses:

- a. Three (3) upper-division courses from Biology, at least one of which must include a laboratory component. Organic Chemistry (CHEM 116L KS) may be substituted for one of the three upper-division Biology courses, but one of the remaining two upper-division Biology courses must still include a laboratory component.
- b. Two (2) upper-division physics courses.

3. Senior thesis (one- or two-semester).

A study-abroad experience is strongly recommended but not required.

NOTE: For Biophysics majors, PHYS 030L KS-PHYS 031L KS may substitute as a prerequisite for PHYS 033L KS-PHYS 034L KS.

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.

Learning Outcomes of the Program in Physics

When confronted with an unfamiliar physical or dynamical system or situation, our students should be able to:

1. Develop a conceptual framework for understanding the system by identifying the key physical principles, relationships, and constraints underlying the system;
2. Translate that conceptual framework into an appropriate mathematical format/model;
3. (a) If the mathematical model/equations are analytically tractable, carry out the analysis of the problem to completion (by demonstrating knowledge of and proficiency with the standard mathematical tools of physics and engineering);
(b) If the model/equations are not tractable, develop a computer code and/or use standard software/programming languages (e.g., Matlab, Maple, Python) to numerically simulate the model system;
4. Intelligently analyze, interpret, and assess the reasonableness of the answers obtained and/or the model's predictions;
5. Effectively communicate their findings (either verbally and/or via written expression) to diverse audiences.

In a laboratory setting, students should be able to:

1. Design an appropriate experiment to test out a hypothesis of interest;
2. Make basic order-of-magnitude estimates;
3. Demonstrate a working familiarity with standard laboratory equipment (e.g., oscilloscopes, DMMs, signal generators, etc.);
4. Identify and appropriately address the sources of systematic error and statistical error in their experiment;
5. Have proficiency with standard methods of data analysis (e.g., graphing, curve-fitting, statistical analysis, Fourier analysis, etc.);
6. Intelligently analyze, interpret, and assess the reasonableness of their experimental results;
7. Effectively communicate their findings (either verbally and/or via written expression) to diverse audiences.

Courses required for the Physics major:

1. PHYS 033L KS, PHYS 034L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; PHYS 035 KS, PHYS 100 KS, PHYS 101 KS, PHYS 102 KS, PHYS 114 KS, PHYS 115 KS;
2. A one- or two-semester thesis in Science (191 or 188L and 190L);
3. MATH 031 PZ, MATH 032 PZ or Differential Equations MATH 102 PZ (Are prerequisites for several advanced physics courses.);
4. One computer science course chosen in consultation with faculty advisers;
5. CHEM 014L KS or CHEM 040L KS is recommended.

Science and Management

Learning Outcomes of the Program in Science and Management

The Science and Management major aims to prepare students to be leaders at the interface of science and business and in related fields.

In addition to the general departmental goals, students completing a major in Science and Management should demonstrate the ability to:

1. Master the principles in their specific sequence/track (molecular biology, environmental biology, chemistry, physics, or other fields) and acquire the ability to apply them to solving problems including research questions.
2. Master the fundamental principles of economics and accounting.
3. Gain experience in the world outside the classroom.

Courses required for the Science and Management major:

- CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS
- PHYS 033L KS, PHYS 034L KS (for physics & chemistry tracks), or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; or PHYS 030L KS, PHYS 031L KS (for other tracks)
- MATH 030 PZ

- CSCI 051 CM (or equivalent)
- A writing course
- ECON 051 PZ, ECON 052 PZ, ECON 086 CM, ECON 104 PZ, ECON 105 PZ, ECON 151 CM
- ORST 135 PZ
- A one- or two-semester science thesis and Internship or Practicum
- Additional courses in one of four tracks: chemistry, physics, biotechnology, environmental management.

This major is designed to educate students in science and to provide grounding in managerial skills as well as in the liberal arts, in addition to Pitzer core educational objectives. For details of each track, contact the Keck Science Department Science and Management adviser.

Management Engineering

Learning Outcomes of the Program in Management Engineering

1. When confronted with an unfamiliar physical system, our students should be able to:
 - a. If the equations are analytically tractable, carry out the analysis of the problem to completion.
 - b. If equations are not tractable, develop a computer code and/or use standard software numerically simulates the model system.
 - If the equations are analytically tractable, carry out the analysis of the problem to completion.
 - If equations are not tractable, develop a computer code and/or use standard software numerically simulates the model system.
 - Analyze and assess the reasonableness of the answers obtained.
 - Communicate their findings either verbally and/or via written expression.
2. In a laboratory setting, students should be able to:
 - Demonstrate a working familiarity with standard laboratory equipment.
 - Identify and appropriately address the sources of error in their experiment.
 - Have proficiency with standard methods of data analysis.

Courses required for the Management Engineering major:

- MATH 030 PZ, MATH 031 PZ, MATH 032 PZ, MATH 111 CM, or equivalent
- PHYS 033L KS, PHYS 034L KS
- One of the following courses chosen in consultation with your adviser: PHYS 035 KS, PHYS 100 KS, PHYS 101 KS or PHYS 102 KS
- CHEM 014L KS
- ECON 051 PZ, ECON 052 PZ, ECON 086 CM and one advanced course
- Organizational Studies/Social Science—two chosen in consultation with your adviser
- Chemical engineers should take CHEM 015L KS (General Chemistry), CHEM 117L KS (Organic Chemistry), or CHEM 121 KS/CHEM 122 KS (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. Although a formal program exists with Columbia University, students can transfer to other engineering programs. 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 Keck Science faculty.

Honors in Science

To be considered for departmental honors in one of the science majors listed in this catalog, a student must:

- Achieve a minimum grade point average of 3.5 in courses in the major and;
- Complete a one- or two-semester thesis project in which the student has demonstrated excellence by making a significant contribution to the progress of the research, by producing a thesis document judged to be of honors quality by the department, by presenting the work in a cogent fashion, and by engaging in the departmental seminar program.

AP Credit

Biology: An AP score of 4 or 5 on the AP Biology exam will be granted one elective course credit toward graduation, but will not be counted toward 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 toward graduation. Decisions on possible placement into CHEM 015L KS (or CHEM 029L KS) will be determined on an individual basis after consultation (and examination for CHEM 029L KS) by the Chemistry Department.

Physics: An AP score of 4 or 5 on the AP Physics exam will be granted one elective course credit toward graduation, but will not count toward 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

Students with an interest in astronomy or in astrophysics may take courses in the astronomy program with the physics departments at Harvey Mudd College and Pomona College. As part of the astronomy program, the participating colleges maintain facilities at the Table Mountain Observatory, located about one hour from campus in the San Gabriel Mountains. Equipment includes a 40-inch telescope with a photometer, CCD camera, IR

camera, and CCD spectrograph. No major in astronomy is available at The Claremont Colleges; normally interested students major in physics.

ASTR 066L KS. 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. Fall/Spring, T. Dershem/Staff.

Biology

Advisers: J. Armstrong, M. Coleman, N. Copp, G. Edwalds-Gilbert, S. Gilman, P. Ferree, D. McFarlane, J. Milton, J. E. Morhardt, M. Preest, L. Schmitz, Z. Tang, B. Thines, D. Thomson, E. Wiley

AISS 001AL KS, AISS 001BL KS, AISS 002AL KS, AISS 002BL KS. Accelerated Integrated Science Sequence. See complete description above.

BIOL 039L KS. Analyses of Human Motor Skills. Neurobiology of motor skills, expertise and performance. Noninvasive methods of motion analysis (observation, motion capture, EEG/EMG, multimodal imaging). Teaching interventions. Laboratory examines development of basic sporting skills in children, athletes and those with disabilities. This course will fulfill the science general education requirement. This course will not count toward the biology major. Permission of instructor required. Enrollment limited. Laboratory fee: \$50. Fall, J. Milton.

BIOL 040L KS. Introduction to Biological Chemistry. This course is designed for first-year students and must be taken concurrently with Chemistry 40L. The two courses together cover the topics in and provide an alternative to General Chemistry (Chem 14L) and Introductory Biology (Biol 43L), and highlight areas of overlap between the two disciplines. In total, BIOL 040L KS and Chemistry 40L will include 6 hours of lecture and 8 hours of lab per week. Enrollment is by written permission of the instructors. Laboratory fee: \$50. Fall, B. Thines, M. Hatcher-Skeers.

BIOL 43L KS. Introductory Biology. This course explores life at the molecular and cellular level as an introduction to the cellular processes and gene expression patterns that underlie organismal physiology and evolution through lectures, discussion and laboratory exercises. Topics include cell and molecular biology, genetics and biochemistry. Prior or concurrent enrollment in CHEM 014L KS or CHEM 029L KS is recommended. Laboratory fee: \$50. Fall, Staff.

BIOL 044L KS. 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, Staff.

BIOL 056L KS. 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. [not offered 2013-14]

BIOL 057L KS. 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. [not offered 2013-14]

BIOL 062L KS. 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. [not offered 2013-14].

BIOL 071L KS. 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. [not offered 2013-14]

BIOL 080L KS. Behavioral Neurobiology. This course will examine interesting behavioral systems and the ways in which nervous systems produce these behaviors. Among other things we will investigate the molecules and systems involved in bee colony organization, how birds sing, reproductive behavior in monogamous and promiscuous voles, and behavior of the parasitic wasp. Enrollment limited to 45. Lab fee: \$30. [not offered 2013-14]

BIOL 082L KS. Plant Biotechnology in a “Greener” World. This course introduces The principles underlying the development of crops for agriculture, emphasizing modern plant biotechnology and potential applications of genetically engineered plants. Basic concepts used in modern agriculture will be reviewed in light of emerging technologies affecting production practices and new plant and food products. Emphasis will be on understanding the tools and strategies involved in optimizing plant productivity and development of new uses for plants. A lab component will be included that will introduce the common plant manipulation technologies that are currently being used. Environmental, regulatory, patent, economic and social issues related to commercialization of GE crops will also be discussed. Laboratory Fee: \$30. Spring, L. Grill.

BIOL 083LC JT. Science, Management, and Technology: Neuropharmacology. The biology of selected neural disorders, such as Parkinson’s disease, depression, and Alzheimer’s disease, will be examined in the context of the development of therapeutic products. Topics in Neurobiology will be interspersed with discussion of applied science, the economics of innovation, and the social implications of commercialization of scientific discoveries. Laboratory fee: \$30. [not offered 2013-14]

BIOL 084L JT. Genetic Engineering and Biotechnology. This course introduces the molecular concepts and techniques underlying genetic engineering for commercial

purposes including pharmaceutical development/production, cloning, tissue generation, genetic testing and biological enhancement. Through discussing primary experimental papers and case studies, students are introduced to the scientific method, and promises, limitation, pitfalls, and concerns in various biotechnology- dependent fields. Lab fee: \$30. [not offered 2013-14]

NEUR 095L JT. Foundations of Neuroscience. An introduction to the nervous system and behavior that explores fundamental issues in neuroscience from a variety of perspectives. Emphasis will be placed on technological advances, experiments and methodologies that have most influenced our understanding of the nervous system. The class will be divided into three groups that will rotate through four 3-week modules covering the history and philosophy of neuroscience, the electrical nature of the nervous system, the chemical nature of the nervous system, and cognition and the nervous system. The course will end with a final integrative module that brings together fundamental principles developed throughout the course. Intended primarily for first- and second-year students. Permission of instructor required of third- and fourth-year students. Lecture, discussion, and laboratory. Spring, Staff.

BIOL 120 KS. Research Tools in Organismal Biology. This course, normally taken in the sophomore year, provides a common foundation for students in the organismal biology major. An introduction to statistical concepts, software, literature searching and current research in the discipline. One-half course credit. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Fall, D. McFarlane.

BIOL 131L KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Students may not also take BIOL 132L KS, BIOL 140 PO, BIOL 101 HM or BIOL 103 HM for credit. Enrollment limited. Laboratory fee: \$50. Spring, Staff.

BIOL 132L KS. 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. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Students may not also take BIOL 131L KS, BIOL 140 PO, BIOL 101 HM, or BIOL 103 HM for credit. Laboratory fee: \$50. Fall, M. Preest.

BIOL 133L KS. Dynamical Diseases: Introduction to Mathematical Physiology. Mathematical analyses of biology oscillators, excitable media and feedback control mechanisms. Comparing predictions with observation. Design of dynamic therapeutic

strategies. Laboratory develops computer skills to explore dynamical systems. Full course. Prerequisites: Calculus and permission of instructor. Students must have a PC laptop computer with Internet access. For students who do not have a PC laptop, please see instructor for other options. Laboratory fee: \$50. Fall, J. Milton.

BIOL 135L KS. Field Biology. A laboratory course on field methods and advanced topics in ecology and evolution. The class covers experimental design, field sampling techniques and basic species identification skills, with a particular emphasis on plants and invertebrates. The course combines lectures, discussions of recent literature, and field labs. In lab, students will design, carry out and present research experiments, using the Bernard Field Station and other sites near campus. Prerequisites: BIOL 044L KS. Enrollment limited to 18. Laboratory fee: \$50. Fall, Staff.

BIOL 137 KS. EEP Clinic. Students work as a team on a specific project each semester, which involves an examination of political and economic aspects of environmental issues. The course involves library research, field interviews, data collection, analysis, report production and presentation. Emphases include both oral and written communication methods. Fall/Spring, E. Morhardt.

BIOL 138L KS. Applied Ecology and Conservation with Lab. This course covers advanced topics in population biology, community ecology and population genetics, as applied to conservation and resource management and with an emphasis on quantitative methods. The computer laboratory involves learning basic programming skills through the development and analysis of models addressing problems in conservation research and management. Prerequisites: Biology 44L. Enrollment limited to 16. Laboratory fee: \$50. [not offered 2013-14]

BIOL 139 KS. Applied Ecology and Conservation. This course covers advanced topics in population biology, community ecology and population genetics, as applied to conservation and resource management and with an emphasis on quantitative methods. Prerequisites: BIOL 044L KS. Enrollment limited to 18. [not offered 2013-14]

BIOL 140 KS. Selected Topics in Neuroscience. A half credit seminar course in which students will choose a topic (up to two topics) of interest and read a broad range of primary literature on the topic(s). Potential topics include Learning and Memory, Circadian Rhythms, Homeostasis, and Social Attachment. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. [not offered 2013-14]

BIOL 141L KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited. Laboratory fee: \$50. Fall, L. Schmitz.

BIOL 143 KS. Genetics. This course provides an overview of the mechanisms of inheritance at the molecular, cellular and population levels. Topics include the genetics of human disease, mapping genes, the analysis of genomes (genomics) and quantitative genetics. Prerequisites: BIOL 043L KS, or BIOL 040L KS, CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or permission of instructor. Enrollment limited to 36. Fall/Spring, P. Ferree, J. Massimelli.

BIOL 144 KS. Drugs and Molecular Medicine. This course explores the biochemical actions of different types of pharmaceuticals and the biological variables in their efficacies. The second half examines the modern world of molecular medicine: new approaches to treating diseases through molecular biology. This course is appropriate for a range of students with different backgrounds. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited to 24. Fall, E. Wiley.

BIOL 145 KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or permission of instructor. Enrollment limited. Fall, D. McFarlane.

BIOL 146L KS. Ecology with Lab. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited. Laboratory fee: \$50. Fall, D. McFarlane.

BIOL 147 KS. Biogeography. Biogeography is the study of the distribution of organisms across the Earth, and ecological, evolutionary, and geologic processes that shape those distributions. Applications of biogeography to environmental problems will also be covered. Students will practice techniques such as GIS and phylogeography. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited to 24. Fall, Staff.

BIOL 149 KS. Neuroscience 2: Systems. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS),

or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited. Spring, M. Coleman.

BIOL 150AL KS. Functional Human Anatomy and Biomechanics: Limbs and Movement. Development and evolutionary principles of limb design and function; mechanical properties of bone, soft tissues, muscle, nerve; inter-relationships between structure, biomechanics, and function; open chain versus closed chain kinematics; mobility of limb girdles; mechanisms of injury and prevention. Laboratory involves dissection of human cadavers. Prerequisites: BIOL 039L KS (or DANC 160 PO); an introductory course in biology (BIOL 043L KS, or BIOL 040L KS, or BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent); a course in classical mechanics (PHYS 030L KS or PHYS 033L KS, or equivalent), or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, and permission of instructor. Enrollment limited to 15. Laboratory fee: \$100. [not offered 2013-14]

BIOL 150 BL KS. Functional Human Anatomy and Biomechanics: Back and Core Stabilization. Evolution and development of pronograde versus orthograde stance; development of pelvic diaphragm; mechanical properties of disks and vertebrae (creep); passive versus active stabilization and limb movement; back pain. Prerequisites: BIOL 039L KS (or DANC 160 PO); an introductory course in biology (BIOL 043L KS, or BIOL 040L KS, or BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent); a course in classical mechanics (PHYS 030L KS or PHYS 033L KS, or equivalent), or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, and permission of instructor. Enrollment limited to 15. Laboratory fee: \$100. [not offered 2013-14]

BIOL 151L KS. Developmental Biology. Lectures, discussions and laboratory experiments focus on the molecular and cellular processes involved in building a whole animal from a single cell. Topics will include fertilization, establishment of the body plan, cell and tissue differentiation, building limbs, sex determination, stem cells, tissue regeneration, and evolutionary development. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or permission of instructor. Genetics is strongly recommended. Enrollment limited to 18. Laboratory fee: \$50. [not offered 2013-14]

BIOL 154 KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or permission of instructor. Fall, E. Ferree.

BIOL 155L KS. Selected Topics in Computational Neuroscience. This course will introduce future neuroscientists, physicians and business entrepreneurs to the way that computational scientists create ideas starting at the black board. A variety of qualitative techniques are introduced together with computer software packages to illustrate the fundamental principles. These tools can be used even by non-mathematically oriented

students to learn how to propose key experiments that can be tested at the bench top and bedside. Prerequisites: BIOL 043L KS or 44L, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or BIOL 133L KS (or equivalent)--in addition, permission of Instructor is required. Familiarity with at least one computer programming language and an introduction to differential equations is strongly recommended. Enrollment limited to 18. Laboratory fee: \$50. [not offered 2013-14]

BIOL 156L KS. Genomics and Bioinformatics. Access to sequences genomes and related bioinformatics tools have revolutionized how many biological investigations are approached. This course will cover genome sequencing, organization, and annotation as well as gene expression profiling, reverse genetics, gene networks, and predicting gene function. Students will be introduced to strategies and computational tools required for analysis of large-scale datasets. Prerequisites: BIOL 043L KS or BIOL 040L KS; CHEM 014L KS and CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; or permission of the instructor. Enrollment limited to 18. Laboratory fee: \$50. Spring, B. Thines.

BIOL 157L KS. Cell Biology. This course examines the function of organisms at the cellular and molecular level through discussion, analysis of scientific literature and laboratory experimentation. Topics include signal transduction, nuclear structure and function, cell division and apoptosis (cell suicide). The laboratory uses modern cell biology techniques including fluorescent microscopy and immunodetection of proteins. Prerequisites: BIOL 043L KS, or BIOL 040L KS; CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; or permission of instructor. One previous upper-division Biology course is strongly recommended. Enrollment limited to 18. Laboratory fee \$50. Fall/Spring, Staff, J. Armstrong.

BIOL 158 KS. 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. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Spring, Z. Tang.

BIOL 159 KS. 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. Prerequisite: BIOL 044L KS. Enrollment limited. Fall, E. Morhardt.

BIOL 161L KS. Neuroscience 1: Cell, Molecular. Current and historic methods of analysis will be discussed in relation to neurons and nervous system function. The focus will be on the cellular and molecular mechanisms underlying neuronal activity and function.

The laboratory will introduce students to methods used for cellular neurobiology.

Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS.

Enrollment limited to 18. Fall, M. Coleman.

BIOL 163L KS. Plant Physiology and Biotechnology. This course will provide a basic understanding of plant physiology and plant biotechnology. It will cover plant structure and functional relationships at many levels, including the whole plant, plant tissues, isolated cells and organelles. It will include water relations, respiration, photosynthesis, nitrogen fixation, plant hormones and plant molecular biology. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Lab fee: \$50. [not offered 2013-14]

BIOL 164 KS. Virology. This course will provide a balanced and broad introduction to virology. Animal and human viruses, bacterial phages, plant viruses, insect viruses and prions will be covered. Topics will include viral classification, replication, expression, pathogenesis, methods of diagnosis, and the current uses of viruses in gene therapy and vaccine applications. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Fall, L. Grill.

BIOL 165 KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent. Enrollment limited. Spring, E. Morhardt.

BIOL 166 KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS and BIOL 131L KS, BIOL 132L KS, or BIOL 146L KS. Enrollment limited to 24. [not offered 2013-14]

BIOL 167 KS. Sensory Evolution. This course provides an integrative perspective on the evolution of sensory systems, bridging the fields of organismal biology, macroevolution, and sensory biology. Topics include metazoan phylogenetics, molecular and physiological basics of sensory perception, structure and function of major sensory systems (vision, mechanoreception, chemoreception, electroreception), and macroevolutionary concepts (coevolution, adaptation). Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Spring, L. Schmitz.

BIOL 169L KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited. Permission of instructor required. Laboratory fee: \$50. Spring, Staff.

BIOL 170L KS. 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: BIOL 043L KS or BIOL 040L KS, CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS and CHEM 116L KS. BIOL 143 KS is strongly suggested. Enrollment limited to 18. Laboratory fee: \$50. Fall/Spring, J. Massimelli, E. Wiley.

BIOL 173L KS. Molecular Biology Seminar w/Lab. This half-course is an introduction to the primary experimental literature and key techniques in molecular biology. It includes a laboratory component for experience with bioinformatics, basic DNA manipulations and gene expression analysis. One-half course credit. Prerequisites: BIOL 043L KS or BIOL 040L KS, and CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Priority will be given to Molecular Biology majors. Laboratory fee: \$30. Spring, Z. Tang.

BIOL 175 KS. 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. This course includes both lectures and a weekly tutorial session in which students analyze data sets and learn to use statistical software. Enrollment limited. Fall/Spring, D. Thomson, E. Ferree.

BIOL 176 KS. Tropical Ecology. Examination of the many facets of tropical biodiversity and community structure, with an emphasis on tropical rainforests and conservation issues. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. Enrollment limited. Spring, D. McFarlane.

BIOL 177 KS. Biochemistry. (See Chemistry).

BIOL 187 KS. Special Topics in Biology. Through critical analysis of classic and current research papers, students will learn hypothesis generation, experimental design and data analysis. Topic will vary from year to year, depending on instructor.

BIOL 187A KS. Special Topics in Biology: Epigenetics. Epigenetics “above genetics” is an exciting field of science that is beginning to explain the unexpected. This seminar style course allows students to read, analyze, and present the current literature in this quickly evolving field, as well as write a research grant proposal describing novel experiments of their own design. This course is cross-listed with Biology 164 at HMC. Prerequisites: BIOL 043L KS or BIOL 040L KS, CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. [not offered 2013-14]

BIOL 187C KS. Special Topics in Biology: Neural Organization of Behavior. This seminar course focuses on central pattern generators (CPGs), neural circuits that underlie rhythmic or patterned behaviors. Discussion of articles will be combined with writing and observations of animal behavior to examine the development and implications of this important concept in neurobiology. Prerequisites: BIOL 043L KS and BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, and either Biology 95LJT or an upper-division course in neurobiology, or instructor’s permission. Enrollment limited to 24. Fall, N. Copp.

BIOL 187P KS. Special Topics in Biology: Herpetology. This is a taxon-oriented course that will focus on the biology of amphibians and reptiles. Within a phylogenetic context, we will learn about the evolution, ecology, behavior, morphology, and physiology of these highly successful animals. The course will comprise lectures, class discussion, and a field trip. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. [not offered 2013-14]

BIOL 187S KS. Special Topics in Biology: Microbial Life. This is an upper-division course in which students will examine the structure, function, diversity and relationship of bacteria, viruses and other microorganisms in agriculture, industry, and disease. An introduction to the immune system and its mechanism to defend against microbes will be explored. This course should appeal to a wide range of students with different backgrounds. Prerequisites: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS; CHEM 014L KS, CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or permission of instructor. Enrollment limited to 24. Spring, Staff.

BIOL 188L KS. Senior Thesis Research Project in Biology. (See special description at end of Science section).

BIOL 190L KS. Senior Thesis Research Project in Biology, Second Semester. (See special description at end of Science section).

BIOL 191 KS. One-Semester Thesis in Biology. (See special description at end of Science section).

BIOL 199 KS. Independent Study in Biology. See *Independent Study* section of catalog for more info. 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.

J. Armstrong: Genetics, cell and molecular biology; chromatin dynamics and gene regulation in the fruit fly.

M. Coleman: Neurobiology, neurophysiology, neural basis of behavior, neural control of auditory-vocal learning in songbirds.

N. Copp: Animal behavior, vertebrate and invertebrate physiology, neurobiology.

G. Edwalds-Gilbert: Cell and molecular biology; pre mRNA splicing in yeast.

P. Ferree: Genetics, molecular biology, and early development of *Drosophila* (fruit flies) and *Nasonia* (jewel wasps); chromosome structure and evolution; host- pathogen interactions.

S. Gilman: Marine ecology; invertebrate biology; climate change ecology; biophysical ecology; population biology.

D. McFarlane: Evolutionary ecology; biogeography; late Quaternary paleoecology and extinctions.

J. Milton: Computational neuroscience, motor control, development of expertise.

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.

L. Schmitz: Functional and evolutionary vertebrate morphology; paleobiology; evolution of vertebrate vision.

Z. Tang: Cell and molecular biology, biochemistry; cell cycle control in yeast.

B. Thines: Molecular biology; functional genomics; circadian rhythms and environmental responses in plants.

D. Thomson: Conservation biology, population modeling, ecology of biological invasions, plant ecology and plant/pollinator interactions.

E. Wiley: Molecular biology; genetics, chromatin structure in the ciliate *Tetrahymena*.

Chemistry

Advisers: K. Black, A. Fucaloro, D. Hansen, M. Hatcher-Skeers, A. Leconte, T. Poon, K. Purvis-Roberts, B. Sanii, A. Wenzel, S. Williams

AISS 001AL KS, AISS 001BL KS, AISS 002AL KS, AISS 002BL KS. Accelerated Integrated Science Sequence. See complete description above.

CHEM 014L KS. Basic Principles of Chemistry. The first semester of a year-long study of the structure of matter and the principles of chemical reactions. Topics covered include stoichiometry, periodicity, atomic and molecular structure, bonding theory, enthalpy, and phases of matter. Laboratory fee: \$50. Fall, Staff.

CHEM 015L KS. Basic Principles of Chemistry. The second semester of a year-long study of the structure of matter and the principles of chemical reactions. Topics covered include free energy, equilibrium, kinetics, electrochemistry, acid-base chemistry, and descriptive chemistry. Prerequisite: CHEM 014L KS. Laboratory fee: \$50. Spring, Staff.

CHEM 029L KS. Accelerated General Chemistry. A one semester Accelerated General Chemistry course as an alternative to the year-long CHEM 014L KS and 15L 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), MATH 030 PZ (or concurrent) and permission of instructor. Students must sign-up with instructor during Spring semester pre-registration to be eligible. Laboratory fee: \$50. Spring, Staff.

