

# PITZER COLLEGE BULLETIN 1970-71 CATALOG



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

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VOLUME VIII, NUMBER II, SEPTEMBER 1970

*Published quarterly by Pitzer  
College, Claremont, California.  
Entered as second class matter  
on November 8, 1963, at the  
Post Office at Claremont,  
California, under Act of  
August 24, 1912.*



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## OPEN LETTER FROM THE PRESIDENT

*Like many who will read this, I, too, am a newcomer to Pitzer. While not classified as a "freshman" or even a "student," I think that a blurring of the customary distinctions between students, faculty, and administrators, may be one of Pitzer's characteristics. At least I was attracted to Pitzer in part by the possibility that it might be trying to be a "community." In a world polarized by generation, racial, credibility, and many other kinds of gaps, the possibility of a college being a community is perhaps naive, but certainly exciting. Whether the Pitzer community is something real or just fiction will depend largely on what you and I and our associates do.*

*A word about some of the more specific attractions of Pitzer to one contemplating coming here. Pitzer is a new college founded in 1963, and consequently it is more free to innovate and experiment than more established institutions. The faculty is young, and I think you will find a sense of excitement in the approach to the subject matter. Indeed, Pitzer's emphasis on the newer social and behavioral sciences reflects youthfulness in outlook.*



*You will be able to take advantage of the fact that Pitzer is one of The Claremont Colleges, which affords you the opportunity of taking courses in other colleges and the use of central facilities and services, such as the Library, the Counseling Service, and the Health Center, which are of a quality that a small college such as Pitzer could not alone support. The diversity of the Claremont group and the fact that a single college can preserve its own sense of community while taking advantage of central services and cross-registration are important to all of us.*

*Since I will be coming to Pitzer from a very large institution, (The University of Wisconsin), I am eager to know as many students and faculty members as possible. While this will require considerable initiative on my part, I hope that you will also drop by and see me, whether or not you have anything in particular on your mind.*

*Good luck and welcome to Pitzer.*

ROBERT H. ATWELL

## OPEN LETTER FROM A GRADUATING SENIOR

*Many people here (as everywhere these days) define themselves as alienated and their education as irrelevant. That is the acceptable definition of what college is supposed to be in our generation. One could conceivably proceed through Pitzer without having those definitions tampered with.*

*One way of dealing with Pitzer is not to exploit it, but instead to work as if a college education is essentially irrelevant.*

*However, I would like to urge you to test and exploit the structure, the ideas that we hold for ourselves and the college, and the opportunities that are supposedly inherent in the culture of Pitzer.*

*No one will exploit the opportunities for you. Pitzer, unfortunately or not, will not come knocking on your door and drag you into its clutches and enrapture you. It may make an attempt to solicit your knocking on its door, but it won't drag you. To begin to take advantage of the options, you must risk something—a small piece of yourself. It is safer to sit in your rooms and “knock” Pitzer than to risk a bit of that safety in order to challenge your stereotypes about what college and specifically Pitzer are likely to offer.*

*The risk is worth taking. You can always go home if you don't like what you find. I think that having taken the initial risk, these four years at Pitzer have been the most meaningful in my life. A small piece of self was put on the line and so much was received in return. No, it wasn't all a bed of roses—there were trying times, frustrations, dismay, and discord. There are crises or perceived crises, chaotic times (part of the nature of Pitzer, also part of its beauty),*