CHEM 040L KS. Introduction to Biological Chemistry. This course is designed for first-year students and must be taken concurrently with BIOL 040L KS. The two courses together cover the topics in and provide an alternative to General Chemistry (CHEM 014L KS) and Introductory Biology (BIOL 043L KS) and highlight areas of overlap between the two disciplines. In total, BIOL 040L KS and CHEM 040L KS will include 6 hours of lecture and 8 hours of lab per week. Enrollment is by written permission of the instructors. Laboratory fee: \$50. Fall, M. Hatcher-Skeers/B. Thines.

CHEM 051L KS. 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. [not offered 2013-14]

CHEM 52L KS. From Ancient to Modern Science. This course traces the development of science from Ancient Greek traditions through the birth of modern science to the present. It will explore the methods and findings of the Ancients and of modern science, including the Newtonian Synthesis, relativity, and quantum mechanics. Students will participate in laboratory exercises and demonstrations. Enrollment limited to 45. Laboratory fee: \$30. [not offered 2013-14]

CHEM 70L KS. 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. Spring, P. Fleming.

CHEM 081L JT. The Science and Business of Medicinal Chemistry. An Introduction to the basic concepts of medicinal chemistry and the methods of biochemical analysis such as: drug discovery, development and commercialization; a discussion of chemical bonding and the organic functional groups found in drug molecules; and an examination of the physiochemical properties related to drug action (e.g. acid- based properties, equilibria, and stereochemistry). Laboratory fee: \$30. Spring, A. Wenzel.

CHEM 116L KS, CHEM 117L KS. 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. Prerequisites: CHEM 015L KS, or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, or equivalent. (CHEM 116L KS is prerequisite to CHEM 117L KS). Laboratory fee: \$50 per semester. Fall/Spring, Staff.

CHEM 121 KS, CHEM 122 KS. Principles of Physical Chemistry. A course designed to investigate physiochemical systems through classical thermodynamics, statistical thermodynamics, kinetics, quantum mechanics and spectroscopy. Prerequisites: CHEM 015L KS, or CHEM 040L KS and CHEM 015L KS; PHYS 031L KS (or PHYS 034L KS); or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS and MATH 031 PZ. (CHEM 121 KS is not a prerequisite to CHEM 122 KS). Enrollment limited. Fall/Spring, A. Fucaloro, M. Hatcher-Skeers.

CHEM 123 KS. Advanced Organic Chemistry. Organic chemistry is the study of carbon-containing compounds, which are ubiquitous to everyday life. From pharmaceuticals to plastics, the structure of an organic molecule determines its function. This course is designed to introduce students to advanced topics in the field of organic chemistry. Topics covered will expand upon material covered in the CHEM 116L KS-CHEM 117L KS organic sequence, with particular emphasis on stereoelectronic effects in organic reaction mechanisms. Prerequisites: CHEM 117L KS, or permission of instructor. Enrollment limited to 24. [not offered 2013-14]

CHEM 124 KS. Bioanalytical Chemistry. This course will examine modern analytical and instrumental techniques as applied to biological systems. Particular focus will be placed on methods that elucidate protein structure and function as well as characterization of nucleic acids. The course includes theory and practical applications of spectroscopy, electrophoresis, biosensors, centrifugation, immunochemical methods, and chromatography. Prerequisites: BIOL 043L KS or BIOL 040L KS, and CHEM 116L KS. [not offered 2013-14]

CHEM 126L KS, CHEM 127L KS. 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: CHEM 015L KS (or CHEM 029L KS), or CHEM 040L KS and CHEM 015L KS; CHEM 117L KS, PHYS 034L KS (or PHYS 031L KS), or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS and MATH 031 KS. CHEM 126L

KS is not a prerequisite for CHEM 127 KS, except with permission of instructor. CHEM 121 KS, CHEM 122 KS recommended as co-requisite. Enrollment limited. Laboratory fee: \$50. Fall/Spring, B. Sani, P. Fleming, A. Leconte, K. Kaiser.

CHEM 128 KS. Inorganic Chemistry. A survey of the bonding, structure, reactions, mechanisms and properties of inorganic compounds. Special emphasis will be placed upon transition metal chemistry. Topics will include elementary group theory, atomic structure, ionic and covalent bonding, spectroscopy, molecular orbital theory, periodic trends, bioinorganic chemistry, and organometallic chemistry. Prerequisites: CHEM 117L KS, CHEM 121 KS (or concurrent). Enrollment limited to 20. [not offered 2013-14]

CHEM 130L KS. Inorganic Synthesis. This laboratory course will include a variety of synthetic techniques on 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: CHEM 117L KS and CHEM 121 KS (or concurrent). Half-course. Enrollment limited to 12. Laboratory fee: \$50. [not offered 2013-14]

CHEM 139 KS. 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. Enrollment limited to 20. Prerequisites: CHEM 014L KS and CHEM 015L KS (or CHEM 026L KS), or CHEM 040L KS and CHEM 015L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS. [not offered 2013-14]

CHEM 172 PO. 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: CHEM 117L KS, CHEM 122 KS. One-half course credit. [not offered 2013-14]

CHEM 177 KS. 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: BIOL 043L KS, BIOL 044L KS, or BIOL 040L KS and BIOL 044L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; CHEM 116L KS, 117L; or permission of instructor. Enrollment limited. Fall/Spring, A. Leconte, M. Hatcher-Skeers.

CHEM 188L KS. Senior Research in Chemistry (See special description at end of Science section).

CHEM 190L KS. Senior Experimental Thesis (See special description at end of Science section).

CHEM 191 PO. Senior Thesis (See special description at end of Science section).

CHEM 199 KS. Independent Study in Chemistry. See *Independent Study section of catalog for more info.* 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.

D. Hansen: Bioorganic chemistry; design and synthesis of self-assembling organic nanostructures.

M. Hatcher-Skeers: Applications of nuclear resonance spectroscopy in determining the structure of DNA and other biological macromolecules.

A. Leconte: Biochemical investigation of evolutionary intermediates.

T. Poon: Zeolite host-guest chemistry, synthetic methodology, reactions of singlet oxygen.

K. Purvis-Roberts: Chemistry of urban air pollution, primarily aerosols; public policy aspects of air pollution.

B. Sani: Experimental physical chemistry; self-assembly and bio-inspired folding of soft materials.

A. Wenzel: Catalysis, asymmetric synthetic methodology.

S. Williams: Fundamental late-metal organometallic chemistry, mechanisms of basic organometallic reactions.

Environmental Analysis

(For Environmental Science track and requirements, see p.121).

EA 030L KS. Science and the Environment. This course is an introduction to the basic principles of environmental science with application in chemistry, ecology, and geology, and is part of the core requirements for the Environmental Analysis major. Topics covered include a discussion of ecosystems, climate change, energy and food production, land resources, pollution, and sustainable development. A full laboratory accompanies the course and will include an emphasis on introduction to Geographical Information Systems (GIS) mapping and analysis. Enrollment limited to 24. Fall/Spring, C. Robins, B. Williams.

Physics

Advisers: S. Gould, J. Higdon, A. Landsberg, S. Naftilan

AISS 001AL KS, AISS 001BL KS, AISS 002AL KS, AISS 002BL KS. Accelerated Integrated Science Sequence. See complete description above.

PHYS 030L KS, PHYS 031L KS. 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 030 PZ taken concurrently, or permission of the instructor is required. (PHYS 030L KS is a prerequisite to PHYS 031L KS). Laboratory fee: \$50 per semester. Fall/Spring, Staff.

PHYS 033L KS, PHYS 034L KS. 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 030 PZ and MATH 031 PZ taken concurrently, or permission of instructor. (PHYS 033L KS is a prerequisite to PHYS 034L KS). Laboratory fee: \$50 per semester. Fall/Spring, Staff.

PHYS 035 KS. Modern Physics. An introductory modern physics course designed as a continuation for 33L, 34L. Topics include thermodynamics, relativity, atomic physics, elementary quantum mechanics, chemical bonding, solid state physics, band theory and appropriate applications. Prerequisites: PHYS 034L KS and MATH 032 PZ. Mathematics may be taken concurrently. Fall, S. Gould.

PHYS 077L KS. Great Ideas in Science. This course surveys a number of fundamental ideas in science that have revolutionized our modern conception of Nature and challenged our understanding of our place in the natural world. Examples include Big Bang theory; Evolution; Genomics and Cloning; Chaos theory; Einstein's Theory of Relativity; Quantum Mechanics; debates about Global Warming; the Analysis of Risk and Coincidence; Game Theory; etc. Underlying scientific principles as well as associated public policy issues will be described. The course will be co-taught by faculty from multiple scientific disciplines. This course is a full-lab natural science course. Enrollment limited to 24. Laboratory fee: \$50. [not offered 2013-14]

PHYS 079L KS. 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 2013-14]

PHYS 100 KS. 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: PHYS 033L KS, PHYS 034L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; MATH 030 PZ, MATH 031 PZ. Enrollment limited. Spring, J. Higdon.

PHYS 101 KS. 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: PHYS 033L KS and MATH 111 CM or equivalent. Enrollment limited. Fall, S. Naftilan.

PHYS 102 KS. 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 34L, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; PHYS 100 KS or equivalent, MATH 032 PZ or permission of instructor. [not offered 2013-14]

PHYS 105 KS. Computational Partial Differential Equations. A survey with examples of modern numerical techniques for investigating a range of elliptic, parabolic and hyperbolic partial differential equations central to a wide variety of applications in science, engineering and other fields. Prerequisites: entry-level programming, differential equations, scientific computing or equivalent courses, or permission of instructor. Spring, J. Higdon.

PHYS 108 KS. 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.

PHYS 114 KS. 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 Hartree-Fock approximation, Dirac notation, eigenvalue perturbation method: non-degenerate, degenerate and time-dependent, Fermi's Golden rule and variational approximation. Prerequisites: Differential Equations, PHYS 100 KS, or equivalent, or by permission of instructor. Fall, S. Gould.

PHYS 115 KS. 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, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS, Physics 100 or equivalent; Mathematics 111. Enrollment limited. Spring, A. Landsberg.

PHYS 178 KS. Biophysics. An examination of biological systems from the point of view of classical physics, including mechanics, thermodynamics, and electromagnetism. Topics may include molecular diffusion, low-Reynolds number hydrodynamics, cooperative

transitions in biomolecules, the mechanism of nerve impulses, the physics of vision and hearing, the principles of medical imaging and radiation therapy. Prerequisites: BIOL 043L KS or BIOL 040L KS, CHEM 014L KS and 15L or CHEM 029L KS, or CHEM 040L KS and CHEM 015L KS, and PHYS 30L KS and PHYS 031L KS, or PHYS 033L KS and PHYS 034L KS, or AISS 001AL KS/AISS 001BL KS and AISS 002AL KS/AISS 002BL KS; or permission of instructor. [not offered 2013-14]

PHYS 188L KS. Senior Research in Physics. (See special description at end of Science section).

PHYS 190L KS. Senior Experimental Thesis. (See special description at end of Science section).

PHYS 191 KS. Senior Library Thesis in Physics (See special description at end of Science section).

PHYS 199 KS. Independent Study in Physics. *See Independent Study section of catalog for more info.* 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.

SCIENCE, TECHNOLOGY AND SOCIETY

Science, Technology and Society (STS) is an interdisciplinary field that studies the conditions under which the production, distribution and utilization of scientific knowledge and technological systems occur; the consequences of these activities upon different groups of people. STS builds on the history and philosophy of science and technology, sociology and anthropology, policy studies, and cultural and literary studies; all of which shape the modes of analysis deployed in the field. The intercollegiate program brings together courses taught in a variety of departments, and is divided into three principal areas: history of science and technology, philosophy of science and technology, and social science approaches to technology and science. Courses explore the effects of science and technology on society and culture; the politics of socio-technical systems; science policy in national and international contexts; the social and environmental risks vs. benefits of technological and scientific advancement and, more specifically, cover topics such as the political economy of pollution, the culture of the scientific laboratory, theories of race and genetic engineering, social networking and the Internet, the body and politics of health.

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 advisers, science educators, design and business consultants, 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 advisers: J. Grabiner, G. Herrera, B. Keeley, D. Segal, S. Snowiss, A. Wachtel; A. Wakefield.

Requirements for the Major in Science, Technology and Society

The requirements for the major involve a minimum of 12 courses distributed as follows:

1. Four “science and technology practice” courses (science and/or engineering). STS is about knowledge-making practices, so students should experience those practices directly; laboratories and mathematics are especially significant in producing scientific knowledge, and therefore important “ways of knowing” that students should experience in the process of learning about a particular scientific or engineering field.
 - a. One semester of mathematics at the level of first-semester calculus or higher. This requirement may be filled by a comparably advanced course in statistics or principles of computing, e.g., Math 52 PZ, Math 58 PO.
 - b. One semester of a laboratory science.
 - c. Three of the courses must be in 1 field, count toward a major in that field, or be prerequisites to courses that count toward a major in that field, except that, if the field is Mathematics, Mathematics 23 and 25 do not meet this requirement.
2. Four “context and theory” courses
These courses explicitly examine science and technology as social institutions, and explore the theories, concepts, and methods one encounters in doing so.

- a. Two historical studies courses from STS 080 PO, HIST 081 HM, or HIST 082 HM
 - b. One philosophy of science course from PHIL 007 PO, PHIL 103 PO or PHIL 104 PO
 - c. One social science One “social science approaches” course from STS 010 HM (Intro to STS), POLI 139 PO, POLI 149 PO, or ANTH 111 HM
3. Three “concentration” courses
Courses listed in the STS section of the course schedule that relate to the student’s focus in science and/or engineering practice, selected with approval of the adviser. One of these courses may be replaced with a senior thesis. This requirement helps students develop their individual interests. Students might concentrate in a type of STS issue such as a technological controversy, policy problem, or application; or they might seek depth in a cognate discipline (philosophy, anthropology, etc.). These courses should be in addition to the courses in requirements in #1 and #2 above.
 4. STS 191, Senior Integrative Seminar (senior exercise)

Requirements for a Minor in Science, Technology and Society

The STS minor is comprised of six courses; one each in history, philosophy, and social studies of science and/or technology; the remaining three are STS- approved electives.

Courses

Core Courses

STS 010 HM. Introduction to Science, Technology and Society. General introduction to the interactions among science, technology, society and culture. Examines relationality, rationalities, and responsibilities in scientific and technological endeavors.

STS 080 PO. History of Science and Technology in the Ancient and Medieval Worlds.

HIST 081 HM. Science and Technology in the Early Modern World: History of Science, Renaissance to 1800.

HIST 082 HM. Science and Technology in the Modern World.

PHIL 103 PO. Philosophy of Science: Historical Survey. Introduction to the philosophy of science via an exploration of the recent history of the field. The development of theories of science will be traced from the Vienna Circle and early 20th century logical positivism, through the work of Thomas Kuhn ending with more contemporary views, such as feminist philosophy of science. Prereq: one course in philosophy, one college-level science course, or permission of instructor. L. Perini (PO).

PHIL 104 PO. Philosophy of Science: Topical Survey. Introduction to a selection of topics in the philosophy of science, which might include the structure of scientific theories, the nature of scientific explanation, confirmation of scientific hypotheses, the difference between science and non-science, the reality of theoretical entities and contemporary

critiques of sciences. Prereq: college-level science course, philosophy course or permission of instructor. Spring, L. Perini (PO).

ANTH 111 HM. 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 and STS. 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.” M. DeLaet (HMC).

STS 114 HM. Social and Political Issues in Clinic. An opportunity to reflect upon a student’s work in a clinic or in the laboratory--and, more generally, on future work as a scientist or engineer--from a non-technical perspective. Helps students analyze technical problems in social terms and vice versa. Highlights the importance of cultural frameworks, what is gained from developing an integrated perspective on technology and society. M. DeLaet.

POLI 139 PO. Politics of Community Design. The design of things like cars, software, buildings and cities is normally thought to be the exclusive province of design as a political activity, with special emphasis on community efforts to create safe, prosperous and livable spaces. R. Worthington.

STS 185 HM. Science and Engineering from an “Other” Perspective. Examines the character and consequences of science and engineering by exploring how they are viewed by groups which have felt excluded or exploited--especially women, people of color, and peoples in the “developing” world, and why relatively few from such groups participate in scientific and engineering professions. Are there features of scientific and engineering institutions, conceptual structures, attitudes and methodologies which encourage racist and imperialist behaviors.

STS 187 HM. HIV-AIDS: Science, Society and Service. Covers basic physiological issues; strategies for preventing the transmission of HIV; mechanism of HIV-AIDS in America; the role of denial, stigma, shame, race, gender and socioeconomics in HIV-AIDS. Service objectives for the course include helping those infected or affected by HIV-AIDS in our community; and educating our community about HIV- AIDS.

STS 190 PO. 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, Staff.

STS 191 PZ. 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. Each semester, Staff.

Approved for the Major in STS [See appropriate college catalogs for full descriptions]

History of Science and Technology

- ANTH 153 PZ. History of Anthropological Theory. E. Chao.
 ASTR 006 PO. Archeoastronomy and World Cosmology. B. Penprase (Pomona).
 GEOL 125 PO. Earth History with Laboratory, S. Davies-Vollum (Pomona).
 HIST 016 PZ. Environmental History. A. Wakefield.
 RLST184 HM. Science and Religion (HMC).
 HIST 183 HM. Science and Technology: North American Culture. (HMC).
 MATH 001 PZ. Mathematics, Philosophy and the Real World. J. Grabiner.
 MATH 108 PZ. History of Mathematics. J. Grabiner.

Philosophy of Science and Technology

- PHIL 037 PO. Values and the Environment. (Pomona).
 PHIL 038 PO. Bioethics. (Pomona).
 PHIL 040 PO. Ancient Philosophy. (Pomona).
 PHIL 049 PO. Science and Values. (Pomona)
 PHIL 062 PZ. Chance and Scientific Reasoning.
 PHIL 125 HM. Ethical Issues in Science and Engineering. (HMC).

Political, Cultural and Social Perspectives on Science and Technology

- ANTH 059 PO. Archaeology. (Pomona).
 ANTH 110 HM. Life: Knowledge and Practices (HMC).
 ENVS 140 PZ. The Desert as a Place.
 BIOL 159 KS. Natural Resource Management. (Keck Science).
 ENGR 201 HM. Economics of Technical Enterprise. (HMC)
 ENGR 202 HM. Engineering Management. (HMC)
 EA 104 PZ. Doing Natural History.
 EA 068 PZ. Ethnoecology.
 EA 162 PZ. Gender, Environment & Development.
 HIST 179A,B,C,D HM. Special Topics in the History of Science. (HMC).
 IIS 113 PZ. Science, Politics and Alternative Medicine.
 MATH 010G PZ. Mathematics in Many Cultures.
 BIOL 071L KS. Biotechnology.
 PSYC 130 PZ. Controversies in Human Evolution.
 PHIL185N JT. Topics in Neurophilosophy. (Scripps)
 PHYS 017 PO. Physics in Society. (Pomona).
 PHYS 080 HM. Topics in Physics (HMC).
 POLI 135 PO. Policy Implementation and Evaluation. (Pomona).
 POLI 136 PO. Politics of Environmental Justice (Pomona).

POLI 138 PO. Organizational Theory. R. Worthington (Pomona).

PSYC 176 PO. The Psychology of Health and Medicine. (Pomona).

PSYC 190 PZ. History and Systems of Psychology. (Pitzer)

RLST183 HM. Ghosts and the Machines: Occult Mediumship and Modern Media. (HMC).

RLST 184 HM. Science and Religion. (HMC).

SOC 055 PO. Population and Environment. (Pomona).

SOC 122 PZ. Sociology of Health and Medicine. A. Bonaparte.

SOSC 147 HM. Enterprise and the Entrepreneur. (HMC).

SECULAR STUDIES

Secular Studies is an interdisciplinary program focusing on manifestations of the secular in societies and cultures, past and present. Secular Studies involves the study of non-religious people, groups, thought, and cultural expressions. There are many possible approaches, but the program emphasizes the meanings and impact of political secularism and philosophical skepticism, as well as various forms of private and public secularity. Secular studies is not a major, but students wishing to develop a special major in secular studies should consult with Prof. Phil Zuckerman concerning a proposed plan of study.

Pitzer Advisers: S.Gould (Keck Science Dept.), A. Junisbai, A. Pantoja, A. Wakefield, P. Zuckerman.

SOC 080 PZ. Secularism: Local/Global. This course will examine secular people and secular movements in Southern California, the U.S.A., and several other countries around the world, such as Turkey, India, Scandinavia, Japan, France, Jamaica, Russia, etc. P. Zuckerman.

SOC 114 PZ. Sociology of Religion. How does religion affect/influence other aspects of society? How do various aspects of society affect/influence religion? This course will look at religion sociologically, probing its social construction. Prereq: Any sociology course. P. Zuckerman.

SOC 165 PZ. Secularism and Skepticism. Examines secular people, atheist ideologies and skeptical criticisms of religion. Explores the most compelling arguments against theism and religious faith. Strongly recommended for those interested in religion-or in debunking religion. Fall, P. Zuckerman.

PSYC 138 PZ Seeking Human Nature: The History and Science of Innateness. Also HIST 138 PZ. "Human nature" has long been invoked to understand and justify our behaviors. After the advent of Darwinian evolution and Mendel's gene theory, however, the notion of "instinct" gained authority, reshaping categories like "race" and "nature." We will track that shift and examine its effects on political economy and social policy. D. Moore/A. Wakefield.

POST 180 PZ. Secularism and Public Opinion. The purpose of this course is to analyze research and carry-out projects that examine the causes and consequences of secularism among individuals from different societies and ethnicities. The course lays the foundation for understanding the philosophical roots of secularism, debates over its meaning, and its application across different societies. A. Pantoja.

HIST 181 PZ. Explorations in Deep Time. At the end of the 17th century, the bottom dropped out of time. Those accustomed to thinking of the Earth and of humanity, according to biblical timescales now had to confront the possibility of "deep time," the possibility of a time whose magnitude defied the imagination. We will examine that shift and its consequences, as it played itself out through the eighteenth and nineteenth centuries, with ramifications into the present. A. Wakefield.

HIST 188 PZ. Anxiety in the Age of Reason. Many enlightenment authors expressed confidence in the relentless progress of knowledge, but they also exuded skepticism and unease about reason. New questions about nature and new approaches to studying it, unleashed fears about humanity's place in the world. Gottfried Wilhelm Leibniz worried that the specter of infinite time might eliminate the need for God; David Hume doubted the necessity of cause and effect; Immanuel Kant limited reason to make way for faith. Each of these writers used reason to question the religious and metaphysical foundations of knowledge. But reason also created its own fears. This course is about those fears and what lay behind them. A. Wakefield.

PHIL 030 PZ. Introduction to 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. B. Keeley.

PHIL 130 PZ. Monkey Business: Controversies in Human Evolution. (Also PSYC 130 PZ) 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. D. Moore/B. Keeley.

PHIL 155 PZ. Islam vs. Islam. In this course we will examine the major theological/philosophical traditions: the "rationalist" and the "traditionalist," that emerged in early Islamic history and continues to exist to the present day. In the course of the examination, we will see how these two traditions FUNDAMENTALLY disagree on how to determine the nature of God, the status of the Quran, the significance of the prophetic tradition, and the roles of human reason on Muslim society. We will investigate these topics in the writings of thinkers from the classic period to the present-day, such as al-Ash'ari, al-Baqilani, al-Qadi, al-Ghazali, Aricenma, Averroes, Ibn Taymiyyah 'Abd al-Wahab, etc. A. Alwishah.

PHIL 186S PZ. Spinoza and Leibniz on Reality. This course examines major topics in the writings of two modern philosophers, Spinoza and Leibniz. Topics such as existence, the nature of the universe, God, mind and physics, free will and determination, persistence through time, space and time, causation, and the principles of sufficient reason. A. Alwishah.

STS 080 PO/ HIST 081 HM/ HIST 082 HM. History of Science and Technology in the Ancient and Medieval Worlds/Science and Technology in the Early Modern World: History of Science, Renaissance to 1800/Science and Technology in the Modern World. 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.

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 Advisers: D. Basu, A. Bonaparte, R. Espinoza, A. Junisbai, E. Steinman, 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 special topics (Category B). Courses numbered over 100 are considered upper division courses and may 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/thesis under the direction of a Pitzer sociology faculty member (199b).

Requirements for the Major

Students who wish to graduate with a full major in sociology must satisfactorily complete a minimum of ten graded courses:

- The introductory course: SOC 001 PZ
- One theory course: SOC 109 PZ or SOC 110 PZ or SOC 112 PZ (students who are considering graduate work in sociology or a related field such as social work are strongly encouraged to take more than one theory course)
- Two methods courses: SOC 101 PZ and SOC 102 PZ (students in the Ontario Program may use the methods course taught in that program in place of SOC 102 PZ and any Statistics course can be used to fulfill SOC 101 PZ) The Sociology field group strongly recommends that SOC 101 PZ/SOC 102 PZ should be taken prior to senior year or as soon as the major is declared.
- Five additional sociology courses, at least two of which should be from Category A.
- One course from Category C

Independent studies cannot be used to fulfill these requirements.

Minor: Students who wish to graduate with a minor in sociology must satisfactorily complete six graded courses:

- Intro course—SOC 001 PZ
- One theory course: SOC 109 PZ or SOC 110 PZ

- One methods course: SOC 101 PZ or SOC 102 PZ [If a student has already taken a statistics course in another field, then either the qualitative course (SOC 102 PZ) or
- any other sociology course should be substituted]
- Three additional sociology courses, at least two of which should be from Category A.
- Independent studies cannot be used to fulfill these requirements.
- No more than three courses can be counted to fulfill the requirements in another major or minor, or be transferred from another institution.

Pitzer in Ontario Courses: Sociology is continuing to accept any two of the three courses for credit towards the Sociology major.

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 001 PZ; either SOC 109 PZ or SOC 110 PZ; both SOC 101 PZ and SOC 102 PZ; three additional sociology courses, at least two of which should be from Category A; one course from Category C. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Honors: Students who have a minimum GPA (cumulative and in sociology) of 3.5 may request that their senior thesis 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

SOC 001 PZ. 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. Fall, A. Junisbai; Spring, A. Francoso

SOC 009 PZ. Food, Culture, Power. (Also CHLT 009 CH and ANTH 009 PZ). Food is a source of our collective passion. In this course we will examine Individual and collective food memories and social history. The course will address local and global modes of food production, distribution, and consumption, as well as alternative food culture and eating disorders. E. Chao/M. Soldatenko. (This course is not offered in the 2013-14 academic year).

SOC 031 PZ. Exploring Urban Landscapes. This course examines racial dynamics within contemporary urban settings using ethnographic texts . There will be an emphasis on racial oppression, policing, inner-city violence, deindustrialization, informal labor markets, sexuality, and urban resistance within African American and Chican@/Latin@ communities. Fall, A. Francoso.

SOC 035 PZ. Race and Ethnic Relations. This course examines concepts and theories in the study of race and ethnic relations. Attention is given to the social construction of race as it relates to colonization and racial oppression, while examining contemporary realities of immigration, inter-ethnic conflict, white privilege, and social movements for racial equality. Spring, A. Francoso.

SOC 051 PZ. Class, Caste and Colonialism in Film and Documentaries. (See also MS 051 PZ). This class will explore a range of films and documentaries that represent issues of class, caste and colonialism around the world. We will evaluate and critique their contributions to our historical and contemporary understandings of social inequalities and stratifications in countries that include the U.S., UK, India, Northern Ireland, South Africa and Diego Garcia, amongst others. D. Basu. [not offered 2013-14]

SOC 055 PZ. Juvenile Delinquency. This course is designed to introduce students to four key aspects of juvenile delinquency: a) the nature and extent of delinquency; b) theories of delinquency; c) research on the causes of juvenile delinquency; and d) the control and prevention of delinquency. Fall, A. Bonaparte.

SOC 080 PZ. Secularism: Local/Global. This course will examine secular people and secular movements in Southern California, the U.S.A., and several other countries around the world, such as Turkey, India, Scandinavia, Russia, etc. Spring, P. Zuckerman.

SOC 081 PZ. Sociology Through Film. We will watch and analyze films (both documentaries and narratives) that address and illustrate key sociological concepts and insights, as well as pertinent social issues. This course is not about the sociology of film, per se. Rather, the goal is to learn about sociological ideas and social issues by using movies as our medium, as well as assigned reading and lectures. Spring, P. Zuckerman.

SOC 083 PZ. Sociology of Education. This course will introduce students to the relationship between education and society by reviewing a variety of theoretical perspectives and key empirical studies in the sociology of education. We will explore topics including tracking, teacher expectations, student-educator relationships, curriculum, and standardized testing. Spring, R. Espinoza.

SOC 086 PZ. Social Inequality. This course explores why certain groups and individuals receive larger amounts of valued resources, such as money, prestige, and power. Do some people simply try harder than others or is there truth to the old saying that some people are "in the right place at the right time?" Spring, A. Junisbai.

SOC 088 PZ. Hip Hop and Incarceration. [formerly Literacy of Self and Society: From Hip Hop to Mediation] The class will examine the intersections of hip-hop and the prison industrial complex. This course seeks collaboration with college students and incarcerated

youth at a juvenile camp in La Verne. Both bodies of students will collaborate to develop literacy in media, sociology, and social justice. Prereq: A course on race and ethnicity or social stratification. Fall, A. Francoso.

SOC 091 PZ. Political Sociology. This course identifies key issues and debates concerning the distribution of power and consequent political processes in modern societies. Topics to be discussed include: theories of the distribution of power in modern societies; capitalism and class; state development and state formation; political identities and processes of legitimation; political representation and political incorporation; parliamentarianism and corporatism; the displacement of states as sites of political action and new social movements. E. Steinman.

SOC 101 PZ. Quantitative Research Methods. This course is designed to develop quantitative analytic skills by teaching how to understand, apply, and interpret statistical principles. You will also gain practical experience in working with SPSS—a program that is widely used in a variety of academic, business, and non-profit settings. Prerequisite: SOC 001 PZ. Enrollment is limited to majors. Fall/Spring, A. Junisbai.

SOC 102 PZ. Qualitative Research Methods. This course will introduce students to the range of qualitative research practices in the field of sociology. We will gain experience with research design, sampling, validity, methods of interviewing and ethnographic observation, writing field notes, content and discourse analyses, as well as visual, archival, and historical methods. Prereq: SOC 001 PZ. Enrollment is limited to majors. Fall/Spring, R. Espinoza.

SOC 109 PZ. African American Social Theory. How have African Americans contributed to sociology? This course seeks to provide an overview of early 20th century to more contemporary African American contributors to the discipline such as St. Clair Drake, Dorothy Roberts, bell hooks, and Robert Staples. Moreover, students will become familiar with how race, sex, and class shaped these theoretical writings and expanded socio-cultural understanding of African Americans in the U.S. Prereq: SOC 001 PZ. Spring. A. Bonaparte.

SOC 110 PZ. Classical Sociological Theory. Examines some of the most important and influential thinkers who helped shape the discipline of sociology: Marx, Weber, Durkheim, Du Bois, Gilman, etc. Strongly recommended for students considering graduate school. Prerequisite: SOC 001 PZ. Fall, P. Zuckerman.

SOC 111 PZ. Social Movements and Social Change. This course will examine the major questions in the study of social movements. These include: Why, and under what conditions, do social movements arise? Why do individuals join movements? How are social movements organized? Students will learn about a number of important contemporary social movements. In addition, students will also research and develop some expertise regarding a particular social movement of his or her choosing. Prereq: Sophomore standing or SOC 001 PZ. Fall, E. Steinman.

SOC 114 PZ. Sociology of Religion. How does religion affect/influence other aspects of society? How do various aspects of society affect/influence religion? This course will look at

religion sociologically, probing its social construction. Prereq: Any sociology course. P. Zuckerman.

SOC 122 PZ. Sociology of Health and Medicine. Students in this course will better understand and become familiar with how social characteristics (age, race, class, gender, sexual orientation) influence an individual's experience of health, illness, medical institutions and more in healthcare professions. Our main focus is to examine social epidemiology and health and illness definitions. Prerequisite: SOC 001 PZ. Fall, A. Bonaparte.

SOC 157 PZ. Men & Women in American Society. This course addresses what it means to think critically about gender and how social constructs such as occupational segregation, racial bias, and sexist bias have an impact on the experiences of "gendered" individuals. This course heavily relies on the intersectionality paradigm to guide discussion and further our understanding of gender socialization patterns. Prerequisite: SOC 001 PZ or Intro to Women's Studies (GWS 026 PO). A. Bonaparte. [Not offered 2013-14].

B. Special Topics

CHLT 060 CH. Women in the Third World. (See Chican@/Latin@ Transnational Studies 60). M. Soldatenko.

SOC 077 PZ. Indigenous Movements. This course will examine contemporary indigenous movements from Canada to South America, with an emphasis *outside* of the United States. The course will highlight processes of colonization, resistance, institutional change, identity formation, and decolonization. To connect local and global, students will participate in community-engaged learning with California Indigenous communities. Fall, E. Steinman.

SOC 078 PZ. American Indian Movements: Indigenous Resistance to Colonial Domination. (Formerly Indigenous People of Americas). This course will critically examine Indigenous resistance to ongoing settler colonialism in North America. Analysis will feature processes of institutional change, ethnic group formation and decolonizing action in the realms of politics, culture, education, health, and others. Learning will involve engaging in a community partnership with local community members/groups. (not offered 2013-2014, E. Steinman)

SOC 079 PZ. Scandinavian Culture and Society. This is a general introduction to Scandinavia. We will look at various aspects of Scandinavian society and culture: politics, history, art, economics, film, literature, etc. Spring, P. Zuckerman.

SOC 080 PZ. Secularism: Local/Global. This course will examine secular people and secular movements in California, the USA, and several other countries around the world, including India, Turkey, Russia, Great Britain, Scandinavia, etc. Spring, P. Zuckerman.

SOC 082 PZ. Racial Politics of Teaching. (Also ASAM 082 PZ & LGCS 082 PZ). Fall, C. Fought/K. Yep. [Not offered 2013-14].

SOC 095 PZ. Contemporary Central Asia. Fermented mare's milk, the oil curse, bride kidnapping, dictators, atheists, Islamic radicalism, pipeline routes, U.S. strategic interests

and democracy promotion. This course will introduce students to societies and cultures of Central Asia—a vast and highly volatile part of the world currently at the center of the renewed geopolitical struggle between the United States and Russia. Spring, A. Junisbai.

ONT 101 PZ. Critical Community Studies. (See Ontario Program 101). Spring, S. Phillips.

ONT 104 PZ. Social Change Practicum. (See Ontario Program 104). Fall/ S. Phillips.

ONT 106 PZ. Applied Methods in Qualitative Research. (See Ontario Program). Spring, Staff.

CHLT 115 CH. Gender, Race & Class: Women of Color in the U.S. (See Chican@/Latin@ Transnational Studies 115). M. Soldatenko.

SOC 116 PZ. Women and Law. As part of a critical gender perspective, this course will examine A) the law's treatment of women and gender issues and B) women's experience of law—as defendants, lawyers, victims, natives, the justification for law, and via other relationships. Specific topics will include discrimination, human rights, gender violence and others. E. Steinman. [not offered 2013-14]

SOC 118 PZ: Genocide. Examines genocide in the 20th century in Europe, Africa, Asia & elsewhere. Spring, P. Zuckerman.

SOC 120 PZ. Sex Politics. This course will critique heteronormativity and highlight the social construction and regulations of sexuality. It will examine a range of political issues and movements, such as: sexuality education; gay, lesbian, bisexual, transgender and queer movements and the interactions of race, gender, class and sexuality. Fall, E. Steinman.

SOC 124 AF. Race, Place and Space. This course offers an introduction to the processes underlying social and spatial differentiation, with particular reference to race, gender, sexuality and class. We examine how social difference and social inequalities are constituted through space, not just expressed spatially. Fall, D. Basu.

SOC 130 PZ. Selling Emotions. This course will interrogate how intimate life is commodified in late capitalism. We will examine how employers script workers' emotional performances in retail services and how relationships are packaged and sold in sex work and care work. We will also explore how the global political economy structures emotional labor. Spring, J. Cobb.

SOC 136 PZ. Framing “Urban” Life. The course draws upon a wide range of disciplinary orientations that examine the theories of urban life and representations of urban places and their cultures through literature, Websites, maps, architecture, photography, documentary, film, popular art, music, and advertising in local and international cities. D. Basu.

SOC 142 AF. The Black and South Asian Diaspora in Great Britain. (Formerly Transatlantic Black and South Asian Experience). This course examines the experience of Black and Asian diasporas in Great Britain using film, documentary, novels, and

ethnographic studies. How do these texts enable us to examine the socio-historical, cultural and social ideas of nation and nationhood, belonging and exclusion, gender and sexuality, identity and the politics of resistance in these communities? D. Basu.

SOC 145 CH. Restructuring Communities. This course examines how Chican@/Latin@ and multi-racial communities are being transformed both locally and globally. Issues of community building and empowerment through community engagement at a day labor center, youth detention center, and a women's empowerment facility will be a fundamental component of the class. Spring, A. Francoso.

CHLT 154 CH. Latinas in the Garment Industry. (See Chican@/Latin@ Transnational Studies 154CH). M. Soldatenko.

SOC 155 CH. Rural and Urban Social Movements. 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: SOC 001 PZ or SOC 030 CH. Spring, J. Calderon.

CHLT 157 CH. Latinas Activism Work & Protest. (See Chican@/Latin@ Transnational Studies 157CH). M. Soldatenko.

SOC 165 PZ. Secularism, Skepticism and Irreligion. Examines secular people, atheist ideologies and skeptical criticisms of religion. Explores the most compelling arguments against theism and religious faith. Strongly recommended for those interested in religion—or in debunking religion. Fall, P. Zuckerman.

SOC 170 PZ. Internship: Sociology of Health and Medicine. This practicum is a semester-long internship in which students will work within health organizations serving or addressing health issues. In addition, students will be exposed to potential careers or volunteer activities in the community. Prerequisite: SOC 001 PZ and SOC 122 PZ. Spring, A. Bonaparte.

SOC 188 AA. Teaching as Social Change. This seminar will explore theoretical work on radical education—most notably the writing of Paulo Freire and Asian American Studies scholars. With an emphasis on “to serve the people,” Asian American Studies sought to transform higher education and strengthen student's political engagement for a more just society. This seminar has a community-based component. K. Yep. [not offered 2013-14]

Category C

SOC 199A PZ. Senior Seminar. This is the capstone seminar for senior sociology majors. The seminar is designed to bring seniors together to discuss and assess their understanding of the sociological enterprise. We will apply critical thinking, writing and communication skills to the broad subject of market-star-society relations. Topics covered include: water, health, consumption, tourism, sexuality and democracy. Spring, P. Zuckerman.

SOC 199B PZ. Advanced Independent Research Project/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. SOC 199B PZ is available for Sociology majors in the Fall semester if it is their final semester before graduation (e.g. a student graduating in the Fall or a student on study abroad in their Fall semester) Fall/Spring, Staff.

THEATRE AND DANCE

FACULTY: A. Horowitz, Department Chair; L. Cameron, Dance Program Coordinator; B. Bernhard, T. Leabhart, J. Lu, S. Linnell, A. Martinez, L. Pronko, T. Shay, J.P. Taylor.

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 (or the equivalent) Modern Dance Technique
2. At least one full credit (or the equivalent) Ballet Technique
3. DANC 135 PO, Traditions of World Dance (or DANC 101 SC)
4. DANC 130 PO, Language of the Body (or DANC 103 SC)
5. DANC 140 PO, Composition I: Beginning Creative Movement Exploration (or DANC 159 SC or DANC 160 SC)
6. DANC 160 PO, Anatomy and Kinesiology
7. DANC 192 PO, Senior Project

Courses taken to fulfill requirements for the major in dance must be taken for a letter-grade.

Performance Emphasis—Additional Required Courses:

1. .5 CREDIT (OR THE EQUIVALENT) Dance Repertory (DANC 180 PO, DANC 181 PO)
2. One course from the following: THEA 020A PO, Costumes, Scenery and Properties; THEA 020B PO, Lighting and Sound: PO Theatre 2, Visual Arts of the Theatre

3. MUS 057 PO, Survey of Western Music or MUS 065 PO, Introduction to World Music or other full-credit music course by permission (or MUS 110A SC/MUS 110B SC)
4. One full credit (or the equivalent) in non-western Theatre or Dance
5. Two production crew assignments

Movement Studies Emphasis - Additional Required Courses:

- THEA 001A PO, Introduction to Acting or THEA 004 PO, Queer Theatre Activism
- One full credit (or the equivalent) in non-western Music, Theatre, or Dance
- 1.5 course credits from among the following: DANC 165 PO, DANC 166 PO. Somatics; PO Dance 170, The Mind in Motion; DANC 175 PO, DANC 176 PO. Alexander Technique in Motion (Or DANC 102 SC, Dynamics of Human Movement)
- Two production crew assignments or one crew assignment and one service/teaching project

The Minor in Dance:

- One full-credit (or the equivalent) Modern Dance Technique
- One full-credit (or the equivalent) Ballet Technique
- DANC 130 PO, Language of the Body or DANC 103 SC
- One full-credit (or the equivalent) Composition or Repertory
- Dance History (DANC 135 PO, or DANC 159 SC)
- One additional full course (or the equivalent) in Theatre or Dance
- One production crew assignment

Courses (Please refer to Pomona College catalog for course descriptions.)

DANC 010 PO. Beginning Modern Dance. Fall/Spring, L. Cameron.

DANC 012 PO. Beginning Ballet I. Fall/Spring, Staff.

DANC 050 PO. Intermediate Modern Dance. Spring, J. Pennington.

DANC 051 PO. Intermediate Ballet Technique. Fall/Spring, V. Koenig, guest artists.

DANC 119 PO. Modern Dance Technique and Theory III. Fall, J. Pennington, guest artists.

DANC 120 PO. Modern Technique III: Visiting Artists. Fall, J. Pennington, guest artists.

DANC 121 PO. Modern Technique and Theory IV. Fall, J. Pennington, guest artists.

DANC 122 PO. Modern Dance IV: Visiting Artists. Fall, J. Pennington, guest artists.

DANC 123 PO. Advanced Ballet Technique and Theory. Fall/Spring, V. Koenig/ Staff.

DANC 124 PO. Advanced Ballet Technique. Fall/Spring, Staff.

DANC 130 PO. The Language of the Body. Spring, L. Cameron.

DANC 135 PO. Traditions of World Dance. Spring, A. Shay.

DANC 136 PO. A History of Social Dance. A Shay.

DANC 137 PO. Performing Art: Issues of Sexuality and Gender in Music, Theatre, and Dance. A Shay.

DANC 140 PO. Composition I. Beginning Creative Movement Exploration. Fall, L. Cameron.

DANC 150C PO. Music and Dance of Bali. Fall/Spring, Wenton.

DANC 150D PO. Indian Classical Dance. Bharadvaj.

DANC 150E PPO. Dances of the Middle East. Spring, A. Shay.

DANC 151 PO. Exploration of Cultural Styles: African Aesthetics. Fall/Spring, K. Gadlin.

DANC 152 PO. Hip-Hop Dance. Fall, Aiken.

DANC 153 PO. Beginning/Intermediate Jazz Technique. Spring, Robles.

DANC 160 PO. Anatomy and Kinesiology. Fall, M. Jolley.

DANC 165 PO. Somatics. M. Jolley.

DANC 166 PO. Somatics. (Same as 165, but offered as a half-course). M. Jolley.

DANC 170 PO. The Mind in Motion. Spring, M. Jolley.

DANC 175 PO. Alexander Technique in Motion. Fall/Spring, M. Jolley.

DANC 176 PO. Alexander Technique in Motion. (Studio course only). Fall/Spring, M. Jolley.

DANC 180 PO. Dance Repertory. Fall/Spring, L. Cameron, guest artists.

DANC 181 PO. Dance Repertory. Fall/Spring, L. Cameron, guest artists.

DANC 192 PO. Senior Project. Fall/Spring, L. Cameron.

Related Courses

Theatre

THEA 001A PO. Basic Acting: Tools & Fundamentals

THEA 013 PO. Corporeal Mime.

THEA 017 PO. Make-up.

Music

MUS 065 PO. Introduction to World Music.

Theatre

Faculty

Professors Bernhard, Cameron, Horowitz, Pronko, Shay, Taylor

Resident Artist and Professor Leabhart

Resident Designer and Professor Linnell

Assistant Professor Lu, Martinez

Lecturers Blumenfeld, Kemp, Portillo

Pomona College serves as theatre program for the five undergraduate Claremont Colleges. Curriculum includes the study of theatre history and dramatic literature, dramaturgy, performance, and design and technology. 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 broad development, the department also prepares its students for further study on either the graduate or professional level. Many department graduates have become successful members of the professional performance community as actors, dancers, designers and technicians, producers, directors, writers, dramaturgs, teachers and administrators.

The department presents at least four major productions and a dance concert each year in the modern Seaver Theatre Complex. Student performers and production personnel are drawn from majors and non-majors alike from all the Claremont Colleges. The Department also co-sponsors a dynamic season of student generated productions.

The Philbrick Fund, a bequest of distinguished theatre historian Norman Philbrick '35, supports the department's Distinguished Visiting Artist/Lecturer Series. Past artist/lectures have included theatre scholar Martin Esslin, designers William and Jean Eckart, director/playwright George C. Wolfe '76, actress/playwright Anna Deavere Smith, actor Karl Malden, director-writer Eugenio Barba, The Shanghai Beijing and Shanghai Kun Chinese Opera companies, The Martha Graham Dance Company, performance artist Rachel Rosenthal and residencies by actors from the London stage, and director/playwright Luis Valdez.

Requirements for the Major in Theatre

Theatre majors may choose one of the following emphases: General Theatre, Performance, Design, or Dramaturgy/Playwriting (history, theory and dramatic literature).

1. Core Courses: 8.5 Credits
 - a. THEA 001A PO, Introduction to Acting; or THEA 004 PO, Queer Theatre Activism.
 - b. THEA 002 PO, The Dramatic Imagination;
 - c. One course in Mime, Modern Dance and/or Ballet. THEA 013 PO, Corporeal Mime (half course) or THEA 014 PO Corporeal Mime or DANC 076A SC or DANC 076B SC; and/or DANC 078A SC or DANC 078B SC. (This

requirement may be met by one full-credit course, or a combination of two half-courses, which can be in a single subject, or spread out among two of the three above.)

- d. THEA 020A PO or THEA 020B PO, Theatre Crafts;
 - e. Two of THEA 110 PO, THEA 111 PO, THEA 112 PO and THEA 113 PO series and one of the THEA 115 PO series (Theatre History and Dramatic Literature);
 - f. THEA 189H PO, Dramatic Theory and Criticism (half-course);
 - g. THEA 190 PO, Senior Seminar(half-course);
 - h. THEA 191H PO, Senior Thesis (half-course);
 - i. All majors must complete four production crew assignments by graduation (THEA 052C PO or THEA 052H PO).
2. Additional Required Courses
- a. General Theatre Emphasis: Completion of all core courses listed above. THEA 191 PO, Senior Thesis, must be taken as full credit.
 - b. Performance Emphasis: THEA 012 PO, Intermediate Acting; THEA 017 PO, Make-up (half-course); three credits in advanced acting: either three of the THEA 100 PO series, or two of the THEA 100 PO series and performing a lead role in one of the Department's major productions. This second option requires approval of the faculty as whole; and THEA 192H PO, Senior Project in Performance. (Half-course); one –half course or the equivalent Alexander Technique (THEA 053C PO); one-half course or the equivalent Voice for the Actor (THEA 054C PO).
 - c. Design Emphasis: THEA 017 PO, Make-up (half-course); THEA 020A PO, THEA 020B PO, Theatre Crafts (whichever course not taken as part of core requirements above); THEA 080 PO, Scene Design; THEA 081 PO, Costume Design; THEA 082 PO, Lighting Design; one crew assignment required as part of the core above must be as an assistant designer to a member of the permanent faculty in the area or areas of the student's planned senior project (This assignment is a prerequisite for the Senior Project in Design); and THEA 193H PO Senior Project in Design. (Half-course.)
 - d. Dramaturgy/Playwriting Emphasis: Any two of the THEA 110 PO- THEA 113 PO sequence and/or the THEA 113 PO series not already taken as part of the core requirement. All Dramaturgy students must take THEA 115D PO Theatre and Dance of Asia. Pre-approved courses in other departments may be used in fulfilling these requirements. THEA 140 PO, Writing for Performance; THEA 141 PO, Dramaturgy. A half credit as either an assistant director or a stage manager for a faculty directed production. (THEA 052H PO), THEA 194H PO, Senior Project in Dramaturgy (half-course).

Students majoring in theatre are expected to participate actively in the department production program, Theatre majors are also expected to attend workshops, lectures and other events sponsored by the department as part of their educational enrichment. Declared theatre majors and minors must take all required courses within the major for letter grade. Academic credit is available for students involved in performance and/or

production activities under faculty supervision. (See THEA 051C PO and THEA 051H PO, Theatre Performance, and/or THEA 052C PO and THEA 052H PO, Theatre Production).

Requirements for a Minor in Theatre

The Theatre Minor is as follows:

1. One of the Basic Acting courses; or THEA 004 PO, Queer Theatre Activism;
2. THEA 002 PO, Visual Arts of the Theatre;
3. THEA 020A PO or THEA 020B PO, Theatre Crafts;
4. THEA 110 PO or THEA 111 PO or THEA 112 PO, or one of the THEA 115 PO series (Theatre History and Dramatic Literature);
5. Two additional theatre courses, one of which may be the equivalent of one full course from half or cumulative credit courses in theatre;
6. Two production crew assignments; THEA 052C PO or THEA 052H PO.

The minor in theatre must be approved by the permanent faculty as a whole.

Courses of Study

THEA 001A PO. Basic Acting: Tools & Fundamentals. This introductory course explores the fundamentals of voice, movement, relaxation, text analysis, characterization, and sensory and emotional-awareness. Course material includes detailed analysis, preparation and performance of scenes. Offered fall and spring. B. Bernhard, A. Blumenfeld, J. Lu, A. Martinez, T. Leabhart.

THEA 001C PO. Basic Acting: Chicano Theatre & Performance. This introductory course explores the fundamentals of acting using Chicano Theatre as its historical, aesthetic, and theoretical source. Taught in a workshop-style seminar format, the course examines the 'realistic' acting methodology of Konstantin Stanislavski and relates its influences on and application to Chicano dramatic texts and performance. Offered annually. A. Martinez.

THEA 001D PO. Basic Acting: The Meisner Technique: Improvisation and Methodology. This introductory course explores the fundamentals of acting using Sanford Meisner's variations on the 'realistic' acting methodology of Konstantin Stanislavski. The course examines such Meisner techniques as "long-form" improvisation, to sharpen the actor's ability to observe, listen, and react. The Meisner technique trains the actor to focus on the scene partner, and adapt this improvisational style into traditional scene study. Offered annually. Staff.

THEA 001E PO. Basic Acting: Acting for Social Change. An introduction to the fundamentals of acting, drawing on different techniques such as psychological realism and physical theatre. These techniques will then be applied in form such as Augusto Boal's Theatre of the Oppressed and Playback Theatre. Students will write and perform a self-written monologue, perform a two-person scene from a published script, and present a work of documentary theatre or Playback theatre performance engaging a group outside of the classroom. Offered fall. J. Lu, Staff.

THEA 001F PO. Basic Acting: Performing Asia America. An introduction to the fundamentals of acting, drawing on different techniques, i.e. psychological realism and physical theatre. These will then be applied using Asian and Asian American historical, aesthetic, and theoretical source material. Students will be required to write and perform a self-written monologue and two-person scene from published scripts. Offered annually. J. Lu

THEA 002 PO. The Dramatic Imagination. The visual principles underlying design for live performance: theatre, dance, opera and related fields. The course explores theatre architecture, staging conventions, and styles of historic and contemporary design. Readings, discussions, and writing are supplemented by creative projects, video showings and attendance at live performances, both on-campus and at professional venues in the Los Angeles area. Offered fall and spring. *S. Linnell, J. Taylor.*

THEA 004 PO. Queer Theatre Activism. Creating activist theatre from a feminist point of view to explore current theoretical positions, problems and practice in conjunction with local community groups working for social justice. Participatory internship. Offered annually. Staff.

THEA 007 PO. Devising Performance. This course provides participants with an interdisciplinary approach to devising performance appropriate to student actors, dancers, visual artists, writers, musicians and social activists. Solo or group performances may be inspired by newspaper articles, interviews, visual and sculptural elements, music (pre-existing or created for the occasion), and other verbal or movements texts. Students meet to discuss readings, look at video of performance work and show work evolved outside of class. Participants will attend performances in Los Angeles. Work created in class will be given public performance on campus late in the semester. Offered annually. T. Leabhart

THEA 012 PO. Intermediate Acting. Rehearsal and studio performance of selected scenes. Students will gain an understanding of the actor's work on character analysis through use of objectives, inner monologues and character research. Prerequisite: 1 or 4, or 5. Includes Alexander Technique. Prerequisites: THEA001, 004, or 005, requires co-enrollment in THEA54C. Offered fall and spring. A. Blumenfeld, J. Lu, A. Martinez.

THEA 013 PO. Corporeal Mime. The basic vocabulary of mime: counterweights, figures of style, walks, triple designs. Developing mastery of the technique and improvisation with the form. May be repeated for credit. Half-credit. Offered fall and spring. *T. Leabhart.*

THEA 014 PO. Corporeal Mime and Pedagogy. Same course as 13, but with reading of critical texts, discussion and written assignments. Offered fall and spring. *T. Leabhart.*

THEA 017 PO. Make-up. Intensive workshop in design and application techniques of stage make-up. Course taught from both the actor's and designer's perspective. Half-credit. Offered fall and spring. S. Linnell.

THEA 020A PO. Theatre Crafts: Costumes, Scenery and Properties. An introduction to the technical production areas of the theatre, with emphasis on the theories, materials and

techniques of creating costumes, scenery and properties. Scene painting instruction included. Every fall semester. S. Linnell, J. Taylor.

THEA 020B PO. Theatre Crafts: Lighting and Sound. An introduction to the technical production areas of the theatre, with emphasis on the fundamental techniques and equipment of stage lighting, and the design and technical aspects of theatrical sound. Every spring semester. J.P. Taylor, Staff.

THEA 041 PO. Stage and Theatre Management. Exploration of the materials, theories and techniques of management. Stage management section focuses on the critical role of the stage manager. Theatre management section examines management as it relates to the many types of theatre extant today: i.e. Broadway and the Commercial Theatre, the Resident Professional Theatre, Community Theatre, College and University Theatre, and Theatre for Young Audiences. The course may have a practicum component in conjunction with theatre department productions. Staff.

THEA 050 PO. Collective Creation. Participants in Collective Creation will create a collaborative performance scheduled for presentation at the end of the semester in Seaver Theatre as well as other locations on the Five College campuses. Collaborators from all backgrounds and with all levels of previous experience (or none at all) are encouraged to join the project, which will call upon students' abilities and interests in vocal and instrumental music, writing, movement, mask-making, painting, and sculpture. This class encourages participants to give voice and form to their own stories; their political activism; their dreams and visions; and their aspirations for themselves and their communities. Offered fall. T. Leabhart.

THEA 051C PO. Theatre Performance. Rehearsal and public performance in Theatre department productions. Enrollment dependent upon casting each semester. Cumulative credit. May be repeated for credit. Offered fall and spring. B. Bernhard, A. Horowitz, T. Leabhart, J. Lu, A. Martinez, L. Pronko, Staff.

THEA 051H PO. Theatre Performance and Pedagogy. Same course as 51C with additional assignments. Enrollment dependent upon casting. Half-credit. May be repeated for credit. Offered fall and spring. B. Bernhard, A. Horowitz, T. Leabhart, J. Lu, A. Martinez, L. Pronko, Staff.

THEA 052C PO. Theatre Production Practicum. Participation in the production aspects (scenery, properties, costumes, lighting, sound and management) of Seaver Theatre productions. Cumulative credit. May be repeated for credit. Offered fall and spring. S. Linnell, J. Taylor.

THEA 052H PO. Theatre Production Practicum and Pedagogy. Same course as 52C with additional assignments. Half-course. Offered fall and spring. S. Linnell, J. Taylor.

THEA 053CG PO. Alexander Technique In Motion. 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 essential as an integral part of the course. Group class. Cumulative credit. Offered fall and spring. M. Jolley.

THEA 053CI PO. Alexander Technique and Pedagogy. Same course as 53CG PO with additional assignments. Individual sections. Cumulative credit. Offered fall and spring. M. Jolley.

THEA 053HG PO. Alexander Technique in Motion. Same course as 53CI PO. Group class. Half credit. Offered fall and spring. M. Jolley.

THEA 053HI PO. Alexander Technique and Pedagogy. Same course as 53CI PO with additional assignments. Individual sections. Half-credit. Offered fall and spring. M. Jolley.

THEA 054C PO. Voice for the Actor. Actors require special skills for speaking expressively and being understood easily in large spaces without artificial amplification. This course will give students a basic understanding of voice and speech for the theatre, help them engage their voices fully without injury to themselves, and allow them to become more expressive vocally. Correct breathing, good placement, and appropriate use of consonants become essential elements of scene study. This course may be repeated for credit up to 7 times. Prerequisite: 12. Cumulative credit. Offered fall and spring. M. Kemp.

THEA 054D PO. The Moving Body: Strategies for Awareness and Efficiency in Daily Life, Sport, and the Performing Arts. This course combines exercises from the Feldenkrais Method, Bodyweather, and qigong to refine awareness and increase efficiency of motion. Breathing exercises, movement explorations, traveling sequences, partner stretching, contact and other sensory games will guide students towards deeper awareness of themselves and strategies for developing a healthy approach to movement in daily life, sport and the performing arts. Offered annually. J Lu.

THEA 060 PO. Theatre for Young Audiences. A practicum-based examination of the theories and practice of creating dramatic work for young audiences. Working with local school groups, participants will develop a script and mount a production for performances on campus and/or in a school setting. Prior theatre experience is desirable but not required. Half-credit. Offered fall and spring. R. Portillo.

THEA 061 PO. Theatre for Young Audience. Same course as 60, but with additional reading of critical text, discussion, and written assignments. Offered fall and spring. R. Portillo.

THEA 080 PO. Scene Design for Stage and Screen. An introduction to the creation of artistically appropriate environments for theatre, dance, opera, film and television. Dynamic, hands on, creative projects encourage the development of the conceptual, graphic and three-dimensional skills necessary for effective scene design practice. This project work is supplemented by reading, discussion and play attendance. Spring 2013. Staff.

THEA 081 PO. Costume Design for Stage and Screen. An introduction to the creation of artistically appropriate costumes for theatre, dance, opera, film and television. Dynamic, hands on creative projects encourage the development of the conceptual, graphic and

painterly skills necessary for effective costume designs. This project work is supplemented by reading, discussion and play attendance. Production laboratory required. Always offered spring. S. Linnell.

THEA 082 PO. Lighting Design for Stage and Screen. An introduction to the creation of artistically appropriate lighting for theatre, dance, opera, film and television. Once mastery of lighting equipment is achieved, students explore the artistic use of light through a variety of dynamic hands on creative projects. This project work is supplemented by reading, discussion and play attendance. Fall. J. Taylor.

THEA 100A PO. Acting Studio: Acting for the Realistic Theatre. Intensive work in rehearsal and studio performance of selected scenes from dramatic literature. Primary focus on representational drama. Continued work on vocal, physical and imaginative skill. Prerequisites: THEA 001 PO, THEA 004 PO and THEA 012 PO. B. Bernhard, A. Blumenfeld, A. Martinez, Staff.

THEA 100B PO. Acting Studio: Acting for the Classical Theatre. Continuation of the scene study approach with emphasis on presentational plays from major theatrical periods, including the Greeks, Shakespeare and Golden Age France and Spain. Prerequisites: THEA 001 PO, THEA 004 PO and THEA 012 PO. Fall. B. Bernhard, A. Blumenfeld, A. Martinez.

THEA 100E PO. 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 in 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: THEA 001 PO, THEA 004 PO and THEA 012 PO. Offered spring. A. Blumenfeld, A. Martinez.

THEA 100F PO. Acting Studio: No Acting Allowed. To be, to trust, to act. This course examines that which prevents actors from expressing themselves as fully and truthfully on stage, as they do in life. Close practical examination of relaxation, trust and spontaneous impulse, introduction to mask and character work. Stanislavski's "Method Acting" will be applied to exercises, improvisations, and comedic and dramatic scene work. Offered fall. A. Martinez

THEA 100G PO. Acting Studio: Musical Theatre. In this workshop/studio production class students present solos and scenes from music theatre for criticism and review. Students will receive essential and elementary training required to perform musically and enhance musical interpretation. Focus will be on improving natural, clear and unaffected speech for efficient vocal support, tone production, vocal quality and articulation, as well as on truthful and organic interpretive effectiveness. Prerequisite: 1 or 4 or 5, and 12 or 1, 4 or 5 and approval of instructor. Staff.

THEA 110 PO. World Theatre and Drama from Origins to 17th Century. A study of major drama and dramatic forms from the earliest ritualistic origins to the drama of the 17th

century including Sophocles, Euripides, Sanskrit drama, Zeami and the No, Marlowe, Shakespeare, Webster, Lope de Vega, Calderon and others. Offered fall. A. Horowitz.

THEA 111 PO. World Theatre and Drama from Kabuki to Ibsen. The development of new traditions East and West reading Moliere, Racine, Congreve, Goldoni, Kleist, Gogol and others, and the conventions of opera Kabuki, Bunraku and Beijing Opera. A. Horowitz.

THEA 112 PO. Theatre and Drama: From Ibsen to the Absurd. The development of modern theatre from the end of the 19th to the late 20th century. Reading will include "giants" of modern theatre and some others: Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Brecht, Cocteau, Anouilh, Sartre, Beckett and Ionesco. L. Pronko.

THEA 113 PO. Contemporary Western Theatre: From the Absurd to the Present. Charts the trajectory of Western theatre from the absurdist movement of the 1960s to the present through such playwrights as Stoppard, Soyinka, Fo, Fugard, Friel, Churchill, Parks, Albee, Wilson and Shepard, as well the stage work of such artistic practitioners as Peter Brook, Ariane Mnouchline, Robert Wilson, Giorgio Strehler, Robert LePage and Elizabeth LeCompte. A. Horowitz.

THEA 115D PO. 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. Fall. L. Pronko.

THEA 115J PO. Shakespeare in Performance. The study of early Shakespeare performance conventions and traditions, examination of some seminal interpreters and productions. Inquiry into the canon's evolution over the past 400 years of adaptation and appropriation by diverse cultures and changing artistic, historical, political and social climates. Offered fall. A. Horowitz.

THEA 115M PO. Race & Contemporary Performance. What is race and how does the meaning attached to racial categories shape culture and social structures in the United States? This course will examine how individuals and groups use their bodies and minds to identify, dis-identify, imagine and re-imagine racial dynamics on the America on the stage. Offered annually. J. Lu.

THEA 115N PO. Contemporary Asian American Drama. This course examines post-1960 performance works created by Asian Americans. We will look at how different artists respond to history, preserve old traditions, and create new ones. The course has both theoretical and practical artistic components, and includes attendance at live performance in the Los Angeles area. Offered annually. J. Lu.

THEA 115O PO. Applied Theatre: Theatre of the Oppressed and Playback Theatre. This course traces the evolution of Playback Theatre- non-scripted theatre developed by Jonathan Fox and Theatre of the Oppressed, methods of empowerment towards social justice formulated by Augusto Boal. Practical work may be applied on-campus and with anti-bullying programs in K-12 classrooms in Los Angeles. Offered annually. J. Lu.

THEA 141 PO. Dramaturgy. An exploration of the various roles of the dramaturg with emphasis on the dramaturg's obligations to text, production and audience. Inquiry into the dynamics of the dramaturg's relationship to playwrights, designers, performers and

directors. Course work will include practical application of research tools and application of dramatic theory. Fall 2012. A. Horowitz.

THEA 170 PO. Writing for Performance. Introduction to the techniques of creative writing for performance, structuring the basic idea, development of character and situation, and rewriting. A. Horowitz.

THEA 189A PO. Sacred/Sites of Southern California: Astrological, Cosmological, Mythological, Environmental and Performative Perspectives. "Sacred/Sites of Southern California" focuses on the natural and cultural environment wherein Pomona College is located geographically. Intended to reinforce how the disciplines of theatre, visual arts, anthropology, astronomy, history, geology, geography, environmental studies and creative writing are means to explore and respond to our present and remembered homelands. Fall 2012 only. B. Bernhard, Staff.

THEA 189H PO. Dramatic Theory and Criticism. A comprehensive analysis of dramatic theory and criticism from The Natyashastra to Radical Street and Feminist Theatre. Theorists and critics will include Aristotle, Zeami, Artaud, Boal, Suzuki, Barba, Bogart, Brecht and Grotowski. Beginning in 2013, THEA189 will be required as prerequisite for THEA190H Senior Seminar in Theatre. B. Bernhard.

THEA 190 PO. Senior Seminar. Required of all senior majors. Advanced reading and synthesis of research materials, conferences and mentoring sessions with thesis advisers, discussions and seminar presentations, all in preparation for senior thesis in theatre. One-half credit. Second-half credit to be capstoned with THEA192H, THEA193H, or THEA194H, Senior Thesis Project. Offered fall and spring. Staff.

THEA 190H PO. Senior Seminar. Individually planned reading and writing project leading to the completion of a critical, analytical or historical thesis as preparation for a senior project in Theatre. The department expects students with a particular emphasis such as performance, design or dramaturgy to pair THEA191H with their specific project area: such as Senior Project in Performance THEA192H, Design THEA193H, or Dramaturgy THEA194H to complete the senior exercise. Half-credit. Offered fall and spring. Staff.

THEA 191H PO. Senior Thesis. Continuation of work begun in Senior Seminar. Students following the General Theatre Emphasis must take this course to complete their thesis. Half-credit. Offered fall and spring. Staff.

THEA 192H PO. Senior Project in Performance. Continuation of the thesis work in THEA190H. Including production work, creative activity, rehearsal and performance of a creative work to be performed, based on the individual reading, research and writing of Senior Thesis. Half-credit. Offered fall and spring. B. Bernhard, A. Horowitz, T. Leabhart, J. Lu, A. Martinez, L. Pronko.

THEA 193H PO. Senior Project in Design. A continuation of the thesis work in THEA190H. Individually planned reading, creative activity and writing centered around the design of a work for public performance. Half-credit. Offered fall and spring. S. Linnell, J. Taylor.

THEA 194H PO. Senior Project in Dramaturgy. This course based on the individual reading, research and writing of Senior Thesis that leads to the production of work for public performance. Offered on a rotating basis. Offered fall and spring. A. Horowitz.

ACADEMIC POLICIES

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 and attain at least a 2.00 “C” Grade Point Average (GPA) overall and in their field of major and minor, if applicable. 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 Pitzer equivalent courses taken outside of The Claremont Colleges toward the 32 required for graduation.

New Resource students may transfer up to 24 Pitzer equivalent courses toward 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.

Commencement

The College has one graduation ceremony each year, which takes place the Saturday after the end of final examinations. It is a degree-granting ceremony in which diplomas are conferred and in which only those students who have fully completed the College’s graduation requirements since the last ceremony are allowed to participate.

Transfer Credits

In order to be eligible for transfer credit, coursework must be offered by 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. Note that field groups may apply additional criteria to determine whether a course can be accepted for transfer credit. 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 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.

Semester Units	Pitzer Equivalents	Quarter Units	Pitzer Equivalent
1	.25	1	.17
2	.50	2	.33
3	.75	3	.50
4	1.0	4	.67
		5	.83
		6	1.00

Transfer credit is not allowed for coursework taken abroad while on a leave status during the fall or spring semester, unless prior approval is obtained by the Study Abroad Office. 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 Pitzer equivalent courses will be accepted as transfer credit, except New Resource students.

New Resources students may transfer up to 24 Pitzer equivalent courses, with a maximum of 16 Pitzer equivalent courses from a two-year institution. Transfer credit does not calculate into a student's Pitzer GPA. Courses approved for transfer credit may not be used to fulfill more than half of a student's major or minor requirements. Individual field groups may stipulate more stringent requirements for majors and minors. Petitions to deviate from field group regulations must be approved by the field group.

Advanced Placement (AP) Program Exams

Courses designed to accompany the College Board's Advanced Placement

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. Credit is not granted for exams that duplicate each other, such as AP and IB English Literature.

- AP credits are applied toward the 32 course graduation requirement, but may not be used to satisfy an Educational Objective requirement.
- In general, AP credits do not apply to field of major requirements. Consultation with the appropriate adviser/field group is required for possible exceptions.
- In all cases when credit has been awarded for AP exams, that credit will be rescinded if courses are taken which duplicate or significantly overlap the AP courses.

International Baccalaureate

Eight courses will be granted for a diploma. Credit for exams may be awarded only for higher-level exams (with a score of at least five) at a ratio of 4 semester units per exam. If certification diploma is not completed, individual courses or exams completed toward the certificate may be given credit. Credit will not be awarded for subsidiary exams. IB credits are applied toward the 32 course graduation requirement, but may not be used to satisfy the Educational Objective requirement.

In all cases when credit has been awarded for IB exams, that credit will be rescinded if courses are taken which duplicate or significantly overlap the IB courses.

CLEP

Pitzer does not grant credit for the College Level Examination Program, even when students transfer from a college which gives credit for CLEP exams.

Changes in Major Requirements

Students are bound by the major requirements which are in force (as stated in the catalog) 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 advisers.

Preregistration and Registration

Preregistration occurs toward the end of each semester for the following semester.

Students must consult their faculty advisers during preregistration and registration periods. Registration/enrollment is complete when students have obtained adviser approval and registration clearance, registered for classes and 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:

1. 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 or if equivalent courses at their own college are full or not offered that semester. During the second semester, first-year students may register for one course outside their college of residence.

2. Sophomores normally may register for no more than one course per semester outside the College of residence.
3. 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.
4. Exceptions to the above must be approved by the faculty adviser.
5. Registration for courses in the following joint programs are not considered outside registrations 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. Intercollegiate courses designated by the letters "AA," "AF," or "CH" affixed to the course number are counted as Pitzer courses.

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 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 advisers may register for up to six courses in any semester without petitioning the Academic Standards Committee. Students on academic probation may only enroll for up to four courses each semester; students on academic probation wishing to enroll in more than four courses must petition the Academic Standards Committee.

To be classified full-time for any semester, a student must be enrolled in a minimum of 3.0 courses. During the summer session, full-time status may be achieved by taking a combination of Summer Session courses and Independent Study courses. Students may take a maximum of two courses per Summer Session and two summer Independent Study courses. 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 adviser. Petitions for late additions of courses will incur a fee of \$25 per course.

With the approval of the faculty adviser, 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." In the event of seriously extenuating circumstances, students may petition the Academic Standards Committee to drop a course after this date. Petitions for late drops will incur a fee of \$25 per course.

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 adviser. For these approved withdrawals, students' transcripts will show "W" (Withdraw). 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. Petitions for late withdrawals will be reviewed by the Academic Standards Committee. Petitions for late withdraw from courses will incur a fee of \$25 per course.

Repeating Courses

There are a few courses in the catalog 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. If a student does not receive a passing grade for a course (no academic credit applied), the course may be repeated for credit. 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 .

Independent Study and Internships

Purpose:

- Independent Study (I.S.) 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 learning objectives, the academic work to be completed, and how the student 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. All Independent Studies must be approved by the Curriculum Committee.

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 adviser 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. A quarter- course independent study may be approved by Curriculum Committee, but only once per student.
- A proposal for an independent study that involves more than one course credit in a single semester or over multiple semesters must be approved by the Curriculum Committee. The Committee's decisions in such cases will be governed by the educational merit of the proposal and will be consistent with policies governing regular courses. For example, since most courses cannot be repeated for credit, the Committee will not approve a second semester I.S. in cases where the second semester I.S. replicates the work of the first semester. A second semester I.S. that is the part of a sequence such as Chemistry 14L and Chemistry 15L may be an exception to this rule. Normally, the Committee will not approve a third semester of course credit.

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 adviser and the Curriculum Committee. In the case of the Natural Sciences or Quantitative Reasoning objective, approval must also be given by a faculty member in the Keck Science Department or the Math field group, respectively.

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 and grades for Summer independent study projects are due by the seventh week of the Fall semester unless an earlier date has been set by the instructor. Any independent study forms 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. Petitions for late independent study courses will incur a fee of \$25 per course.
- 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.
- Students will be notified of the status of their Independent Study via their Pitzer email address.

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. 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, art work) that combines subject area learning with the placement experience.

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. 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.

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. Although a position involving a small stipend might be approved, rarely would a placement that involves pay be approved. 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

A Student's 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.

The P/NC option exists so that students might benefit by taking a course without the pressure of a letter grade appearing on the transcript. The P/NC option allows students to select at the outset of the semester, with the permission of the instructor, the system of evaluation under which they would prefer to take a class. In the event of seriously extenuating circumstances, students may petition the Academic Standards Committee to invoke or reverse the P/NC request after the deadline.

Students may take only one course 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. In some majors, courses taken to fulfill the major requirements cannot be taken on a P/NC basis. Consult with your major adviser. The deadline for filing the completed form with the Registrar is the date designated in the catalog as the last day to drop classes without a recorded grade. Petitions for late Pass/Non- Credit courses will incur a fee of \$25 per course.

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 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-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; D+, 1.33; D, 1.00; D-, 0.67; F, 0.00) and dividing the result by the total number of graded courses taken. In order to graduate, a student must have at least a C average (a 2.00 GPA) based on grades received in courses taken at The Claremont Colleges and including those received in those Study Abroad programs for which grades enter the student's GPA. In addition, a student 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. Students whose cumulative GPA drops below 2.0 will be placed on academic probation until the cumulative GPA of 2.0 is regained. Students on academic probation may not receive any incompletes.

GPA and Veterans' Benefits

In accordance with Veterans' 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.

If a student fails to attend the first two meetings of a course (or one course meeting for courses meeting only one time per week) and the absences were not approved in advance by the instructor, the faculty member of record may ask the registrar to drop the student from the course. However, students will not automatically be dropped from a course if they do not attend. The registrar may permit reinstatement into a dropped course when documented circumstances beyond the student's control prevented the student from attending the course and communicating the absences with the instructor.

Incompletes

An Incomplete grade of "I" is given ONLY when illness or other seriously extenuating circumstances beyond the student's control prevent the full completion of required work by the date grades are due to the Registrar (as indicated on the Academic Calendar). An Incomplete should not be given when based solely on failure to complete work or as a means of improving a grade by doing additional work after the date grades are due to the Registrar. If a substantial amount of coursework has not been completed, the option of a withdrawal from the course may be more appropriate.

An Incomplete may be given at the instructor's discretion under the following circumstances:

- A majority of all course requirements to date has been completed
- The student's work to date is passing
- Attendance has been satisfactory
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date (In cases of illness, the instructor may request verification by a medical practitioner.)
- The Incomplete is not based solely on a student's failure to complete work or as a means of improving the grade by doing additional work after the grade report time.
- The instructor completes and submits the form, assigns an Incomplete and includes the default grade to be assigned if the work is not completed by the due date. The default grade is based on the portion of the coursework already completed, factoring in uncompleted work.
- Final coursework for Incomplete grades is due to the instructor on the first day of classes of the following semester, unless an earlier completion date is set by the

instructor. Instructors will be requested by the Office of the Registrar to submit a final grade for the Incomplete during the second week of classes of that following semester.

- If the coursework is not submitted by the agreed-upon date and/or no grade is submitted to the Office of the Registrar by the due date, the Office of the Registrar will automatically assign the default grade. The default grade is identified by the instructor at the time the Incomplete is requested, on the basis of the portion of the coursework already completed, factoring in uncompleted work.
- Students on Academic Probation are not permitted to take any Incompletes.
- Students who withdraw from the College, take a leave of absence, or participate in study abroad programs (other than Pitzer Study Abroad Programs) will have one semester following their departure date to submit final work for an Incomplete.
- When illness or other seriously extenuating circumstances continue to prevent the student from submitting final work by the stated due date, the instructor may request an extension of the due date. Any additional request from the instructor for an extension of the due date must be approved by the Academic Standards Committee; however, extensions may not exceed one semester from the date on which the Incomplete was originally awarded.

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 as per the appeal procedure listed below.

Grade Disputes

The normal presumption in the administration of grades is that the professor alone is qualified to evaluate the academic work of a student in her or his courses and to assign grades to that work. Students are expected to thoroughly discuss problems or concerns related to a course or a grade with the professor teaching the course. If the problem persists, the Office of the Dean of Faculty, which oversees all matters related to the curriculum and instruction, can assist in discussing and mediating a resolution.

A student who has substantial grounds for believing that, apart from questions of the quality of his/her work, a particular grade was assigned in a manner that was arbitrary or unjust—or that crucial evidence was not taken into account—may pursue the following options:

1. The student must first thoroughly discuss the matter with the professor, after having consulted with his/her adviser. It is expected that every effort will be made by the student and the professor to come to an agreement at this stage.
2. If a resolution of the problem is not forthcoming, the student may then appeal his/her case to the Office of the Dean of Faculty at the college sponsoring the course.
3. If the Office of the Dean of Faculty is unable to bring the student and faculty member to a mutually acceptable agreement, the Dean may, at his/her discretion, appoint one or more persons to arbitrate the controversy, preferably persons agreed upon by both parties. The Dean of Faculty would then be bound to charge the Registrar to take whatever action the arbitrator(s) recommend(s).

Grades Disputes in Cross-Registration

By action of the Academic Deans Committee, the policies governing grade disputes in cross-registration situations are as follows:

1. Students charged with academic dishonesty in a course taken outside their home college shall be tried according to the procedures for handling such cases in their home institution. Faculty members are obligated to accept the decision of the student's college, and may not impose a penalty should the appropriate hearing panel fail to find guilt. Any student grievance concerning a grade given by an instructor as a result of such a hearing decision will also be handled according to the rules of the student's home college.
2. All other grievances concerning grades are handled by the procedures of the college sponsoring the course.

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. Transfer, AP and IB credits all count towards class status.

Student Records

In compliance with the federal Family Educational Rights and Privacy Act (FERPA) and the California Public Information Act, students at Pitzer College are assigned the following rights in regard to education records maintained by the College.

1. Students have the right to inspect and review education records. Education records, which are maintained by offices throughout the College, are defined as records in any format that directly identify the student and are maintained by the various offices of the College. Some records may be administered by additional privacy laws and regulations that supersede FERPA, and, therefore, may not be available under this policy. Requests for the inspection and review of education records must be submitted direct to the custodian of the record, following policy and procedure of the office in whose custody the record is maintained.

2. Students have the right to seek to amend education records. Under FERPA, grades are exempt from this provision. Students with concerns about individual grades are referred to the Dean of Faculty Office.
3. Students have the right to have some control over the disclosure of information from education records. Students may request that the College restrict the release of directory information by submitting a written request to the Registrar's Office. Such restrictions remain in effect until cancelled in writing by the student.
4. In compliance with FERPA, Pitzer College has designated the following items of information as directory information: name and student user name; local and permanent address; local, cell, and permanent phone number; email address; date and place of birth; major field of study; dates of attendance; enrollment status; degrees and awards received; most recent previous institution attended; photographs; participation in officially recognized activities and sports; and the height and weight of members of athletic teams. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if released. Unless restricted by the written request of a student, the College may release directory information without the prior consent of a student. Directory information required for course or classroom participation in courses may not be withheld from faculty and students connected with the particular course. Information that is not directory information is non-directory information and, unless excepted by FERPA, requires the prior written consent of the student for release.

Further details and a full description of student records privacy is available from the Registrar's Office and in the Office of Student Affairs.

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 toward graduation and are graded on a P/NC basis only, however they will appear on the transcript.

Second BA

Students who have a BA 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 BA may add an additional major by completing satisfactorily all requirements of that major. GPA is frozen at time of graduation and will restart is graduate is approved to re-enroll.

Other Regulations

Medical Requirements

Medical insurance is mandatory for all students. All students must have medical insurance/emergency information on file with the Office of Student Affairs. All students are required to update this information every year via the portal online. If no proof of medical insurance is provided by the stated deadlines you will be automatically enrolled and billed on the Claremont College's insurance plan.

Open enrollment for the fall semester begins July 1, 2013 through September 6, 2013. Open enrollment for the spring semester begins December 16, 2013 through January 25, 2014. Students can obtain a 100 percent refund one week before or on the first day of class. After the first day of class the medical coverage charge is non-refundable. It is the student's responsibility to keep the College informed of changes in medical coverage and coverage must be confirmed every year.

Leaves of Absence and College Withdraw

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 withdraw from the college for personal reasons. When a leave of absence is taken before the final date to drop courses (no recorded grade), any courses the student was enrolled in will be removed from the transcript. When a leave of absence is taken after the final day to drop courses, a grade of W (Withdraw) will be recorded for each registered course in that semester.

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. Students will be placed on a leave of absence for failure to register for classes by the tenth day of the semester.

For information on refunds in case of leaves or withdraw, please refer to the section on "Refund Policies". For information regarding re-admission, please refer to the Office of Admission.

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 at www.pitzer.edu/offices/dean_of_faculty/handbook):

Faculty Executive Committee: The primary executive committee of the College, responsible for 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.

Appointment, Promotion and Tenure Committee: Responsible for making recommendations and advise the President in matters of faculty appointment, contract renewal, promotion, tenure, dismissal, sabbatical and all other leaves.

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.

Judicial Committee: Responsible for interpreting and enforcing the student code of conduct.

Research and Awards: Allocation of funds for faculty and student research is handled through the Dean of Faculty's office.

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.

Study Abroad Committee: Responsible for formulating policy relating to the College's Study Abroad program, for overseeing the program and for approving students for participation.

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 living 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 six residence halls. Atherton and Pitzer are four-story buildings and house 140 students. Sanborn is a three-story building and houses 178 students. Atherton, Pitzer and Sanborn rooms are double occupancy with two rooms sharing an adjoining vanity, bathroom, and shower. Mead, made up of six three-story towers connected by catwalks, houses 222 students in eight person suites. East hall and West hall will open in the Fall 2012. East hall is a three-story building and will house 152 students. West hall is a four-story building and will house 156 students. All residence halls include laundry facilities, study rooms, lounges and kitchens. Atherton Hall is the home of the Office of Admission. West hall will be the new home of the Intercollegiate Department of Media Studies, Pitzer Archives, and the Office of Study Abroad and International Programs. In addition, Mead Hall has a study-library equipped with basic reference books and library tables. All student rooms include internet access.

Each residence hall has a Residence 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.

Single rooms are reserved for juniors and seniors. New students are assigned doubles (and roommates) by the Residence Life staff. Rooms are furnished with a bed, desk, chair, bookshelf, dresser, and closet space. Four students share semi-private bathroom facilities.

Students who secure housing during Room Draw are required to live on campus for the academic year. Students who secure campus housing and submit an off-campus application after Room Draw will only be approved if the college is able to find a replacement for the reserved bed space, therefore approval is not guaranteed. If a student applies for off-campus status during the academic year, approval is not guaranteed.

Students who are dismissed will be required to vacate the residence halls within 48 hours of notification of dismissal. Refunds will be calculated on a case by case basis.

Housing During Vacations

Semester charges are only for the period when classes and examinations are scheduled. The Residence Halls are open during the Thanksgiving and Spring break periods. The Residence Halls are closed during the winter break and during the summer vacation.

Off-Campus Housing

Students can request to live off-campus for a given academic year by submitting an application to the Housing Office. 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 their parents/guardians.
4. Seniors.

Students not meeting one of the conditions above will be placed on a wait list maintained in the Housing 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 Housing Coordinator. 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.

Current first-year students (rising sophomores) requesting to live off-campus must meet with the Housing Coordinator prior to approval. Off-campus status is granted 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, The Pit- Stop and the Gold Student Center. McConnell food services are not available during break periods.

Motor Vehicles

Undergraduate students living on or off campus who plan to own or maintain vehicle on the campuses of The Claremont Colleges shall register such vehicle with the Campus Safety Department during College registration at the opening of each. Students living in the residence halls are not permitted to bring cars to campus their first two years due to parking limitations. 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 documented learning, physical or medical disability and would like to request accommodations, please make an appointment to meet with a staff person in the Office of Academic Support Services (Scott Hall 134, 909.607.3553). Further information regarding documentation, services available and individual advocacy can be found in the Student Life section of the website.

Arboretum

The John R. Rodman Arboretum began informally in 1984 as a movement by some students and faculty to save indigenous vegetation surrounding our campus. The Arboretum is now an official part of Pitzer College and comprises the entire campus.

A major element of the Arboretum is the display and research of southern California “native plants,” but we don’t limit ourselves to just natives, since many species that we grow come from Asia, South America, South Africa and other Mediterranean climates. We propagate sustainable plants of special interest, such as succulents, not only for aesthetics but also for academic study.

The Arboretum consists of two main areas:

- The first is made up of many different gardens covering the whole campus and includes a cactus garden, native woodlands garden, intercultural garden, memorial garden, Pitzer farm project (which includes a vegetable garden, as well as a small fruit orchard) and a grassy area known as the “Mounds”.
- The second area, known as the “Arboretum Natural Area” or the “Pitzer Outback Preserve,” contains about 3.5 acres of interior sage scrub (a mixture of coastal sage scrub and chaparral) characteristic of washes below the mountains of southern California. It is one of the most endangered ecosystems in the state. The college preserves this natural area and is in the process of restoring it to its pre-disturbed condition to the extent possible. Restoration was begun by students, faculty, and staff in 1989 and will continue for many years.

Courses utilizing the Pitzer Arboretum include Art 103 (Environments Workshop) Anthropology 12 (Native Americans and Their Environments); Environmental Analysis (EA) 10 (Environment and Society), EA 74 (California Landscapes: Diverse Peoples and Ecosystems), EA 104 (Doing Natural History), EA 131 (Restoring Nature), EA 140 (Desert as a Place), EA 146 (Theory and Practice in Environmental Education) and EA147 (Ecology, Community and Design).

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 our collected audio recordings, DVDs, videotapes and other film recordings, as well as 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 students in the preparation of individual projects for classroom or thesis work.

Center for Asian Pacific American Students

CAPAS—Mead Hall, 909.607.9816)

The Center for Asian Pacific American Students (CAPAS) seeks to enrich and develop social, intellectual and personal growth in our students by providing Asian American resources as well as a welcoming, supportive environment. The Center serves as an advocate for the Asian and Pacific Islander community and promotes an educational dialogue that embraces the unique experiences of ethnic communities, part of the cultural fabric of our institution.

CAPAS provides a variety of resources to promote and enhance academic, cultural, social and political experiences for students. The center offers the following services: Asian American Resource Library, Video Library, Community Services, Computer Station, Programming (academic, cultural and social), Scholarships, Internships, Job Opportunities, and an on-line student newsletter “Voices of the Margin.” In addition, we provide limited one-on-one support and use of the TV/DVD, study lounge, full bathroom and kitchen and outdoor patio. CAPAS is dedicated to diversity by involving all members of the community in its programs and activities. www.pitzer.edu/capas.

Career Services

(Scott Hall 120, 909.621.8219)

Career Services assists students and alumni by providing life-long skills through a wide array of services, resources, and programs including how to explore career options, create effective resumes, conduct job searches, research employers, identify Internship opportunities, develop Interviewing techniques, and apply to graduate/professional school. The office operates within the college’s founding vision of continually seeking new ways of looking at the world and better ways of helping students find meaningful lives within It

Community-Based Learning Programs

Pitzer has many opportunities available through the following organizations located on campus:

Community Engagement Center (CEC)

CEC supports research, education, and direct engagement that contribute to the understanding of critical community Issues and enhance the resources of local communities and organizations, schools and institutions. Community-based education opportunities are available through service-learning internships, community-based research, volunteering, and work- study hours for students. Assistance with internship site placement, training, transportation, funding, and awards (including senior thesis awards, summer internships, and post-baccalaureate fellowships) are available. CEC also supports faculty with grants, awards, engagement-related funding, building community- campus partnerships, developing community engagement courses or

enhancing curriculum development to include community-based research or service. Contact cec_staff@pitzer.edu or 909.607.8183.

Jumpstart

Jumpstart is working toward the day every child in America enters school prepared to succeed. To that end, Jumpstart recruits and trains achievement-oriented college students to deliver an innovative early education program via yearlong one-to-one relationships with preschool children. Pitzer College student AmeriCorps members are paired with children from low-income backgrounds in the classroom setting and work together on language, literacy, social and initiative skills for one year. Work-study and volunteer positions available. Jumpstart is a 5-C, Americorps program, operated through the Community Engagement Center. Contact 909.607.9290.

Claremont Educational Partnership

The Claremont Educational 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 Bonnie J. Clemens, Assistant to the CEO, Claremont University Consortium, at bonniec@cucmail.claremont.edu or 909.607.3679.

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 Kindergarten 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 content 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 909.607.9399.

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. It is offered as Spanish 31: Community-based Spanish Practicum (0.5 cr) and Spanish 51: Spanish in the Community (1 cr). Students in the Pitzer in Ontario Program can take these courses concurrently. Contact Ethel_Jorge@pitzer.edu or 909.607.2802.

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 909.621.8818.

Computer Facilities

The main campus computing lab in Bernard Hall houses 18 Mac and 18 Windows computers. These are primarily used for electronic communications, instruction and research. All have multi-media capability and are directly attached to the Pitzer College network with internet access. It is 24-hour accessible.

Pitzer has several classrooms with computers for hands-on instruction. The Kenneth and Jean Pitzer Computer Classroom in Broad Hall 213 houses 18 Windows computers. The Social Sciences Statistics Laboratory in Broad Hall 119 houses 18 Windows computers for the use by Social Science faculty and students in statistical research and instruction. The Fletcher Jones/Booth Ferris Language Laboratory in Broad Hall 208 houses 17 Mac computers for use in language instruction. The West Hall houses a Mac Laboratory with 16 Mac computers and a Digital Editing room with 8 Mac computers.

All classrooms on campus provide a full multi-media capable service including data/video projection teaching station, DVD player, video/audio play and record, etc. The classroom in Scott Hall additionally has a smartboard and lecture capture facilities.

There are print stations throughout campus study rooms for students' convenience. And there are several computers in dorm living rooms where students can collaborate on an ad hoc basis.

The Office of Information Technology runs various network, email, web, file and print servers for use by the Pitzer community. All buildings on campus are connected with a fiber-optic based network, and have access to computers located on campus, the Honnold-Mudd Libraries' electronic services (including their on-line catalog and various bibliographic databases) and a high speed connection to the Internet.

Normal computer usage of these facilities (including access to the Internet) is available without charge to Pitzer students and faculty. Print credit of approximately 300 pages of black and white printing is provided each semester, and color printing is available for a nominal fee.

The campus wireless network covers all the residential halls. We continually add additional wireless access points to our academic and administrative buildings; we are concentrating on classrooms to ensure adequate coverage and optimal performance. The Claremont Colleges as a whole are building an infrastructure that will allow seamless network connectivity while roaming the campuses with a laptop computer or other wifi-enabled device.

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

The 12,000 square foot Gold student Center opened in 1995, complete with a fitness room, swimming pool, the student-run Shakedown Café, a multipurpose room, art gallery, meeting room, and student organization space. Pitzer Activities (PAct) is based here and a broad array of services to the campus community are provided through the service desk. The building is closed for renovation and will reopen in August 2014.

The 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, faculty and visitors 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.

Institutional Research Office

The Office of Institutional Research at Pitzer College functions to provide reliable information and analyses in support of planning, decision-making, and policy formation, to assist in the development and implementation of a plan for assessing student learning outcomes, and to coordinate mandatory and voluntary reporting of institutional data to internal and external constituencies. To learn more about the College, go to our Institutional Research web page at: www.pitzer.edu/offices/institutional_research

Office of Academic Assessment

The Office of Academic Assessment works collaboratively with faculty, staff, and students to promote educational effectiveness through Pitzer's Educational Objectives and to advance practices related to outcomes-based assessment. The office further supports faculty and field groups to develop student learning outcomes, conduct assessment

activities, and review data relevant to curriculum development, strategic planning, program review, and WASC accreditation. Office of Graduate Fellowships.

Office of Graduate Fellowships

The Office of Graduate Fellowships, located in Fletcher 212, provides a resource to assist students in exploring the numerous national and international undergraduate and post-baccalaureate fellowships and scholarships available for both current students and recent alumni. For more information, visit the Office of Graduate Fellowships web page at: www.pitzer.edu/academics/fellowships or contact Sandy Hamilton at 909.607.9108.

Outback Preserve

The Outback is a 3.5 acre part of campus comprised of alluvial sage scrub, a rare and endangered ecosystem. Through the Environmental Analysis program and the Pitzer Arboretum, students, faculty, and staff are engaged in ecological restoration of the Outback Preserve. In addition to serving as an educational resource for classes, incorporating community outreach programs, and providing service learning opportunities, the Outback provides a space for quietude, recreation, and natural beauty.

W.M. Keck Science Center

This modern and spacious building of 81,000 sq. ft. provides a teaching location for most of the science courses offered by the Keck 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 thermal cycler for PCR, UV/vis spectrophotometer, ultracentrifuges, electrophoresis apparatus, fluorescence microscope with camera attachment, and sterile room for tissue culture work, equipment for neurobiological research, and a vivarium. The department owns a field vehicle and field equipment for marine, freshwater and terrestrial studies in ecology and environmental science. A biological field station is adjacent to the campuses and students have access to field stations in the Sierra Nevada Mountains and on the Pacific coast of Costa Rica. Physics students have access to two astronomical observatories where students can conduct research. The department also possesses an atomic force microscope used to study surface properties of materials and microstructures of biological systems. Physics students learn to master experimental analyses through computerized data acquisition techniques. The Keck Science Department offers students various opportunities to gain 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.

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

The Mosbacher/Gartrell Center for Media Experimentation and Activism at Pitzer College is a modern production center containing dedicated editing suites accessible to students twenty-four hours a day, seven days a week, a shooting space, a video studio, screen-printing facilities, The Equipment Epicenter for checking equipment in and out, a teaching gallery, along with venues for student screenings, visiting artists' presentations and critiques of student productions. Production equipment available in the center includes hi-definition video cameras, 8mm, Super 8 and 16 mm cameras, sound equipment, lighting tools, and camera support packages. Post-production facilities include an animation studio called PitZAR with animation stands and light tables, 16 mm telecine equipment and ten large non-linear digital editing suites supporting The Adobe Suite and Premiere for enhanced effects and titling, animation, and digital sound editing features. The Production Center is an innovative studio facility and community center for Media Studies students across the Claremont Colleges that is constantly evolving to follow current media trends and has recently lead workshops on the Canon 5D Mark iii digital SLR and compositing techniques, as well as Maya, and various professional animation software options. Sound, lighting, and video offerings often evolve based on student interest.

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 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

In recent years, the laboratory has provided space for joint faculty-student research that has resulted in nine co-authored articles 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.

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. 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.

Teaching and Learning Committee (TLC) – Mission Statement

Teaching and Learning Committee (TLC)-Mission Statement The purpose of the Teaching and Learning Committee (TLC) is to develop opportunities for conversation and reflection among faculty, students and staff around topics of teaching and learning. The TLC aims to facilitate the creation of a culture of critical reflection on teaching and learning by responding to the needs expressed by all constituencies of the College. Since the committee is composed of representatives from all three groups, the process of learning is viewed as one that we all share and that by its very nature transcends the boundaries of the classroom and the campus to include everything that we experience. By supporting ongoing networks of communication throughout the campus community, the TLC seeks to bring a higher level of understanding, deeper reflection and renewed purpose to our efforts to become responsible global citizens in the increasingly complex and interrelated world in which we live.

Tutoring Assistance

Tutoring assistance is provided free of charge to Pitzer students. For information on being a tutor, contact the Office of Student Affairs (909.607.3553).

Writing Center

Located in Mead Hall 131, just across from the fountain, the Writing Center offers student writers free one-on-one conferences with experienced fellow writers trained to consult on assignments in any discipline, application essays, and cover letters. The Writing Center is one of Pitzer's most popular academic resources, holding over a thousand appointments

each year. Students are encouraged to schedule an appointment using the outline scheduling system, but walk-ins are welcome. Visit the Center's website for a list of hours for fall and spring semesters.

- Writing Center Website: www.pitzer.edu/offices/writing_center/
- Online Scheduling System: <http://pitzer.mywconline.com/>

Intercollegiate Resources

The following are freely available to and used widely by students at all The Claremont Colleges:

Huntley Bookstore

175 E. Eighth Street

Established in 1969 with a gift from Mr. and Mrs. Earl W. Huntley, Huntley Bookstore provides essential services to the students, faculty and staff of The Claremont Colleges. As the source for all course required textbooks and support materials used at The Colleges, the bookstore carries many academic trade and reference titles, new releases, The New York Times bestsellers, academic study aids, school and office supplies, clothing and gift items as well as magazines, snacks, soft drinks and postage stamps. Huntley Bookstore provides both Apple and PC hardware and software at academic pricing as well as a complete selection of computer supplies and peripherals. The Huntley Bookstore also is an authorized repair coordinator for Apple Notebooks and desktops.

Huntley is open year round with a variety of additional services. These include: copyright clearance, course pack production, special order services, and a full service Website on which you may purchase textbooks, clothing and gift merchandise. Huntley's Website is located at www.bkstr.com.

Store hours are 8:30 a.m. to 6 p.m., Monday through Thursday, 8:30 a.m. to 5 p.m., Friday and 10 a.m. to 5 p.m. on Saturday. Summer hours are 8:30 a.m. to 5 p.m. Monday through Friday and 10 a.m. to 5 p.m. on Saturday. For further information please call 909.621.8168 or 909.607.1502.

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 Asian and Pacific Islander issues and experiences through Interdisciplinary teaching and research. Their curriculum includes courses in the humanities, social sciences and interdisciplinary study. Carrying forward the community-based origins of Asian American Studies, IDAAS provides innovative opportunities such as the Margo Okazawa-Rey Summer Fellowship, community-based theses, and student-run topical seminars. Situated In the greater Los Angeles area, IDAAS engages students in community-based learning framed by critical

inquiries and analyses. The IDAAS office is located in the Lincoln Building on the Pomona College Campus.

Intercollegiate Department of Africana Studies (IDAS)

The Intercollegiate Department of Africana Studies organizes and coordinates a curriculum in Africana Studies taught by faculty whose individual appointments are with both the Department and one of The Claremont Colleges. Africana Studies courses are part of each College's curriculum. The office is located in the Lincoln Building on the Pomona College Campus.

Rancho Santa Ana Botanic Garden

Rancho Santa Ana Botanic Garden, the largest botanic garden dedicated exclusively to California native plants, grounds itself with a philosophy of biodiversity and the importance of bringing conservation applications to the public through horticultural education, scientific research and sales of native plants. The Garden is located on 86 acres in Claremont. RSABG, a private, nonprofit organization, offers educational programs and special events throughout the year and is home of the Botany Department for Claremont Graduate University. The Garden offers a superb selection of California native plants for sale at Grow Native Nursery in Claremont and Westwood, L.A. The Garden is open daily from 8 a.m. until 5 p.m., except January 1, July 4, Thanksgiving and December 25. Free Parking; Accessible paths throughout the Garden. The California Garden Shop is open daily from 9 a.m. until 5 p.m. Admission: free for RSABG members; \$8 adults; \$6 seniors and students; \$4 children 3–12. For more information please call 909.625.8767 or visit www.rsabg.org.

Robert J. Bernard Biological Field Station of The Claremont Colleges

The Robert J. Bernard Biological Field Station (BFS) serves as a natural outdoor laboratory for many disciplines at Pitzer College and all of The Claremont Colleges. Unique within urban surroundings, the BFS is within a short walking distance of the Pitzer campus. Field 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 an ecological laboratory, the BFS meets many ecological, environmental, and field research needs of students, faculty, and the larger community.

The Claremont Colleges Library

The Library partners with The Claremont Colleges in learning, teaching, and research. Library resources are available to all members of The Claremont Colleges academic community. Librarians and staff provide assistance with locating and using both traditional and electronic sources. The Library also offers reference assistance via email and instant messaging. One of the major activities of the Library is teaching students how to find, evaluate, and effectively use information. Research instruction for classes and other groups, as well as individual appointments for instruction and research assistance, may be

scheduled by faculty or students. Classes in Honnold/Mudd Library are held in either the Keck Learning Room or Keck 2, the Library's hands-on classrooms.

Honnold/Mudd Library provides a variety of study and collaboration spaces, including group study rooms, a media viewing room, a presentation practice room, and a cafe. Library computers, a wireless network, and laptops that may be checked out allow students and faculty to use online information resources throughout the building.

Most of the books Pitzer students need are centrally located in Honnold/Mudd Library, which house the sciences, social sciences, arts, and humanities collections. The Library's large collection of electronic resources provide ready access to a wide variety of bibliographic, full-text and multimedia information. Through the internet, it is possible to search Blais, the online catalog, or any of hundreds of databases, including services such as Lexis-Nexis Academic and ISI Web of Science. Full-text resources include electronic books and journals, as well as specialized resources such as the ACM Digital Library, Congressional Quarterly Library and Grove's Dictionary of Art Online. The Claremont Colleges Digital Library (CCDL) provides access to a growing number of digital collections from The Colleges, as well as from the Library's Special Collections. Digital collections such as Early English Books Online and North American Women's Letters & Diaries make available thousands of additional primary source materials. Most of these resources are accessible via the Internet to students, faculty and staff of The Claremont Colleges in their dorms, labs, offices and homes, as well as in the Library.

The Library's holdings include some 2 million volumes. The Library also have extensive holdings of electronic journals, magazines and newspapers: currently we provide online electronic access to over 35,000 journals. Honnold/Mudd Library is a depository for United States government publications, with a collection of historic documents dating back to the late 1700s and many recent publications in electronic formats. The government publications collection also has extensive holdings issued by the State of California, the United Nations, other international agencies and Great Britain. The Library has a large collection of microforms, including long runs of newspapers, early printed books from England and the United States and anthropological source materials in the Human Relations Area Files. The Asian Studies Collection in Honnold/Mudd has a collection of materials in Chinese, Japanese and Korean languages. Among the Library's 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 available from Special Collections in Honnold/Mudd Library.

The Library offers Interlibrary Loan service and maintain partnerships which provide access to books, articles and other materials not held in our collections. The Link+ system consists of many libraries In California and Nevada, with whom we partner to share resources. Affiliated libraries in Claremont include Denison Library at Scripps College; 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. A multi-denominational seminary of the United Methodist Church, The School of Theology educates a multicultural student body for religious leadership. The school has enjoyed relationships with the Christian Church (Disciples of Christ) since 1960 and the Episcopal Theological School at Claremont since 1962.

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 education required for parish ministry, counseling, religious education, and leadership in religious and non-profit settings. Program emphasis can include Urban Ministry, Peacemaking, Pastoral Care and Counseling, Religious Education, Ethics, Theology, Philosophy of Religion, or Interreligious Studies, among many others.

In 2011, CST co-founded Claremont Lincoln University as an Interreligious graduate school that offers accredited degrees, advanced certificates, and custom-designed curricula for effective leadership across cultural, religious, spiritual and secular value systems. The new University also serves as the hub of a history-making consortium of professional schools that educates religious leaders in their respective traditions while sharing a common curriculum for understanding across religious, intellectual and cultural boundaries. For more information, go to www.ClaremontLincoln.org

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 School of Theology Library contains over 210,000 volumes and receives approximately 300 periodical subscriptions in the areas of biblical, theological and ministry studies, and more than 30,000 electronic journals. The library also houses the Denman Collection of Ancient Coins, the Robert Flaherty Film Archive and many rare volumes.

The library, classes and seminars of Claremont School of Theology are open to juniors and seniors of Pitzer College through cross-registration procedures. See Registrar's office for policy for Pitzer students.

Intercollegiate Student Services

The Monsour Counseling and Psychological Services (MCAPS)

The Monsour Counseling and Psychological Services (MCAPS) is located at 757 College Way, immediately south of the Honnold Library. MCAPS 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 the psychologists and/or the psychiatrists at the center. For an appointment, call 909.621.8202.

Student Health Service

The Student Health Service (SHS) is located in the new Claremont University Consortium Student Services Center at 757 College Way. It is the primary outpatient healthcare center for all students at The Claremont Colleges and stresses preventive medicine and health awareness. The Student Health Service is open 8:00 a.m. to 5 p.m., Monday, Tuesday and Friday, Thursday SHS is open 9:00 a.m. to 5:00 p.m. while school is in session, with extended hours until 7 p.m. on Wednesdays. Appointments are highly recommended for all visits and can be scheduled in advance by telephone. Phones open at 8 a.m. for appointments by calling 909.621.8222 or ext. 18222. If you call early, same-day appointments are usually available. There is no charge for regular scheduled appointments or emergency care. Emergency care is available during regular business hours for serious illness or trauma as determined by the triage nurse (e.g. bleeding, possible fracture and allergic reactions). A \$10 charge will be assessed for any missed appointment not cancelled two hours in advance. Walk-in students will be seen in the order of arrival during the hours of 8:30–10:30 a.m. and 2–4 p.m. There is a \$10 charge for walk-ins. Please be prepared to wait as patients are seen between appointments. Students do not have to pay for fees at the time of service. Payment can be made by Visa or Mastercard, Claremont Cash, cash or check. Referral for subspecialty consultation, hospitalization and surgery can be arranged by the Student Health Service but will not be financed by the College and payment is the responsibility of the individual student. All students must have an entrance health history and physical examination form on file to use the services. Completed Forms may be submitted via mail or e-mail. The e-mail address is available on the SHS website. These forms are required for initial admission to Pitzer College as a first-year or transfer student. Forms completed by a family member/relative who is an MD/nurse practitioner will not be accepted. All students' records are confidential. Medical records are not made available to anyone without the student's permission. The College does not assume responsibility for medical care of its students beyond the capacity of its existing health facilities. An accident and sickness medical-expense insurance plan is available to students to protect against major costs. If students are not covered by parents' medical insurance, the plan should be purchased. Designed to supplement the care provided by the health and counseling services, it includes benefits for psychological services, accidental injuries, hospitalization, surgery, doctor visits in the hospital, emergency care and ambulance service. Premiums for coverage are listed in an insurance-plan brochure mailed to each

student prior to arrival on campus. Additional information is also available from the Student Health Service or on their Website at www.cuc.claremont.edu/shs.

Office of the Chaplain

The Office of the Chaplains guides and nurtures students in the explorations, observances, and questions of religious and spiritual life. Assisting students in making contact with members of their community of belief, the chaplains coordinate and oversee a wide range of worship services, events, programs, and pastoral counseling for the Buddhist, Catholic, Christian Science, Hindu, Jewish, Latter-Day Saints, Muslim, PAGAN, Protestant, Unitarian, Zen, and other communities. At McAlister Center for Religious Activities, located adjacent to Honnold/Mudd Library, is a chapel, fireside lounge, library, and the Chaplains' offices. Office of the Chaplains is located at 919 N. Columbia Avenue, 909.621.8685.

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, 909.621.8639.

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 assists students in developing appropriate educational plans, mature career paths, emotional autonomy, coping skills, feelings of self-worth and independence, a positive ethnic identity, mature relationships with peers, accountability, social awareness, and a responsible lifestyle. Our programs and services include Academic Strategies Workshops, the New Student Retreat, Seven College Dr. Martin Luther King, Jr. Commemoration, Black History Month programs, Community Forums, Ujima Peer Mentor Program, leadership training, speakers series and poetry readings. All programs and services are open to all students of The Claremont Colleges. OBSA is located at 139 E. 7th Street and can be reached at 909.607.3669 (FAX: 909.621.8969).

Chicano/Latino Student Affairs (CLSA)

Chicano/Latino Student Affairs is committed to the academic and personal growth of Chicano/Latino students. CLSA provides academic and support services, as well as educational programs. CLSA programs enhance cultural identity, promote social

awareness and develop student leadership. The programs include the New Student Retreat, Sponsor Program, Latino Heritage Month, Día de la Familia, César Chávez Commemoration, Alumni Career sessions, Open House, monthly lunches, study breaks and Latino Graduation. CLSA also provides academic and personal advising, as well as graduate and career development sessions. CHISPAS, our electronic newsletter, serves to distribute information to Latino students. Chicano/Latino Student Affairs is located on the second floor of Tranquada Student Services Center, at 757 College Way. You may reach us at 909.621.8044. You may learn more about CLSA at our website, www.cuc.claremont.edu/clsa/

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, a Student Handbook, an alumni magazine and *The Participant*.

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

Instructions to Applicants

In keeping with its commitment to the individual, Pitzer College has developed a highly personalized approach to the selective admission process. The Admission Committee will personally review your application to determine your academic preparation, the level and quality of your extracurricular activities and your potential fit with our college community.

Your application should demonstrate the ways in which you feel you will benefit from, contribute to or be challenged by Pitzer's unique approach to an undergraduate education. We are looking for students who exhibit strong academic abilities, maturity and socially conscious independence. Because different people show and use their strengths in different ways, the Admission Committee does not expect essays to be answered in the same way, nor do we expect students who will benefit from Pitzer to have the same background, the same course work or the same culture.

Pitzer College adheres to the letter and spirit of the Statement of Principles of Good Practice of the National Association for College Admissions Counseling. Pitzer admits students of any race, color, sex, religion, sexual orientation, age, creed, handicap and national or ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of race, color, creed, sex, religion, sexual orientation, age, marital status, handicap or national or ethnic origin in administration of its educational policies, scholarships and loan programs, athletic and other college-administered programs or employment policies.

Campus Visits and Interviews

We strongly recommend that you visit the campus. We offer tours Monday–Friday at 10 a.m., 1 p.m., and 3 p.m. Information sessions are offered at 9:30 a.m. and at 2:30 p.m. During the fall semester, we offer tours on Saturday mornings at 10 a.m. and 11 a.m. Reservations for an information session or tour can be made online.

In addition to visiting campus, we hope you will be able to schedule an interview with us. We offer four ways to complete an interview: 1) on-campus interview, 2) Skype interview, 3) phone interview and 4) LikeLive interview. All four options carry the same weight. Please note that December 1 is the last day for interviews for Early Decision candidates, and December 15 for Regular Decision candidates.

First-Year Admission

High School Preparation

Your best preparation for success at Pitzer is the completion of a rigorous college preparatory program. Academic challenge is important and you should maintain a rigorous course schedule through your senior year. Your studies should include four years of English (especially courses that emphasize writing), at least three years each of foreign language, mathematics and social, behavioral and natural sciences. We strongly

recommend that you take advantage of honors and advanced placement courses offered at your school.

Application Process

Pitzer's admission policy for first-year students provides applicants with greater flexibility in presenting application materials that accurately reflect their diverse academic abilities and potentials. Pitzer will exempt students who either graduate in the top 10% of their class or have an unweighted cumulative grade-point average of 3.5 or higher in academic subjects from having to submit any standardized tests (i.e. ACT or SAT). Applicants not falling into one of those categories will be required to submit at least one of the following options:

- ACT scores (including writing section), or
- SAT scores, or
- Two or more Advanced Placement test scores of at least 4: one must be in English or English Language and one in mathematics or a natural science, or
- Two International Baccalaureate exams: one must be in English A1 and one must be in mathematics (standard level or higher level), or
- Two exams: one recent junior or senior year graded, analytical writing sample from a humanities or social science course, AND one mathematics examination, preferably a final or end-of-semester exam in the most advanced mathematics course possible (at least at the algebra II level). The samples must include the teacher's comments, grades and the assignment.

Application Forms

Pitzer College is an exclusive user of the Common Application for first-year applicants. If you are a first-year student please go to www.commonapp.org to fill out the online application and all required supplements: If you are unable to fill out the application online, you can obtain a paper copy of the Common Application from the Common Application website, from your high school guidance counselor, or by requesting a copy from our office. If you submit a paper copy of the application you will still need to submit the appropriate Pitzer supplement forms. These can be downloaded from our website.

Application Deadlines

There are two options for applying to Pitzer: Early Decision and Regular Decision.

Early Decision

Students who have thoughtfully determined that Pitzer College is their first choice and who have superior academic records are invited to apply as Early Decision applicants. Early Decision is a binding agreement whereby applicants agree that if they are admitted to Pitzer, they will withdraw all other applications and not initiate new ones. In addition, applicants agree not to apply Early Decision to any other institution while applying Early Decision to Pitzer.

Early Decision applicants must submit all required materials by November 15 and are required to have an interview either in person or by phone, Skype or LikeLive by December 1. We will notify Early Decision applicants of admission decisions by late December.

Regular Decision

Applicants for Regular Decision must submit all required application materials by January 1. Interviews for Regular Decision students are not required but are still strongly recommended. Interviews must be completed by December 15. Notification letters will be sent by April 1.

Application Fee

A \$60 application fee or a request for fee waiver from a secondary school counselor is required with each application. This fee is not refundable. Checks or money orders should be made payable to Pitzer College.

Deferring Entrance

Once admitted, students may be considered for deferral for a year to pursue non-academic goals. To hold a place, students must submit the commitment deposit by May 1. A letter explaining your gap year plans and requesting deferred entrance is also required.

Transfer Admission

We welcome transfer applicants from two- and four-year colleges. To be considered for transfer admission, candidates must have completed 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 should complete any first-year writing courses required at their current institution prior to enrollment at Pitzer. Matriculated transfer students must complete at least two years of study at Pitzer in order to earn a Pitzer College degree. Students who wish to transfer from two-year colleges may do so before they have completed their A.A. degrees. However, we strongly suggest that prospective transfer students take courses from a broad range of subjects including the humanities, math, social science and science. Pitzer recommends that California community college students complete courses within the Inter-Segmental General Education Transfer Curriculum (IGETC). Information regarding the IGETC course series can be obtained from the counseling center at your community college.

Interviews for transfer students are not required but are strongly recommended. Interviews must be completed by April 15 for fall admission and October 15 for spring admission.

Application Forms

Pitzer College accepts the Common Application as its only application for admission for transfer students. All sections are required. Due to the high volume of applications that we receive, we are not always able to send reminders regarding which pieces of your application have been received or not. Therefore, it is your responsibility to ensure that your application is completed by the appropriate deadline. You must also submit transcripts of all colleges/universities attended. If you have completed less than 32 semester units or 48 quarter units, you are required to submit your high school transcript, or GED scores.

Application Deadline

To be considered for fall semester, transfer applicants must submit all required application materials by April 15. Notification letters will be sent by May 15 and commitment deposits are due by June 15. For spring semester you must submit all required application materials by October 15. Notification letters will be sent by November 15 and commitment deposits are due by December 10.

Application Fee

A \$70 application fee or a request for fee waiver is required with each application. This fee is not refundable. Checks or money orders should be made payable to Pitzer College.

New Resources Admission

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.

The application process for the New Resources program varies slightly from the regular admission procedure. Students must complete two essays; send transcripts of all college work completed; submit two references from people who can attest to their skills, motivation and readiness for college-level work; and must complete an on-campus interview by May 1. The New Resources program is only open to students who are least 25 years of age and only enrolls students for the fall semester.

For more information and an application form, contact the Office of Admission.

Application Deadline

To be considered for fall semester you must submit all required materials by May 1. Notification letters will be sent by June 1 and commitment deposits are due by July 1.

Application Fee

A \$70 application fee or a request for fee waiver is required with each application. This fee is not refundable. Checks or money orders should be made payable to Pitzer College.

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, international students may need to demonstrate English proficiency by submitting their results from either the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL). We require the IELTS or TOEFL from students whose native language is not English AND who have not studied for at least two years at a high school for which English is the language of instruction.

A minimum score of 7 on the IELTS or 95 IBT or 240 CBT on the TOEFL is required for regular admission. Students who are qualified for admission to Pitzer in all ways except English proficiency and who have achieved an IELTS score of at least 6 or a TOEFL score

of at least 70 IBT or 190 CBT are eligible for Pitzer International Scholars Program admission.

We also offer the Pitzer International Scholars Program for students who are qualified for admission to Pitzer but have not yet reached the necessary level of English proficiency. An IELTS score of at least 6 or a TOEFL score of at least 70 IBT is required for admission to the Pitzer International Scholars Program. Pitzer International Scholars Program students are admitted as regular, full-time students.

All admitted international students whose native language is not English will have their language skills evaluated upon arrival on campus. Based on that evaluation, a student may be placed in appropriate credit or non-credit courses for International Students.

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 (except for permanent residents) are not eligible for financial aid.

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. Credit is not granted for exams that duplicate each other, such as AP and IB English Literature.

- General Certificate of Education Advanced Level Examinations (GCE “A” levels): three certificates with passes of A, B, or C.
- French Baccalaureate: 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.

Admission and Financial Aid Calendar

- October 15:** Transfer applications for spring semester must be completed.
- October 15:** Transfer interview deadline for spring semester.
- November 15:** Notification of admission decisions for transfer applicants for spring semester will be mailed.
- November 15:** All application materials for Early Decision candidates are due in the Admission Office.

December 1:	Early Decision interview deadline.
December 1:	Deadline for Early Decision applicants to submit CSS Profile.
December 10:	Commitment deposit deadline for transfers for spring semester.
December 14:	Regular Decision interview deadline.
December 21:	Notification of decisions for Early Decision applicants will be mailed.
January 1:	ALL APPLICATION MATERIALS FOR FIRST-YEAR CANDIDATES FOR REGULAR DECISION ARE DUE IN THE ADMISSION OFFICE.
January 15:	Commitment deposit deadline for Early Decision students.
February 1:	First-Year candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA) and the CSS Profile.
March 2:	Transfer candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA) and the CSS Profile.
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.
April 15:	New Resources candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA).
April 15:	Transfer interview deadline for fall semester.
May 1:	All application materials for fall New Resources candidates are due in the Admission Office.
May 1:	New Resources interview deadline for fall semester.
May 1:	Commitment deposit deadline for Regular Decision students.
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

\$59,416.00

This annual comprehensive 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	\$ 44,752.00
Room (double)	\$ 8,330.00
Board (16 meals/week)	\$ 6,068.00
Student Activities	\$ 266.00

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
• New Student Deposit for Fall	\$300	May 1
• Fall Semester Comprehensive Fees	\$29,708	Aug. 20
• New Student Deposit for Spring (held until Graduation)	\$300	Dec. 15
• Spring Semester Comprehensive Fees	\$29,708	Jan. 20

For Returning Students:

TYPE OF FEE	AMOUNT	DUE DATE
• Fall Semester Comprehensive Fees	\$29,708	Aug. 20
• Spring Semester Comprehensive Fees	\$29,708	Jan. 20

Miscellaneous Fees include, but are not limited to, the following:

1. Housing: Single Room Fee (in addition to double room charge)	\$560	per semester
2. Registration: Part-Time Tuition Fee (fewer than 3 courses)	\$5,594	per course
Summer Independent Study	\$5,594	per course
Auditing Fee (except for alumni and students regularly enrolled in The Claremont Colleges)	\$165	per course
Course Overload (over 5 per semester)	\$220	per course
Late Registration	\$10	per day
Failure to Pre-Register	\$50	
3. Medical Insurance		
Year less than 26 years of age	\$1,779	per year
Year 26 years of age and more	\$2,994	per year

(Medical Insurance is mandatory. Pitzer College medical insurance is provided and

charged, unless a waiver form is submitted by the deadline. Charges are non-refundable.)

4. Parking Fees	\$65	per semester
All students (On/Off-Campus)		

5. Transcript:

3–5 day (regular) Transcript Processing:	No Fee	
One-day Transcript Processing		
a) Rush	\$10	per transcript
b) Federal Express/Express Mail*	\$5	

6. Miscellaneous:

Study Abroad Application Fee	\$25	
Petitions for late addition of course(s)	\$25	per petition
Petitions for late drop of course(s)	\$25	per petition
Petitions for late withdraw of course(s)	\$25	per petition
Petitions for late Pass/Non-credit course(s)	\$25	per petition
Petitions for late independent study course(s)	\$25	per petition

Course Fees: See course descriptions

(Nonrefundable after last day to add courses: Fall–Sept. 17th/Spring–Feb. 4th)

7. Student Accounts:

Late Payment of Bill	\$50	per month
Payment Plan Fee	\$40	per semester

Personal Expenses

Personal expenses will vary from student to student. For full-time students, the typical amount is about \$2,000. \$1,000 for books and supplies and \$1,000 for personal expenses.

Note: Travel expenses & medical insurance are not included.

College Bills

All College bills are due each semester in advance and must be paid by August 20, 2013 for the Fall semester and January 20, 2014 for the Spring semester. Bills not paid by these dates are delinquent. We accept check, cashier's check, money order or electronic payment (ACH) for full payment of the student account. We do NOT accept cash. Students wishing to pay by installments may do so by enrolling in the Pitzer College Payment Plan.

Note: The College approved payment plan must be set up prior to June 30th (for Fall semester) and December 15th (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. Information regarding the Pitzer College Payment Plan can be found on Student Accounts webpage.

Delinquent Accounts

No student whose account is not current will be permitted to enroll or receive transcripts. Seniors must settle all college bills by April 30 in order to receive their official transcript reflecting their degree.

If an account with a Pitzer College 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 or money order 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 or money order only.

Returned Checks

If a check or electronic payment (ACH) submitted for an account is returned unpaid, a \$25 returned item fee is assessed. The account becomes delinquent if payment by cashier's check, cash or money order 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 payment in a semester is returned, payment of the account balance must then be made by cashier's check or money order.

Tuition Refund Policies

Formal Withdrawal or Leave of Absence (LOA)

Students who withdraw or take a leave of absence during the semester may be eligible for refunds, depending upon the time of the withdrawal. Students must give written notification to the registrar of their decision to withdraw or take a leave of absence and complete the formal withdrawal or leave of absence procedures in order to be eligible for any refunds.

Tuition, room and board charges, scholarships, and grants will be prorated based on the number of days a student is registered at Pitzer College, up to the sixty percent point of the semester. After that point, a student is no longer eligible for refunds.

Change of Status

Students who change from full-time to part-time status, during the first 10 class days of the semester, will be refunded the full difference between the two costs. No adjustments will be made after the 10th day, unless a student completely withdraws.

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 2012-2013 academic year, approximately 40 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

The basic budget for an on-campus student for the 2013-2014 academic year listed below does not include the cost of travel to the campus.

Tuition	\$44,752
Fees	\$ 266
Room (double room)	\$8,330
Board (16 meal plan)	\$6,068
Books and personal supplies (estimate)	\$2,000

In addition, there is a \$560 fee per semester for a single room (total single room cost for 2013–14 is \$9,450).

Financial aid for students who wish to participate in a study abroad program is granted only for programs approved by the Study Abroad Committee. Normally, students are eligible to receive financial aid for only one Study Abroad program (typically one semester in duration). Students may apply a portion of their financial aid eligibility to the Summer Health Program in Costa Rica or the Summer Study in Japan Program. Financial aid is not available for other summer study abroad programs.

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. 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 CSS/Financial Aid PROFILE. 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 apply on the web at www.fafsa.ed.gov. In addition, all applicants must complete a CSS/Financial Aid PROFILE application through the College Scholarship Service (CSS). Students must complete the CSS/Financial Aid PROFILE online at www.collegeboard.com. Pitzer's CSS code number is 4619. Both the FAFSA and the PROFILE must be filed by February 1.

In situations where the applicant's parents are divorced or separated, the parent with whom the applicant lives should complete the FAFSA and the CSS/Financial Aid PROFILE form. In addition, the parent with whom the applicant does not reside should complete the Non-Custodial PROFILE.

Students applying for the first round of Early Decision (ED1) must submit the CSS/Financial Aid PROFILE application by November 15. Students applying for the second round of Early Decision (ED2) must submit the CSS/Financial Aid PROFILE by January 1.

Transfer Applicants

Transfer candidates applying for financial aid must file both the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid PROFILE by April 15. 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 CSS/Financial Aid PROFILE.

Returning Students

Students applying for renewal of aid, or current students applying for the first time, should submit the online FAFSA and the CSS/Financial Aid PROFILE applications no later than April 15.

All applicants for financial aid need to submit a copy of their parent's 2012 federal income tax return, including all schedules, attachments, and W-2s, 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. In general, no applicant under the age of 24 is considered to be independent of parental support for purposes of

College aid. For purposes of determining federal financial aid eligibility, Pitzer uses the dependency criteria listed on the FAFSA.

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 CSS/ Financial Aid PROFILE, the Financial Aid Office will determine the amount that the family is expected to provide. The calculation of the family contribution takes into consideration a family's income and assets, taxes paid, reasonable living costs, medical/dental expenses, family size and the number of children enrolled in undergraduate college programs, as well as other expenses unique to the family. 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 student's financial need is calculated by subtracting the family contribution from the total cost of attendance, which includes tuition, fees, room, board, book and personal expenses and travel.

Need based aid is not renewed automatically. Each student is responsible for reapplying each year by submitting the FAFSA and the CSS/Financial Aid PROFILE by the posted deadline.

The Financial Aid Office reviews financial need annually, makes adjustments when necessary to reflect changes in the financial need of students, the costs of attending Pitzer, and available resources.

Pitzer will require a student to assume increased loan amounts and/or employment- that is, increased self-help-as the student 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 and must be making satisfactory academic progress.

First year students are eligible to receive institutional financial aid for eight semesters. Transfer and New Resource students are eligible for a pro-rated amount of financial aid eligibility based on the number of courses that are transferred to Pitzer College and accepted for credit by the Registrar's Office. Transfer and New Resource students will be notified of the amount of financial aid eligibility during their first semester at Pitzer. If the student requires more time to complete their degree than outlined, the student is responsible to finance the cost of education including tuition, fees, room, board, books and supplies.

Sources and Types of Financial Aid

Financial aid funds at Pitzer are derived from three sources: institutional, state and federal funds. A student's eligibility for federal funds is determined by the information provided on the FAFSA. The amount of Federal funds awarded to a student is dependent on specific program funding.

All scholarship 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 Scholarship: Each year, the Board of Trustees of the College allocates a certain portion of the total budget to be used for Pitzer Scholarships. These scholarships are based solely on financial need and are administered by the Financial Aid Office. The Free Application for Federal Student Aid (FAFSA) and the CSS/ Financial PROFILE are both required to be completed on time to be considered for need-based Pitzer Scholarship.

Cal Grant A: All California residents applying for financial aid must apply for the Cal Grant, administered by the California Student Aid Commission, using the FAFSA. In addition, all applicants for the Cal Grant are required to file a GPA Verification Form. The Cal Grant application deadline is March 2. The Cal Grant A maximum award is \$9,084, but a student may be eligible for less than the maximum award if enrolled less than full time. The Cal Grant A maximum award may vary from year to year based on state funding.

Cal Grant B: These awards, administered by the California Student Aid Commission, are aimed at high-potential students from low-income/disadvantaged backgrounds. To be considered for the Cal Grant B, students from California must complete the FAFSA by March 2 and are required to file a GPA Verification form by March 2. These grants range from \$1,451 during a student's first year in college up to \$10,535 depending upon a student's need and enrollment status. The Cal Grant B award amount may vary from year to year based on state funding. Students who are eligible for the Cal Grant B may complete an Access Authorization form to allow the College to apply the Access funding to charges on the student account. Student authorization is voluntary and is valid for the duration of enrollment at Pitzer. A student may cancel the authorization of payment at any time up until the time the funds are disbursed to the student account.

Federal Supplemental Educational Opportunity Grants: Awards from these federal funds may range from \$200 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 2013-14 academic year, awards may range from \$574 to \$5,645. 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 Direct 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 the student's future earnings in his or her education. Pitzer College requires students, as they progress toward their degree, to assume larger loans each year, recognizing the student has greater

personal investment with progression through school. The average federal loan indebtedness of those students who received financial aid for four years at Pitzer and graduated in May 2012 was approximately \$15,700. 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 Direct Student Loans: The Federal Direct Student Loan program provides both subsidized and unsubsidized loans to students. Those students who demonstrate financial need qualify for a subsidized loan and 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. During the 2013–14 academic year, the interest rate for subsidized Federal Direct Loans is scheduled to be 6.8% and the rate for unsubsidized loans will be 6.8%. There is a 1.05% origination fee that is deducted from the total loan prior to payment. Annual loan limits are as follows:

Grade Level	Annual Subsidized Loan Limit	Additional Unsubsidized Loan Limit	Total Loan Limit
First Year	\$3,500	\$2,000	\$5,500
Sophomore	\$4,500	\$2,000	\$6,500
Junior	\$5,500	\$2,000	\$7,500
Senior	\$5,500	\$2,000	\$7,500

In addition, students whose parents apply for and are denied a Federal Direct Parent PLUS loan due to negative credit history may be eligible to borrow an additional unsubsidized Federal Direct student loan, in addition to the annual loans published in the above chart. First and second year students may borrow an additional \$4,000 and third and fourth year students may borrow an additional \$5,000 per year.

Total federal loan indebtedness for undergraduate students may not exceed \$31,000.

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 \$5,500 per year, with a cumulative four-year maximum of \$27,500. No interest is charged while the student is in school. The interest rate during the repayment period is fixed at 5%. 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.

Pitzer College Loans: These are long-term loans awarded by the Financial Aid Office to students who meet the eligibility criteria. To be eligible the student must be a permanent resident or US citizen, a graduate from a California high school and meet the income qualifications. 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. There are no deferment or forbearance privileges for the Pitzer College Loan.

Employment: Pitzer College participates in the Federal Work-Study Program. Awards are made to students based on financial need 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 and community service work is strongly encouraged.

Emergency Student Loan Fund: Short-term, no-interest emergency student loans are available to students faced with unexpected emergencies. Traditional undergraduate students may borrow up to \$100 for 30 days if they are able to verify their ability to repay the loan. Students admitted through the New Resources program may borrow up to \$1,000 per semester. Repayment is expected within 30 days.

Students who need a small, short-term emergency student loan should contact the Financial Aid Office. A student need not receive 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 must file a FAFSA application and must not have any adverse credit history to be approved for the loan. Repayment of principal and interest normally begins within 60 days. (Some loan servicers may offer deferments of payments while the student is enrolled although interest continues to accrue.) The interest rate is 7.9 percent. There is an origination fee of 4.20% that is deducted from the total loan prior to payment. For more information about this program or an application, contact the Financial Aid Office.

Merit Based Aid

Pitzer College offers a merit based **Trustee Scholarship** that is awarded to first year students at the time of admission. The Trustee Scholarship is a \$5,000 annual scholarship that is renewable for up to four years. To be eligible for renewal, the student must be in good academic standing, enrolled at least half time and making satisfactory academic progress.

Satisfactory Academic Progress Policy

The following constitutes Pitzer College's policy on satisfactory academic progress.

Maximum time frame to earn the degree: At Pitzer, the maximum time frame for federal financial aid recipients to receive a degree cannot exceed 150% of the published length of the program measured in courses attempted. The maximum time frame for students is 48 attempted courses ($32 \times 150\% = 48$). Students will forfeit their eligibility to participate in federal financial aid programs after 6 years of full-time enrollment ($4 \text{ years} \times 150\% = 6 \text{ years}$).

A student entering Pitzer as a first-time, full-time freshman is eligible for eight full-time semesters of financial aid in which to complete the degree. As expressed in years, this means that students are normally expected to complete their degree by the end of 4 years of full-time study. Students who require additional semesters to complete their degree are eligible for federal aid but not for state or institutional aid administered by Pitzer College.

Financial aid eligibility for transfer students is limited to the number of full-time semesters remaining for successful completion of the Pitzer degree after transfer credit is awarded. This determination is made during the transfer student's first semester of enrollment at Pitzer and the student will be notified in writing by the Financial Aid Office.

Financial aid eligibility for New Resources students is limited to the number of courses remaining for successful completion of the Pitzer degree. Any semester in which the student is charged full-time tuition will be considered to use four courses of the student's financial aid eligibility. The determination of the number of courses of eligibility is made during the New Resources student's first semester of enrollment at Pitzer and the student will be notified in writing by the Financial Aid Office.

Satisfactory Academic Progress Standards

Pitzer's Satisfactory Academic Progress policy must specify the quantitative (time-based) and qualitative (grade-based) requirements for a student to be considered to be making satisfactory academic progress. The quantitative requirement is the pace at which a student must progress through the educational program to ensure that the student will complete the program within the required time frame, and provides for measurement of the student's progress at each evaluation, which will normally be at the end of each semester. The qualitative requirement is that, at the end of the second academic year, the student must have a cumulative GPA of at least a 2.0.

Quantitative Standard (Number of courses attempted and completed)

For a full-time student at Pitzer to be considered to be making satisfactory academic progress, the student must complete a minimum of six courses at the end of two semesters, a total of fourteen courses after four semesters; a total of twenty-two courses after six semesters, and a total of thirty-two courses in order to receive the bachelor's degree at the end of eight semesters.

A student is expected to complete four courses per semester to graduate in four years, and for satisfactory academic progress the minimum completion rates by semester are shown in the table below:

The percentage of normal completion is calculated by dividing the minimum course completion by the normal course completion. (For example, 6 courses completed/8 courses to advance grade level = 75% completion rate.)

	Normal Completion to advance grade level	Minimum completion	% of normal completion
At end of two semesters	8 courses	6 courses	75%
At end of four semesters	16 courses	14 courses	87.5%
At end of six semesters	24 courses	22 courses	91.6%

Attempted courses are those courses for which the student was still officially enrolled after the last date to drop courses. Withdrawals showing as a W on the student's academic transcript are counted as attempted courses. All courses count in calculating a student's academic progress, including any for which the student did not receive financial aid.

Withdrawals: Grades of W are counted as courses attempted and count toward the maximum time frame.

Audited Courses: Students do not earn any academic credit for audited courses. They do not count in the calculation of "attempted courses."

Repeated Courses: Academic policy at Pitzer states that if a student does not receive a passing grade for a course (no academic credit accepted), the course may be repeated for credit. Repeating a course does not remove the original course from the academic 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 (GPA). Both the original course and the repeated course will be considered as attempted in the calculation of "attempted courses" for purposes of determining satisfactory academic progress.

Pass/Fail Courses: Courses taken on a pass/fail basis count toward the total of attempted and completed courses.

Transfer Credit: Transfer credits from another institution accepted by Pitzer College are counted when measuring the maximum time frame to complete the degree. Pitzer does not accept for credit any transfer grades lower than C (2.0).

Double Majors and/or a Minor: Students who pursue a double major or a minor are expected to complete all degree requirements within the 32-course limit.

Qualitative Standards: (Grade Based—the quality of your performance) During the first four semesters of enrollment for a student entering as a first-year, full-time student, the qualitative standards for making progress will not be monitored by the Financial Aid Office but by the Academic Standards Committee in accordance with Pitzer's policy. During the first four semesters, a student who is allowed to re-enroll and is placed on an Academic Standards Committee contract is eligible for financial aid and will be expected to meet the

minimum standards outlined by the Academic Standards Committee for continued enrollment.

In accordance with federal regulations (sections 668.16(e), 668.32(f) and 668.34), a student must have at least a 2.0 cumulative GPA by the end of the second year of enrollment to be considered to be making satisfactory academic progress for continued participation in federal aid programs. A student who does not achieve at least a 2.0 cumulative GPA will be ineligible to participate in federal, state, or institutional financial aid programs until this deficiency is corrected.

Students who are receiving financial aid while on an academic contract must resolve all incomplete grades before the Financial Aid Office can make a final determination that they have met the satisfactory academic progress guidelines.

Consequences of Failure to Make Satisfactory Academic Progress

The student's record will be reviewed at the end of each semester to determine that the student is meeting both the qualitative and quantitative standards described above. However, the student has the first four semesters in which to attain a 2.0 GPA. If a student has reached the maximum number of attempted courses without earning a degree, the student is ineligible for further participation in federal, state, or institutional financial aid programs.

Federal regulations require that these standards apply to all students receiving financial aid, even to first-time aid applicants who have previously enrolled at Pitzer, or to those who have not been formally placed on probation.

A student who fails to meet the qualitative and/or quantitative standards will be assigned one of the following SAP Status designations.

Financial Aid Warning:

The first time a student fails to achieve either the quantitative or qualitative standard, the student will receive a "Financial Aid Warning" letter, which will re-mind him/her of the minimum academic requirements for receiving financial aid and will strongly encourage him/her to take advantage of academic services that are available to the student. A student will be eligible to receive federal, state, and institutional financial aid during this semester. The student will be notified that his/her records will be reviewed again at the end of the "warning" semester and that further action may be taken if there is not significant improvement during that semester. Students can only receive financial aid for one semester under this warning status. Students who fail to achieve satisfactory academic progress by the end of the Financial Aid Warning period are ineligible to receive further federal, state or institutional financial aid.

Right to Appeal:

A student has the right to appeal a satisfactory academic progress determination of ineligibility. An appeal must be filed within 30 days of notification that aid eligibility has been lost or 30 days after a semester begins (whichever comes first). The appeal must be made in writing to the Director of Financial Aid. The appeal may not be based on the student's

need for financial assistance or the student's lack of knowledge that his/her aid was in jeopardy. An appeal is normally based on some extenuating situation or condition which prevented the student from passing more of the attempted courses or which necessitated withdrawal from classes or which led to failure to achieve a 2.0 GPA. Examples of possible extenuating circumstances include documented serious illness, severe injury, or death of a family member. A student will be placed on Financial Aid Probation (see below) if an academic plan is developed for the student that will ensure that the student is able to meet Pitzer's satisfactory academic progress standards by a specified point in time. A student who does not have grounds for an appeal, or whose appeal is denied, may still be able to regain eligibility for future semesters by enrolling at Pitzer at his/her own expense—without federal, state, or institutional financial assistance—and achieving satisfactory academic progress both qualitatively and quantitatively.

Appeal Form:

The appeal form is available at

http://www.pitzer.edu/admission/financial_aid/documents/Satisfactory_Academic_Progress_Request_for_Review.pdf

Appeal Approval: An appeal will be approved if it is determined that the student will be able to meet Pitzer's satisfactory academic progress standard by the end of the subsequent semester; or an academic plan is developed for the student that will ensure that the student is able to meet Pitzer's satisfactory academic progress standards by a specified point in time.

A student whose appeal is approved will receive aid on a conditional basis for one semester. The conditions will be outlined in the letter sent to the student approving the appeal. The Financial Aid Office will review the student's record at the end of the semester to determine his/her status for the following semester. A student who fails to meet the conditions outlined in the individual letter during the conditional semester will not be able to submit a subsequent appeal.

Financial Aid Probation:

A student who receives a Financial Aid Warning and who still does not meet satisfactory progress standards may be placed on Financial Aid Probation after a successful appeal to reinstate eligibility for federal, state, and institutional financial aid. Students will normally be allowed only one probationary semester during their academic program.

A student on financial aid probation will receive a separate letter that will outline the academic requirements the student must meet in order to receive aid the following semester. If the student on financial aid probation meets the terms of the probation, he/she will be eligible for federal financial aid in the next and subsequent semesters. The Financial Aid Office will review the record of a student who is on financial aid probation at the end of the semester. A student who does not meet the terms of the financial aid probation will lose eligibility for all federal, state, and institutional financial aid programs.

Loss of Eligibility

A student who has lost eligibility to participate in federal, state, and institutional student aid programs for reasons of academic progress can regain that eligibility only by enrolling at Pitzer at his/her own expense and demonstrating that s/he is capable of completing a semester without any failures, incompletes or withdrawals and showing the ability to complete the degree requirements. The mere passage of time will not restore eligibility to a student who has lost eligibility for failure to make satisfactory academic progress.

Students who have been dismissed from Pitzer for academic reasons but who are subsequently readmitted are not automatically eligible to participate in federal, state, or institutional aid program and will be placed on financial aid warning. Admissions decisions are separate from funding decisions.

Notifications

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 May 15). 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 CSS/Financial Aid PROFILE have been filed, or after the Financial Aid Office has made an offer of aid, the student must notify the Financial Aid Office. An adjustment will then be made to the financial aid award so that the total financial aid award will not exceed financial need.

The Trustee Scholarship will be renewed for up to four years, provided the student is enrolled at least half time, remains in good academic standing and continues to make satisfactory academic progress.

Summer Session

Pitzer College offers two six-week summer sessions where students have the option to enrich their education in a rigorous academic atmosphere. Financial Aid is available to students who received need based financial aid during the spring semester preceding the summer session. Students are eligible for financial aid to assist with tuition costs for up to two courses during the summer; students who enroll in more than two courses will be responsible for tuition costs for the additional classes. Room and board costs are not covered through financial aid, but students may borrow educational loans to assist with living expenses if the student meets eligibility requirements.

Students are eligible for summer financial aid according to the following schedule:

High Need: Pitzer will cover 75% of the tuition costs for up to two courses

Moderate Need: Pitzer will cover 50% of the tuition cost for up to two courses

Low Need: No financial assistance is available

Financial Aid is not available for independent study courses during the summer term.

During the summer, Pitzer does not have a consortia agreement in place with the other Claremont Colleges, and as a result, financial aid is only available to Pitzer students who

enroll in classes at Pitzer College. Financial Aid is not available for summer courses taken at the other Claremont Colleges.

Students who are seeking financial aid assistance for the summer session(s) must submit the application for financial aid that is posted on the financial aid website.

Summer Study Abroad

Pitzer College offers two summer study abroad programs: Pitzer Summer Health Program in Costa Rica and Pitzer Summer Study in Japan. If a student elects to participate in one of these two programs, is a recipient of financial aid and meets eligibility requirements, the student will receive financial aid with the cost of the program, including tuition, fees, room and board.

When a student receives aid for a summer study abroad program, the student uses the equivalent of half a semester of financial aid(2 courses). The student is expected to be enrolled half time(2 courses) upon returning from the summer study abroad program for one semester, as each student is limited to only 8 semesters of institutional financial aid for entering first year students and a pro-rated equivalent for transfer and New Resource students.

Students who are seeking financial aid assistance for either summer study abroad program must submit the application for financial aid that is posted on the financial aid website and schedule an appointment to meet with a member of the Financial Aid Office prior to departure on the program.

Refund Policies

Change in Enrollment

A student's financial aid award may change when the student drops below full time enrollment status. Enrollment in three or more courses is considered full time, and enrollment in fewer than three courses is considered less than full time. Students may change their course enrollment during the first two weeks of the semester. After the last day to add courses, September 16 for Fall 2013 and February 3 for Spring 2014, the Financial Aid Office will review the number of courses each student is enrolled in. Students will be notified if their course load necessitates a change in their financial aid award. Students who plan to enroll in fewer than three courses in a semester must schedule an appointment with the Financial Aid Office to understand how this may impact financial aid eligibility.

Financial Aid will not make any changes to the financial aid award after these published dates. If a student adds a course after the published date, they will not be eligible for additional financial aid to cover the additional costs. In addition, if a student drops a class after the published date, their financial aid will not be adjusted to reflect a reduced level of course work.

Leave of Absence or Withdrawal

Students who withdraw or take a leave of absence after the first day of the semester may receive credit against the semester's fees. For students receiving financial aid, Pitzer College uses the refund policies mandated by Federal regulation. Title IV aid consists of the following aid programs and will be returned in the following order: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Direct PLUS loan, Federal Perkins Loan, Federal Pell Grant, Federal SEOG, and other Title IV programs, other aid(state/institutional).

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.

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.

A student who finds it necessary to take a mid-semester leave or withdrawal should schedule an appointment with the Financial Aid Office to understand how will impact the financial aid award for the semester and subsequent semesters. Students who take a leave of absence or withdraw midway through the semester, and receive institutional aid will be considered to have used the equivalent of one semester of financial aid. Students are eligible for 8 semesters of financial aid, and a mid-semester leave or withdrawal may impact the student's ability to receive necessary financial aid for additional semesters of coursework.

Students who take a leave of absence or withdraw from the College who have borrowed a Federal Direct Loan, Federal Perkins Loan or a Pitzer College Loan must complete an exit counseling session prior to leaving campus.

Financial Aid Calendar and Schedule of Deadlines:

Returning Student Financial Aid Calendar

April 15	<ul style="list-style-type: none"> FAFSA, CSS/Financial Aid PROFILE and Noncustodial Parent PROFILE applications due. Applications available online at www.fafsa.ed.gov and http://student.collegeboard.org/
May 1	<ul style="list-style-type: none"> A signed copy of the student's 2012 Federal Income Tax Return or Statement of Nonfiling, along with all W-2 and K-1 statements. For dependent students, a signed copy of the parents' 2012 Federal Income Tax Return including all tax schedules, or Statement of Nonfiling, along with all W-2 forms. A copy of all 2012 business tax returns and K-1 statements, if applicable. Federal Verification documents due.
June	<ul style="list-style-type: none"> Financial Aid Award Letters sent to students on a rolling basis.
July 15	<ul style="list-style-type: none"> Student and Parent Loan Paperwork due to the Financial Aid Office.

Returning New Resource Student Financial Aid Calendar

April 15	<ul style="list-style-type: none"> FAFSA application due. Application available online at www.fafsa.ed.gov.
May 1	<ul style="list-style-type: none"> A signed copy of the student (and spouse's) 2012 Federal Income Tax Return or Statement of Nonfiling, along with all W-2 forms. A copy of all 2012 business tax returns and K-1 statements, if applicable. Federal Verification documents due.
June	<ul style="list-style-type: none"> Financial Aid Award Letters sent to students on a rolling basis.
July 15	<ul style="list-style-type: none"> Student Loan Paperwork due to the Financial Aid Office.

Early Decision 1 Applicants: Financial Aid Calendar and Deadlines

November 15	<ul style="list-style-type: none"> CSS/Financial Aid PROFILE and Noncustodial Parent PROFILE applications due: http://student.collegeboard.org/
December 20	<ul style="list-style-type: none"> Tentative Financial Aid Notifications sent to students.
February 1	<ul style="list-style-type: none"> FAFSA Application due. Application available at www.fafsa.ed.gov
March 2	<ul style="list-style-type: none"> Cal Grant GPA Verification due for students of California.
May 1	<ul style="list-style-type: none"> A signed copy of the student's 2012 Federal Income Tax Return or Statement of Nonfiling, along with all W-2 statements. A signed copy of the parents' 2012 Federal Income Tax Return, including all tax schedules or Statement of Nonfiling, along with all W-2 statements. A copy of all 2012 business tax returns and K-1 statements, if applicable. Federal Verification documents due.

Early Decision 2 Applicants: Financial Aid Calendar and Deadlines

January 1	<ul style="list-style-type: none"> CSS/Financial Aid PROFILE and Noncustodial Parent PROFILE applications due: http://student.collegeboard.org/
February 1	<ul style="list-style-type: none"> FAFSA Application due. Application available at www.fafsa.ed.gov
February 15	<ul style="list-style-type: none"> Tentative Financial Aid Notifications sent to students
March 2	<ul style="list-style-type: none"> Cal Grant GPA Verification due for students of California
May 1	<ul style="list-style-type: none"> A signed copy of the student's 2012 Federal Income Tax Return or Statement of Nonfiling, along with all W-2 statements. A signed copy of the parents' 2012 Federal Income Tax Return, including all tax schedules or Statement of Nonfiling, along with all W-2 statements. A copy of all 2012 business tax returns and K-1 statements, if applicable. Federal Verification documents due.

Fall Transfer Applicants: Financial Aid Calendar and Deadlines

March 2	<ul style="list-style-type: none"> FAFSA Application Due www.fafsa.ed.gov CSS/Financial Aid PROFILE and Noncustodial Parent PROFILE applications due: http://student.collegeboard.org/ Cal Grant GPA Verification due for students of California
May 15	<ul style="list-style-type: none"> Tentative Financial Aid Notifications sent to students
May 1	<ul style="list-style-type: none"> A signed copy of the student's 2012 Federal Income Tax Return or Statement of Nonfiling, along with all W-2 statements. A signed copy of the parents' 2012 Federal Income Tax Return, including all tax schedules or Statement of Nonfiling, along with all W-2 statements. A copy of all 2012 business tax returns and K-1 statements, if applicable. Federal Verification documents due.

Spring Transfer Applicants : Financial Aid Calendar and Deadlines

October 1	<ul style="list-style-type: none"> FAFSA Application Due www.fafsa.ed.gov CSS/Financial Aid PROFILE and Noncustodial Parent PROFILE applications due: http://student.collegeboard.org/ A signed copy of the student's 2012 Federal Income Tax Return or Statement of Nonfiling, along with all W-2 statements A signed copy of the parents' 2012 Federal Income Tax Return, including all tax schedules or Statement of Nonfiling, along with all W-2 statements A copy of all 2012 business tax returns and K-1 statements, if applicable. Federal Verification documents due.
November 15	<ul style="list-style-type: none"> Financial Aid Notifications sent to students.

New Resource Applicants: Financial Aid Calendar and Deadlines

March 2	<ul style="list-style-type: none">• FAFSA Application due www.fafsa.ed.gov
May 1	<ul style="list-style-type: none">• A signed copy of the student (and spouse's) 2012 Federal Income Tax Return, or Statement of Nonfiling, along with all W-2 statements• A copy of all 2012 business tax returns and K-1 statements, if applicable.• Federal Verification documents due.
June 1	<ul style="list-style-type: none">• Financial Aid Notifications sent to students

Scholarship Contributions

Please refer to the following link for a current list of endowed and named annual scholarships.

www.pitzer.edu/offices/advancement/giving/scholarships.asp

Trustees, Administration and Faculty

Board of Trustees Officers

Robin M. Kramer, Chair
William G. Brunger, Vice Chair
Laura Skandera Trombley, President
Yuet Lee, Treasurer and Vice President for Administration
Lori Yoshino, Associate Treasurer
Mia Alonzo, Controller
Jennifer Berkley, Secretary

Members of the Board of Trustees

Hirschel B. Abelson P`92

President, Stralem & Company, Inc.

Martin B. Adelstein P`14

21 Laps/Adelstein Productions

Bridget Baker `82

CEO, Baker Media Inc.

Robert Bookman P`07

Senior Agent, Paradigm Agency

Donaldson Brown `82

Brooklyn, New York

Harold A. Brown

Partner, Gang, Tyre, Ramer & Brown, Inc.

William G. Brunger, DM P`01

Principal, Brunger Consulting, LLC

Steven Chang `83

Managing Director, State Street Bank & Trust Co.

Richard W. Cook P`13

The Cook Company

Richard D'Avino P`10

Vice President & Senior Tax Counsel, General Electric Company

Susan G. Dolgen P`97

Wood River Ventures

Vicki Kates Gold P`15

Community Outreach Specialist, Jewish Family Service/Family Violence Project/Haven House

Gilbert V. Gonzales `03

Senior Director, Charles Dunn Company, Inc.

Donald P. Gould

President & Chief Investment Officer, Gould Asset Management LLC

Susan E. Hollander `79

Partner, K & L Gates LLP

Deborah Bach Kallick `78

Vice President, Government & Industry Relations, Cedars-Sinai Health System

Robin M. Kramer `75

Chair of the Board; Senior Adviser, The Annenberg Retreat at Sunnylands

John Landgraf `84

President & General Manager, FX Networks

Mark London P'14

Partner, London & Mead

Magdalena Marquet P'12, P'14

AltheaDx, Inc.

Julie Mazer `80 & P'09 & P'15

Owner/Instructor, The Home Stretch Studio

Joyce Ostin P'13

Los Angeles, California

Arnold Palmer

Senior Vice President, SMH Capital

Shana Passman P'04 & P'08

Beverly Hills, California

Ann E. Pitzer

La Jolla, California

Paula B. Pretlow P'08 & P'14

San Francisco, California

Susan S. Pritzker P'93

Chicago, Illinois

Robert Redford

California

Alissa Okuneff Roston `78 & P'06

Beverly Hills, California

Edwin Ryu P'13

Legacy Wealth Advisers, LLC

Steven R. Scheyer `80 & P'10

Chicago, Illinois

Margot Levin Schiff P'90 & P'95

Chicago, Illinois

William D. Sheinberg `83 & P'12

Partner, The Bubble Factory

Shahan Soghikian `80

Managing Director, Panorama Capital

Lisa Specht

Partner, Manatt, Phelps & Phillips

Eugene P. Stein

Vice Chairman, Capital Strategy Research, Inc.

Laura Skandera Trombley, PhD

President, Pitzer College

Charlie Woo

CEO, Megatoys

Emeriti Trustees

Robert H. Atwell

Former President, Pitzer College

Constance Austin P`78

Los Angeles, California

Eli Broad P`78

The Broad Foundations

Harvey J. Fields, PhD P`85

Rabbi Emeritus, Wilshire Boulevard Temple

Patricia G. Hecker P`76

St. Louis, Missouri

Marilyn Chapin Massey, PhD

Former President, Pitzer College

Murray Pepper, PhD

President, Home Silk Properties, Inc.

Edith L. Piness, PhD

Director & Secretary to the Board, San Francisco Museum & Historical Society

Russell M. Pitzer, PhD

Professor Emeritus, Dept. of Chemistry, The Ohio State University

Richard J. Riordan

Former Mayor, City of Los Angeles

Deborah Deutsch Smith, PhD `68

Professor of Special Education & Director, IRIS-West, Claremont Graduate University

Administration

Elizabeth Affuso, Academic Director/Adjunct Assistant Professor for Intercollegiate Media Studies, 2011. (See Faculty)

Mark Bailey, Vice President for Communications, Marketing & Public Relations, 2012. BS, MS, Syracuse University.

Michael Ballagh, Associate Vice President for International Programs, 1999. BA Trinity College, Dublin; MA, Louisiana State University; PhD, Claremont Graduate University.

Jennifer Berkley, Assistant Vice President/Secretary to the Board of Trustees, 1994. BA, Whittier College; MA, Claremont Graduate University; PhD, Claremont Graduate University.

Marni Bobich, Director of Human Resources, 2010. BS, Pennsylvania State University; MBA Pepperdine University.

Brenda Bolinger, Associate Director of Stewardship and Development Communications, 2012. BA, Whitworth College.

Nigel Boyle, Associate Dean for Global Local Programs, Director I-GLAS, and I-GLAS Chair In Political Studies, 1992. (See Faculty).

Christopher Brunelle, Assistant Dean of Students, 2004. BA, Bradford College. Linda Bunch, Career Counselor, 2004. BA, University of the Pacific; MA, Azusa Pacific University.

Christine Bueras, Assistant Director of Parent Relations, 2013. BS, California Polytechnic University, Pomona.

Larry Burik, Assistant Vice President for Campus Facilities, 2005. BS, Pennsylvania State University; MS, University of Southern California.

Kyle Butts, Associate Director of Information Technology/Technical Services, 1999.

Kiara Canjura, Associate Director of Human Resources, 1999. BA, Pitzer College; MPA, California State Polytechnic University, Pomona.

Brian Carlisle, Vice President of Student Affairs, 2013. BS, MA, The University of Alabama; JD, Southwestern University.

Moya Carter, Dean of Students, 2001. BA, MA, Azusa Pacific University.

Karen Casey, Assistant Director of Study Abroad and International Programs, 2008. AB, Middlebury College.

Angela Chan, Assistant Controller, 2011. BA, California State University, Los Angeles.

Anna Chang, Senior Director of Communications, 2009. BS, California State Polytechnic University, Pomona.

Mark Crawbuck, Assistant Director of Facilities and Custodial Services, 1995.

Kebokile Dengu-Zvobgo, Associate Dean of International Programs, 2002. BS, University of Rhodesia. MS, Edinburgh University. MBA, University of Zimbabwe.

Margie Donahue, Director of Darjeeling/Nepal Program, 1990.

Mike Donahue, Director of Intercultural Education and Pitzer Programs, 1984.

Matthew Donato, Associate Dean of Students and Director of Career Services, 2012. BS, Georgetown University.

Michelle Dymerski, Site Director of California International Studies and Education Project (CISEP), 2006. BA, University of California, Riverside; MEd, Claremont Graduate University; MA, California State University, San Bernardino.

Ciara Ennis, Director/Curator of Campus Galleries, 2007. BA, Norwich School of Art; MA, Royal College of Art.

Jamila Everett, Director of Admission, 2012. BA, MA, University of Southern California; EdD, University of California, Los Angeles.

Teresa Flores Roberts, Assistant Director for Career Services, 1996. BA, California State Polytechnic University, Pomona.

Robert Fossum, Director of Special Programs, 1985. BA, Pitzer College.

Jamie Francis, Director of Study Abroad and International Program Services, 2000. BA, University of Montana.

Robert Goldstein, Director of Information Technology, 2012. BA, MS, University of Pennsylvania; PhD, University of California, Berkeley.

Eddie Gonzalez, Assistant Director of Media Studies Production, 2004. BA, Pitzer College.

Sandy Hamilton, Director of Academic Administration/Office of Graduate Fellowships, 1987. BA, Pitzer College; MA, Claremont Graduate University.

Jill Hawthorne, Associate Dean of Students and Director of Academic Support, 2012. B.A., Pitzer College; M.Ed. University of Massachusetts, Amherst; EdD, University of California, Irvine.

Brooke Hendrickson, Senior Director of Alumni and Parent Programs, 2007. BA, University of California, Davis.

Drew Herbert, Director of Student Leadership and Experiential Learning, 2010. BA, Willamette University; MA, University of California, Berkeley.

Tessa Hicks Peterson, Assistant Professor in Urban Studies and Assistant Vice President of the Community Engagement Center, 2006. (See Faculty)

Carol Holtrust, Director of Advancement Services, 2008. BS, California State Polytechnic University, Pomona.

Stephanie Hutin, Director of Media Studies Production Services, 2008. BFA, University of Florida; MFA, California Institute of Arts.

Daniel Irving, Assistant Director of Admission, 2008. BA, Pitzer College.

Valerie Javier, Director of Annual and Leadership Giving, 2013. BA, Loyola Marymount University.

Barbara Junisbai, Assistant Dean of Faculty, 2011. BA, San Francisco State University; MIS, PhD, Indiana University.

Yuet K. Lee, Vice President for Administration and Treasurer, 2008. BS, MBA, University of Southern California.

Beville Lloyd, Assistant Director of Maintenance Operations and Construction, 2006.

James Marchant, Executive Director of Advancement Services, 1995. BA, University of Redlands; MA, Claremont Graduate University.

Joseph Martinez, Assistant Director of Annual Giving, 2013. BA, University of California, Riverside.

Tricia Morgan, Assistant Director for the Community Engagement Center, 2008. BA, Pitzer College.

Cheryl Morales, Associate Registrar, 1997. BA, Azusa Pacific University; MA, Claremont Graduate University.

Angel Pérez, Vice President and Dean for Admission and Financial Aid, 2007. BA, Skidmore College; MA, Teachers College, Columbia University.

Eva Peters, Registrar, 2010. BCom, Gujarat University; MBA, Azusa Pacific University.

Susan Phillips, Academic Director of the Pitzer Program in Ontario/Associate Professor of Environmental Studies, 2002. (See Faculty).

Muriel Poston, Vice President for Academic Affairs and Dean of Faculty, 2012. BA, Stanford University; MA, PhD, University of California, Los Angeles.

Holly Preble, Associate Vice President for Advancement, 2011. BA, California State University, Sacramento; MA, University of San Francisco; EdD, University of Southern California.

Katie Purvis-Roberts, Associate Dean of Faculty and ALO. (See Faculty).

Jason E. Rivera, Director of Institutional Research, 2010. BA, Pitzer College; MA, Claremont Graduate University; PhD candidate, Claremont Graduate University.

Vanessa Ruiz, Associate Director of Advancement Services, 2002.

Todd Sasaki, Director of International Programs, 2002. BA, Swarthmore College.

Andrea Scott, Director of The Writing Center, 2013. (See Faculty)

Katrina Sitar, Director of Faculty Services, 2007. BA, Pitzer College.

Laura Skandera Trombley, President, 2002. BA, MA, Pepperdine University; PhD, University of Southern California. (See Faculty).

Adrian Stevens, Vice President for College Advancement, 2008. BA, Berea College; MS, Hope International University; PhD Candidate, University of La Verne.

Jim Stricks, Director of Foundation and Corporate Relations, 2001. BA, Cornell University; MAT, University of Alaska, Fairbanks.

Robin Thompson, Director of Financial Aid, 2012. BA, Pomona College; MBA, Claremont Graduate University.

Maryville Tuzon, Associate Director of Financial Aid, 2013. BA, Azusa Pacific University.

Teresa Wilmott, Director for Advancement Research and Management, 2009. BA, University of California, San Diego.

Owen Wolf, Assistant Director of Admission, 2013. BA, Trinity University

Santiago Ybarra, Associate Director of Admission, 2010. BA, Pomona College.

Lori Yoshino, Associate Vice President for Administration and Associate Treasurer, 1997. BS, University of Pennsylvania; M.BA, California State University, Fullerton.

Xiaoyu (Joanne) Zhang, Assistant Director of Information Technology/User Services, 1993. MA University of Canberra, Canberra, Australia; MA California State University, Los Angeles.

Faculty

++Rita Alcalá, Associate Professor of Hispanic Studies and Chicano Studies; Scripps College, 1995. BA University of Texas, El Paso; MA, PhD Candidate, University of Texas, Austin.

Ahmed Alwishah, Assistant Professor, Philosophy, 2009. BA, Baghdad University; MA, PhD, University of California, Los Angeles.

William Anthes, Associate Professor of Art History, 2006. BFA, MA, University of Colorado; PhD, University of Minnesota.

Brent Armendinger, Assistant Professor, English & World Literature/Creative Writing, 2008. BA, Bard College; MFA, University of Michigan, Ann Arbor.

***Jennifer A. Armstrong**, Associate Professor of Biology, 2003. BS, New Mexico State University; PhD, University of California, San Diego.
Genetics, cell and molecular biology; chromatin dynamics and gene regulation in the fruit fly.

David Bachman, Professor of Mathematics, 2004. BS, State University of New York at Binghamton; PhD, University of Texas, Austin.

Mita Banerjee, Professor of Psychology, 1992. BA, University of British Columbia; MA, University of Michigan; PhD, University of Michigan.
Emotional development, children's folk theories, relationship between conceptual knowledge and social adjustment, peer relationships, family and divorce.

William T. Barndt, Assistant Professor, Political Studies, 2013. BA, Colby College; MA, PhD, Princeton.

+Dipannita Basu, Professor of Sociology and Black Studies, 1995. BS, University of London, Chelsea College; PhD, 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.

Jill K. Benton, Professor Emerita of English, 1984. BA, University of California, Riverside; MA, PhD, University of California, San Diego.

Michelle Berenfeld, John A. McCarthy Assistant Professor of Classics, 2010. MA, PhD, New York University.

Timothy Berg, Associate Professor of Art, 2008. BA, University of Colorado, Boulder; MFA, New York State College of Ceramics at Alfred University.

****Betty Bernhard**, Professor of Theatre, 1984. BA, Western Michigan University; MS, PhD, University of Oregon.

Sumangala Bhattacharya, Associate Professor of English and World Literature, 2006. AB, Smith College; MA, University of North Texas; PhD, University of Southern California.

***Kersey A. Black**, Professor of Chemistry, 1986. BS, San Diego State University; PhD, University of Oregon. Postdoctoral Fellow, Institut de Chimie Organique, Universite 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. BA, Pomona College; MA, PhD, University of California, Berkeley.

Alicia Bonaparte, Assistant Professor of Sociology, 2008. BA, Spelman College; MA, PhD, Vanderbilt University.

Thomas Borowski, Coordinator, 5-C Neuroscience Program/Assistant Professor of Neuroscience. BA, University of Winnipeg; MSc, PhD, University of Saskatchewan.

Harvey J. Botwin, Professor Emeritus of Economics, 1967. BA, MA, University of Miami; MA, Princeton University.

Nigel Boyle, Associate Dean for Global Local Programs; Director, I-GLAS, and I-GLAS Chair in Political Studies, 1992. BA, Liverpool University; MA, Virginia Tech; PhD, Duke University. SSRC and American Council of Learned Societies Doctoral Fellow; Instructor, Duke University; Lecturer, Junior Dean and Teaching Fellow, University College, Oxford; Fulbright Scholar, University of Landau, Germany. European and comparative politics; the welfare state; labor unions.

++Raymond Buriel, Harry S. and Madge Rice Thatcher Professor of Psychology and Professor of Chicano/a Latino/a Studies, Pomona College, 1977. BA, MA, PhD, University of California, Riverside.

++Jose Z. Calderón, Professor Emeritus of Sociology and Chicano Studies, 1991. BA, University of Colorado; MA, PhD, University of California, Los Angeles. Lecturer, Aims College and the University of Northern Colorado.

Emily Chao, Professor of Anthropology, 1996. BA, University of California, Berkeley; MA, New School for Social Research; PhD, University of Michigan, Ann Arbor.

***Melissa J. Coleman**, Associate Professor of Biology, 2006. BS Samford University; PhD, The University of Alabama at Birmingham. Neurobiology, neurophysiology, neural basis of behavior, neural control of auditory-vocal learning in songbirds.

***Newton H. Copp**, Professor of Biology, 1980. BA, Occidental College; MA, PhD, University of California, Santa Barbara. Assistant Professor, University of Redlands. Animal behavior; vertebrate and invertebrate physiology; neurobiology.

***Gretchen Edwalds-Gilbert**, Associate Professor of Biology, 2000; Associate Dean of Faculty, Scripps, 2012. BA, Swarthmore College; PhD, Cornell University Medical College/Sloan-Kettering Institute.

Cell and Molecular Biology; pre-mRNA splicing in yeast.

Lewis J. Ellenhorn, Professor Emeritus, Psychology, 1966. BA, MA, PhD, University of California, Los Angeles.

***Clyde H. Eriksen**, Professor Emeritus of Biology and Emeritus Director, Bernard Biological Field Station of The Claremont Colleges, 1967. BA, University of California, Santa Barbara; MS, University of Illinois; PhD, University of Michigan.

Roberta Espinoza, Assistant Professor of Sociology, 2012. BA, Pomona College; MA, PhD, University of California, Berkeley.

+Halford H. Fairchild, Professor of Psychology and Black Studies, 1993. BA, University of California, Los Angeles; MA, California State University, Los Angeles; MA, PhD, The University of Michigan.

Social psychology; African American psychology; intergroup and race relations, survey research.

Paul Faulstich, Professor of Environmental Analysis, 1991. BA, Pitzer College; MA, Stanford University; PhD, University of Hawaii at Manoa.

Cultural ecology; ecological design; the ecology of expressive culture; Aboriginal Australia.

Maya Federman, Professor of Economics, 1998. BS, Massachusetts Institute of Technology; MA, PhD Harvard University.

Labor economics, education, public finance.

***Patrick M. Ferree**, Assistant Professor of Biology, 2010. BS, University of North Carolina, Chapel Hill; MS, Wake Forest University; PhD, University of California, Santa Cruz.

Genetics, molecular biology, and early development of *Drosophila* (fruit flies) and *Nasonia* (jewel wasps); chromosome structure and evolution; host-pathogen interactions.

+Lorn S. Foster, Charles and Henrietta Johnson Detoy Professor of American Government and Professor of Politics, Pomona College, 1978. BA, California State University, Los Angeles; AM, PhD, University of Illinois.

Carmen Fought, Professor of Linguistics, 1998. BA, MA, Stanford University; PhD, University of Pennsylvania. Phonology; bilingual language acquisition; sociolinguistics.

***Anthony F. Fucaloro**, Professor of Chemistry, 1974. BS, Polytechnic University; PhD, 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 Emeritus, 1973. BA, University of Oregon; MFA, University of Washington.

++Javier Galvez, Instructor of Dance, 1968. BA, Pomona College; Universidad Autónoma de Mexico, Mexico City, Mexico.

***Sarah E. Gilman**, Assistant Professor of Biology, 2010. BS, Stanford University; PhD., University of California, Davis.

Marine ecology; invertebrate biology; climate change ecology; biophysical ecology; population biology.

Stephen L. Glass, John A. McCarthy Professor Emeritus of Classics, 1964. BA, Pomona College; MA, PhD, University of Pennsylvania.

Glenn A. Goodwin, Professor Emeritus, Sociology, 1969. BA, State University of New York, Buffalo; PhD, Tulane University.

+++Sharon Goto, Professor of Psychology and Asian American Studies, Pomona College, 1995. B.A., University of California, Los Angeles; M.A., PhD., University of Illinois.

***Scot A. C. Gould**, Professor of Physics, 1991. AB, Middlebury College; PhD, 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. BS, University of Chicago; MA, PhD, 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. BA, MA, PhD, University of Michigan.

***Daniel A. Guthrie**, Professor Emeritus, Biology, 1964. BA, Amherst College; MA, Harvard University; PhD, University of Massachusetts.

***David E. Hansen**, Weinberg Family Dean of Science and Roberts Fellow, 2009. ScB, Brown University; PhD, Harvard University. National Science Foundation Presidential Young Investigator Award. Biorganic chemistry, design and synthesis of self-assembling organic nanostructures.

+Laura A. Harris, Professor of English and World Literature and Black Studies, 1997. BA, San Diego State University; MA, PhD, University of California, San Diego.

***Mary E. Hatcher-Skeers**, Sidney J. Weinberg, Jr. Chair in Natural Sciences; Professor of Chemistry, 1998. BA, University of California, San Diego; MS, San Francisco State University; PhD, 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.

Leah Herman, Instructor in English Language, 1994. BA, MA, University of California, Riverside; Academic Director for Kobe Program; Academic Director for Waseda Program; Assistant Director of PACE: University and Professional English; homestay coordinator; academic adviser for exchange students.

Critical analysis, academic writing, public speaking for international students. Geoffrey Herrera, Fletcher Jones Professor of Political Studies, 2010. MA, PhD, Princeton University.

Geoffrey Herrera, Fletcher Jones Professor of Political Studies, 2010. MA, PhD, Princeton University.

Melinda Herrold-Menzies, Associate Professor of Environmental Studies, 2005. PhD, University of California, Berkeley.

Tessa Hicks Peterson, Associate Vice President, CEC and Assistant Professor in Urban Studies, 2006. PhD., Claremont Graduate University.

Melissa Hidalgo, Assistant Professor of English and World Literature, 2011. BA, University of California, Berkeley; MA, University of Chicago; PhD, University of California, San Diego.

***James Conway Higdon**, Professor of Physics, 1987. BA, University of Pennsylvania; PhD, University of California, Los Angeles. Research Associate, Jet Propulsion Laboratory. Fellow of the American Physical Society. Astrophysics, fluid dynamics, biophysics.

Todd Honma, Assistant Professor of Asian American Studies, 2012. BA, University of California, Berkeley; MA, University of California, Los Angeles; MA, PhD, University of Southern California.

****Arthur Horowitz**, Associate Professor of Theatre and Dance, Pomona College, 2004. B.A., Hofstra University; Ph.D., University of California, Davis.

Jim Hoste, Professor of Mathematics, 1989. AB, MA, University of California, Berkeley; PhD, 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, California; Visiting Scholar, University of Hawaii, Manoa, HI; Scholar-in-Residence, Pitzer College, 1999.

Low-dimensional topology, knot theory, computer applications to topology.

+**Eric Hurley**, Associate Professor of Psychology and Africana Studies, Pomona College, 2007. B.A., University of Florida, Gainesville; M.A., Ph.D., Howard University.

Thomas L. Ilgen, Professor Emeritus, Political Studies, 1985. BA, Oberlin College; MA, PhD, University of California, Santa Barbara.

+**Agnes Moreland Jackson**, Professor Emerita of English and Black Studies, 1969. AB, University of Redlands; MA, University of Washington; PhD, Columbia University.

+**Phyllis Jackson**, Associate Professor of Art and Art History, 1993. BA, Reed College; MA, PhD, Northwestern University. Visiting Lecturer, Northwestern University; Visiting Lecturer, School of the Art Institute of Chicago.

Carina L. Johnson, Associate Professor of History, 2002. PhD, University of California, Berkeley.

Spanish empire, gender, early modern Europe.

Alan P. Jones, Professor of Psychology/Neuroscience, 1986. BS, University of Massachusetts; MA, Princeton University; PhD, University of Massachusetts; NIH Postdoctoral Fellow, University of Colorado Medical School; Dean of Faculty, Pitzer College.

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, Professor of Spanish, 1999. BA, MA, Universidad de la Habana, Havana, Cuba; PhD, The Union Institute, Ohio.

Alexandra Juhasz, Professor of Media Studies, 1995. BA, Amherst College; Whitney Independent Studio Program; PhD, New York University; Mellon Postdoctoral Fellow, Bryn Mawr College.

Documentary video production; women's film and feminist film theory. Azamat Junisbai, Assistant Professor, Sociology, 2009. BA, Kazakh State University, Kazakhstan; MA, PhD, Indiana University.

Azamat Junisbai, Assistant Professor, Sociology, 2009. BA, Kazakh State University, Kazakhstan; MA, PhD, Indiana University.

Timothy Justus, Assistant Professor of Psychology, 2012. BA, Case Western Reserve University; MA, Dartmouth; PhD, University of California, Berkeley.

Brian L. Keeley, Professor of Philosophy, 2000. BA, University of South Alabama; MSc, University of Sussex (UK); MA, PhD, University of California, San Diego. Philosophy of neuroscience; philosophy of mind; philosophy of science.

Tarrah Krajenak, Assistant Professor, Art, 2013. BA, Ohio Wesleyan University; MFA, University of Notre Dame.

Gina Lamb, Visiting Assistant Professor, Media Studies. BFA, San Francisco Art Institute; MFA, University of California, Los Angeles.

*****Michael Deane Lamkin**, Professor of Music, 1977. BME, MM, Baylor University; PhD, 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**, Professor of Physics, 1998. BA, Princeton University; MA, PhD, 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**, Resident Artist and Professor of Theatre, 1982. BA, Rollins College; MA, University of Arkansas; Ecole de Mime Etienne Decroux.

James A. Lehman, Professor Emeritus, Economics, 1981. BA, Davidson College; Thomas J. Watson Fellowship; MA, PhD, Duke University.

+Sidney Lemelle, Professor of History and Africana Studies, Pomona College, 1986. BA, MA, California State University, Los Angeles; PhD, University of California, Los Angeles. Chair, Intercollegiate Department of Black Studies, The Claremont Colleges. African and African Diasporan History; Black Studies.

Jesse Lerner, Professor of Media Studies, 1998. BA, University of California, Los Angeles; MA, University of Southern California, PhD, Claremont Graduate University. Jacqueline Levering Sullivan, Assistant Professor in Writing Emerita, 1984. BA, University of Oregon; MA (Art), MA (English), California State University, Fullerton. Jeffrey C. Lewis, Associate Professor of Organizational Studies and Psychology, Director of Institutional Research, 1990. BA, University of California, Los Angeles; PhD, University of California, Santa Barbara.

Applied social psychology, organizational behavior, speech prosodics and social development.

Jacqueline Levering Sullivan, Assistant Professor of Writing, Emerita, 1984. BA University of Oregon; MA (Art), MA (English), California State University, Fullerton.

Jeffrey C. Lewis, Associate Professor of Organizational Studies, 1990. BA, University of California, Los Angeles; PhD, University of California, Santa Barbara.

Leah L. Light, Professor of Psychology, 1970. BA, Wellesley College; PhD, 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, Pomona College, 1975. BA, MFA, University of California, Irvine.

****Joyce Lu**, Assistant Professor of Theatre and Dance, Pomona College, 2008. B.A., Occidental College; M.F.A., University of Hawaii at Manoa; Ph.D., University of California, Berkeley.

+++Ming-Yuen S. Ma, Professor of Media Studies, 2001, BA, Columbia University; MFA, California Institute of the Arts.

Ronald K. S. Macaulay, Professor Emeritus of Linguistics, 1965. MA, University of St. Andrews; PhD, University of California, Los Angeles.

Leda Leitao Martins, Associate Professor, Anthropology, 2004. BA University of Brasilia; MA, PhD, Cornell University.

Ntongela Masilela, Professor Emeritus of Creative Studies, 1989. BA, MA, PhD, University of California, Los Angeles.

***Margaret Mathies**, Professor of Biology Emerita, 1965. BA, Colorado College; PhD, Case Western Reserve University.

Stuart McConnell, Professor of History, 1987. BA, University of Michigan; MA, PhD, 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.

Jessica McCoy, Associate Professor of Art, 2006. BS, MA, MFA, University of Wisconsin, Madison.

***Donald A. McFarlane**, Professor of Biology and Environmental Science, 1991. BSc, University of Liverpool; MSc, Queens University of Belfast; PhD, University of Southern California. Evolutionary ecology; biography; late Quaternary paleoecology and extinctions. Kathryn Miller, Professor of Art, 1993. BSc, George Washington University; MA, Sonoma State University; MFA, University of California, Santa Barbara. Sculpture/environmental art; drawing.

Kathryn Miller, Professor Emerita of Art, 1993. BSc, George Washington University; MA, Sonoma State University; MFA, University of California, Santa Barbara.

Sheryl F. Miller, Professor of Anthropology and Distinguished Teaching Chair in Archaeology and Biological Anthropology, 1969. BA, Occidental College; MA, PhD, 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.

***John Milton**, Professor of Biology, Kenan Chair in Computational Neuroscience, 2004. BS, PhD, MDCM, FRCPC, McGill University. Associate Professor, The University of Chicago; Adjunct Professor Physiology, McGill University; Adjunct Professor of Biology, Keck Graduate Institute.

Computational neuroscience, motor control, development of expertise.

David S. Moore, Professor of Psychology, 1989. BA, Tufts University; MA, PhD, 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**, Professor of Biology, 1996. BA, Pomona College; PhD, Rice University; Professor, Assistant Professor, University of Washington.

Vertebrate ecology and physiology; environmental management.

R. Lee Munroe, Research Professor of Anthropology, 1964. PhD, Harvard University.

***Stephen A. Naftilan**, Kenneth Pitzer Professor of Physics, 1981. BS, University of Chicago; PhD, Case Western Reserve University. Instructor, University of Southern California and El Camino College.

Binary stars; stellar atmospheres.

Peter M. Nardi, Professor of Sociology; Emeritus, 1975. BA, University of Notre Dame; MA, Colgate University; PhD, University of Pennsylvania.

Lance Neckar, Professor of Environmental Analysis, Chair and Director of the Conservancy for Southern California Sustainability, 2012. BA, Cornell University, MALA, University of Wisconsin, Madison; MLA,, Harvard University.

++Gilda Ochoa, Professor of Sociology and Chicano/a Latino/a Studies, Pomona College, 1997. BA, University of California, Irvine; MA, PhD University of California, Los Angeles.

Jenifer Onstott, Instructor in English Language, 1985 BA, University of California, Santa Barbara; MA, California Polytechnic State University, San Luis Obispo; MS, California State University, Fullerton. Academic Director, Pitzer Bridge Program. Second/foreign language pedagogy, critical pedagogy in language learning, community-based education, debate for international students, academic writing. Harmony O'Rourke, Assistant Professor, African History, 2009. BA, Macalester College; PhD candidate, Harvard University.

++Adrian D. Pantoja, Professor of Political Studies and Chicano Studies, 2006. BA, University of San Francisco; MA, PhD, Claremont Graduate University.

+++Joseph D. Parker, Professor of International and Intercultural Studies, 1989. BA, Occidental College; MA, PhD, Harvard University. Visiting Assistant Professor, Stanford University; Assistant Professor, Bucknell University; Visiting Instructor, Carleton College. ; Adjunct Professor, CGU; Lecturer, Department of Liberal Studies, California State University, Los Angeles.

Transnational feminism and gender studies; subaltern studies; neocolonialism and postcolonial studies; globalization and the War on Terror; Orientalism and cultural imperialism; democracy and citizenship; Critical Whiteness Studies; Critical Masculinity Studies; Asian American Studies; East Asian cultural history; East Asian religion; Asian and indigenous sciences; critiques of Eurocentric science and objectivism; critical theory; postmodern social change; open plan field studies; ethico-politics of knowledge; interdisciplinarity and social justice; feminist pedagogy.

Lissa Petersen, Instructor in Academic Writing , Emerita. 1977. BA Northwestern University; MA, Harvard University. Director, English for Graduate Studies Program, Claremont Graduate University.

Susan Phillips, Academic Director, Pitzer Program in Ontario/Associate Professor of Environmental Analysis, 2002. BA, California State University, Dominguez Hills; MA, PhD, University of California, Los Angeles.

***Robert P. Pinnell**, Professor Emeritus of Chemistry, 1966. BS, California State University, Fresno; PhD, University of Kansas.

***Thomas Poon**, Professor of Chemistry, 2000; BS, Fairfield University; PhD, University of California, Los Angeles.
Zeolite host-guest chemistry, synthetic methodology, reactions of singlet oxygen.

Suyapa Portillo Villeda, Assistant Professor of Chicano/a Latino/a Transnational Studies, 2012. BA, Pitzer College; PhD, Cornell University.

***Marion R. Preest**, Pritzker Family Foundation Chair; Professor of Biology, 1999. BS, Otago University, New Zealand; MS, PhD, 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. BA, Drury College; MA, Washington University; PhD, Tulane University.

***Kathleen L. Purvis-Roberts**, Associate Professor of Chemistry, 2001; Associate Dean of Faculty, Pitzer College, 2013. BS, Westmont College; MA, PhD, Princeton University; Postdoctoral Fellow, National Center for Atmospheric Research.

Chemistry of urban air pollution, primarily aerosols; public policy aspects of air pollution.

+Rita Roberts, Associate Professor of History and Black Studies, Scripps College, 1987. BS, Southern Illinois University; MA, University of California, Berkeley; PhD, University of California, Berkeley. American history and Black Studies.

***Colin Robins**, Assistant Professor of Environmental Science, 2012. BA, Macalester College; MS, Oregon State University; PhD, University of Nevada, Las Vegas.

Applications of soil science research to challenges in geomorphology, plant ecology, and environmental science.

Norma Rodriguez, Peter and Gloria Gold Professor of Psychology, 1991. BA, PhD, The University of Texas at Austin. Ford Foundation Postdoctoral Fellow, University of California, Los Angeles. Associate Dean of Faculty, Pitzer College.

Latino mental health, acculturation and cultural adjustment

Kathryn S. Rogers, Professor Emerita of Organizational Studies, 1986. BA, Smith College; MA, Columbia University; PhD, 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. BA, Amherst College; MA, PhD, 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**, Professor Emeritus of Biology, 1972. BS, Carleton University; PhD, University of California, San Diego.

Barry Sanders, Professor Emeritus of History of Ideas, 1972. BA, University of California, Los Angeles; MA, PhD, University of Southern California.

***Babak Sanii**, Assistant Professor of Chemistry, 2012. BS, M.Engl, Cornell University; MS, PhD, University of California, Davis.

Experimental physical chemistry; self-assembly and bio-inspired folding of soft materials.

Brinda Sarathy, Associate Professor, Environmental Analysis/International Intercultural Studies, 2007. BA, McGill University; MS, PhD, University of California, Berkeley.

***Lars Schmitz**, Assistant Professor of Biology, 2012. Vordiplom, Diplom, University of Bonn, Germany; PhD, University of California, Davis.
Functional and evolutionary vertebrate morphology; paleobiology; evolution of vertebrate vision.

Albert Schwartz, Professor Emeritus of Sociology, 1965. BA, Hunter College; MA, Ohio State University.

Daniel A. Segal, Jean Pitzer Professor of Anthropology and History, 1986; Director, Center for Social Inquiry, 2008. BA, Cornell University; MA, University of Chicago; PhD, University of Chicago.
The Caribbean; post-Columbian world history; the social construction of race.

Harry A. Senn, Professor Emeritus, French. 1970. BA, MA, University of Minnesota; PhD, University of California, Berkeley.

Andrea M. Scott, Assistant Professor and Director of the Writing Center, 2013. BA, Mills College; MA, PhD, University of Chicago.

Susan C. Seymour, Professor Emerita of Anthropology, 1974. BA, Stanford University; PhD, Harvard University.

+**Marie-Denise Shelton**, Professor of French and Black Studies, Claremont McKenna College, 1977; Chair, Intercollegiate Department of Black Studies, 1993. BA, MA, PhD, University of California, Los Angeles.

Sharon Nickel Snowiss, Professor of Political Studies, 1969, Avery Fellow, Claremont Graduate University, 1988. AB, University of California, Berkeley; MA, PhD, 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 Chican@/Latin@ Transnational Studies, 1998. BA, MA, PhD, University of California, Los Angeles. Gender, race and class; feminist theory; women and economic development. Erich Steinman, Assistant Professor of Sociology, 2007. BA, Augustana College; MA, PhD, University of Washington.

Erich Steinman, Associate Professor of Sociology, 2007. BA, Augustana College; MA, PhD, University of Washington.

Emma Stephens, Associate Professor of Economics, 2007. BSc, McGill University; MA, PhD, Cornell University.

Claudia Strauss, Professor of Anthropology, 2000. BA, Brown University; MA, PhD, 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, Professor of Sociology Emerita, 1973. BA, Pomona College; MA, Columbia University; PhD, Cornell University. Director of Summer Study Abroad Program: Health and Healthcare in Costa Rica.

John D. Sullivan, Professor of Political Studies, Emeritus, 1975. BA, MA, San Francisco State College; PhD, Stanford University.

++Tomas F. Summers Sandoval Jr., Assistant Professor of History and Chicano/a Latino/a Studies, Pomona College, 2006. B.A., Claremont McKenna College; M.A., Ph.D., University of California, Berkeley.

Ruti Talmor, Assistant Professor of Media Studies, 2011. BA, MA, PhD, New York University.

***Zhaohua (Irene) Tang**, Professor of Biology, 2001. BS, State University of New York at Stony Brook; PhD, 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**, Professor of Theatre, 1991. BA, Colorado College; MFA, Southern Methodist University.

+++Hung Cam Thai, Associate Professor of Sociology and Asian American Studies, Pomona College, 2006. B.A., University of Florida; M.A., Ph.D., University of California, Berkeley.

***Bryan C. Thines**, Assistant Professor of Biology, 2011. BS, State University of New York, Plattsburgh; PhD, Washington State University. Molecular biology; functional genomics; circadian rhythms and environmental responses in plants.

KaMala Thomas, Assistant Professor, Psychology, 2009. BA, MA, Cal State, San Bernardino; MA; MS, MPH, PhD, San Diego State University.

***Diane Thomson**, Associate Professor of Biology and Environmental Science, 2004. BS, University of Arizona, PhD, University of California, Santa Cruz. Conservation biology, population modeling, ecology of biological invasions, plant ecology and plant/pollinator interactions.

++Miguel Tinker-Salas, Arango Professor of Latin American History and Professor of History and Chicano/a Studies, 1993. BA. MA, PhD University of San Diego, California.

Lako Tongun, Associate Professor of International and Intercultural Studies and Political Studies, 1988. BA, St. Mary's College of California; MA, PhD, 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. BA, University of California, Riverside; MA, New Mexico State University; PhD candidate, Claremont Graduate University.

Laura Skandera Trombley, President; Professor of English and World Literature, 2002. BA, MA, Pepperdine University; PhD, University of Southern California.

+++Richard N. Tsujimoto, Professor Emeritus, Psychology, 1973. BA, Stanford University; PhD, State University of New York, Stony Brook.

Rachel VanSickle-Ward, Associate Professor of Political Studies, 2007. BA, Pitzer College; MA, PhD, University of California, Berkeley.

Rudi Volti, Professor Emeritus of Sociology, 1969. BA, University of California, Riverside; MA, PhD, Rice University.

Albert Wachtel, Professor of English, 1974. BA, Queens College; PhD, 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.

Andre Wakefield, Professor of History, 2002. PhD, University of Chicago. Modern Germany, environmental, science and technology.

Dana Ward, Professor Emeritus of Political Studies, 1982. BA, University of California, Berkeley; MA, University of Chicago; M.Phil., PhD, Yale University;

***Anna G. Wenzel**, Associate Professor of Chemistry, 2006. BS, University of California, San Diego; PhD, Harvard University. Catalysis, asymmetric synthetic methodology.

***Emily Wiley**, Associate Professor of Biology, 2002. BA, Western Washington University; PhD, University of Washington; Visiting Assistant Professor, Mt. Holyoke College; Post-doctoral research associate, University of Rochester. Molecular biology; genetics; chromatin structure in the ciliate *Tetrahymena*.

***Branwen Williams**, Assistant Professor of Environmental Science, 2011. BS, University of Guelph, Guelph, ON; MS, University of Quebec at Montreal; PhD, Ohio State University. Paleoclimatographic reconstructions on recent timescales from marine climate archives.

***Burke Scott Williams**, Associate Professor of Chemistry, 2003. BS, Harvey Mudd College; PhD, University of Washington, Seattle; NATO-NSF Postdoctoral Fellowship, Universiteit Utrecht, Netherlands; Postdoctoral Fellowship, University of North Carolina. Fundamental late-metal organometallic chemistry, mechanisms of basic organometallic reactions.

+++Linus Yamane, Professor of Economics, 1988. BS, Massachusetts Institute of Technology; MA, M.Phil, PhD, 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.

+++Kathleen Yep, Associate Professor, Sociology and Asian American Studies, 2004. BA, MA, PhD, University of California, Berkeley.

***Andrew W. Zanella**, Professor Emeritus of Chemistry, 1975. AB, Cornell University; PhD, Stanford University.

Phil Zuckerman, Professor of Sociology, 1998. BA, MA, PhD, 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, Scripps and Harvey Mudd Colleges.

+ Faculty teaching in the Intercollegiate Program of Africana Studies.

++ Faculty teaching in the Intercollegiate Program of Chicano/a Latino/a Studies.

+++ Faculty teaching in the Intercollegiate Program of Asian American Studies.

Calendars

Pitzer College Calendar 2013-14

Please refer to the following link for the most current Academic Calendar:

www.pitzer.edu/offices/registration/calendar/

Pitzer College and Seven-College Maps

Please refer to the following link for the most current Pitzer College map and maps of the the other Claremont Colleges and the surrounding area:

www.pitzer.edu/about/maps/

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 2013-14. 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.

Major Religious Holidays for 2013-14

Ramadan begins* (Islamic holy day)	July 9-10* #
Eid-al-Fitr begins at sundown (Islamic holy day)	Aug. 7-8* #
Rosh Hashanah begins at sundown (Jewish holy day)	Sept. 4-6*#
Yom Kippur begins at sundown (Jewish holy day)	Sept. 13-14*
Sukkot begins at sundown (Jewish holy day)	Sept 18-26*
Eid al Adha (Islamic holy day)	Oct. 15#
All Saints Day	Nov. 1
Diwali (Hindu holy day)	Nov. 3
Hanukkah begins at sundown (Jewish holy day)	Nov. 27-Dec 5*

Bodhi Day (Rohatsu--Buddhist)	Dec. 8
Our Lady of Guadalupe (Roman Catholic holy day)	Dec. 12
Christmas	Dec. 25
Kwanzaa	Dec. 26-Jan. 1
Asian Lunar New Year	Jan. 31
Ash Wednesday	Mar. 5
Purim begins at sundown (Jewish holy day)	Mar 15-17#
Holi (Hindu)	Mar. 17
Vaisakhi (Hindu)	Apr. 13
Passover begins at sundown (Jewish holy day)	Apr. 14-16#
Good Friday	Apr. 18
Easter Sunday	Apr. 20
Pascha (Eastern Orthodox)	Apr. 20
Passover concluding days	Apr. 21-22#
Rivdan (Baha'i)	Apr. 21
Wesak (Buddhist)	May 14
Declaration of the Bab (Baha'i)	May 22-23#

*The Islamic dates are tentative based on estimates of the visibility of the lunar crescent. As such, these observances may start slightly earlier or later than predicted.

#Holy days start at sundown of beginning date and end at sundown or nightfall of concluding date.

(provided by Office of the Chaplains)