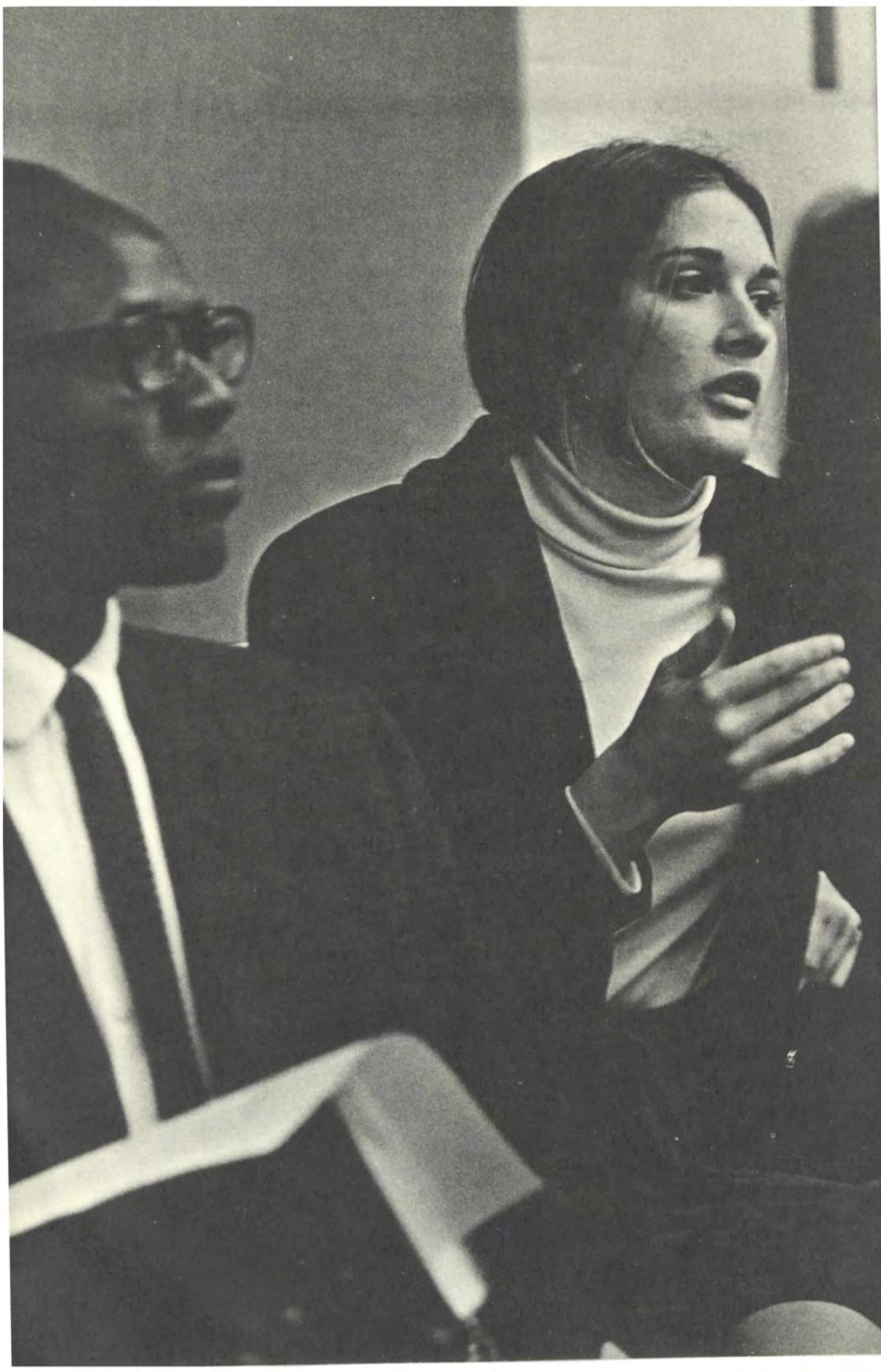


times when the values I hold about Pitzer are shattered, times when I want to scream at the students and faculty 'why don't you do something!' and times I wish I could hide from the challenges. We all do our share of criticizing Pitzer. But when I step back and look at the totality of the institution, the challenges it has posed, the opportunities that I did and didn't take advantage of, I can only say that Pitzer is unique in the variety of opportunities that it offers in so many arenas and more unique in that its real potential has not yet been realized to any large degree. Pitzer is still being built.

There are so many things I could say to you. I have chosen to focus on something which made my college education at Pitzer so incredibly relevant and meaningful. In closing, I want to say to you—take advantage of and exploit what there is here; don't let your ideas go without trying to implement them; if you have an idea for a class you want to see taught, convince a professor to teach it; if you want to pursue a subject on your own, use the vehicle of 'Independent Study'; if you want to see changes made, propose them and fight to get them effectuated; if you want to work within the structure, use community government; if you find yourself alienated or alone, knock on someone else's door. (If everyone sits in his room and waits to be approached, we would all sit in our rooms forever). Most importantly, make your four years personally meaningful—in the area of academics, in your personal life, in your relationships with others. Actively construct your own meaningful system within which you would like to function—that's Pitzer's style.

Marilyn Lester, Class of 1970





## ABOUT PITZER COLLEGE

### YEARS OF GROWTH

THE SIXTH AND NEWEST member of The Claremont Colleges, Pitzer College was founded as a women's college in 1963 through the generosity of Mr. and Mrs. Russell K. Pitzer of Pomona, California. Now in its first year as a coeducational, liberal arts college, Pitzer places curricular emphasis on the social and behavioral sciences.

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

### EDUCATIONAL COMMITMENTS AND GOALS

THE FACULTY AND STUDENTS are the College's greatest asset and both are keenly committed to undergraduate education.

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

The context of a Pitzer education is therefore that of a vital, ever-changing academic community in which both student and teacher participate in the learning process. The will to innovate and to experiment—in college organization, in curriculum, and in the use of facilities—together with the courage to abandon each innovation if it does not prove to be worthwhile, are the dominant characteristics of the intellectual climate of Pitzer. This concept extends to the greater community, where students gain varied environmental experiences.

In the academic year 1968-69, a group of Pitzer students conducted field studies in the Donegal Tweed areas of Ireland. Their field work was supplemented by regular meetings with Irish historians, social scientists, linguists, literary critics, and folklorists, to discuss their findings and put them in the fuller context of Irish culture.

*I didn't stop and say, 'well Pitzer is the greatest school in the world for anthro or poly sci.' It was going to try new things, and that impressed me more than anything else. It wasn't just going to be technical training. There were going to be new ideas.*



An archaeological expedition to the Mayan ruins in El Salvador, South America, extended from February to May, 1969. A Pitzer College faculty member and a group of Pitzer students conducted excavations and surface surveys, and learned laboratory techniques and analysis. In addition, students were enrolled in on-the-site seminars, The Ethnography of Mesoamerica, Archaeological Excavation and Interpretation, and Field Work in Anthropology.

In the fall of 1969-1970, eleven Pitzer students and three other students of The Claremont Colleges took part in an art studio seminar in Tuscarora, Nevada.

At the same time, another group of Pitzer students travelled to the Appalachian mountains, one of the nation's largest poverty areas, where they lived with families and studied the effects of industrialization on community life.

This year, another group will work and study in Appalachia, testing classroom sociological theories against real life situations.

Class-related projects frequently take students into nursery schools, public schools, hospitals, and ghettos, if they choose.

## THE CAMPUS

THE TWENTY-ACRE CAMPUS of Pitzer College includes Scott Hall, the first administration and classroom building; Fletcher and Bernard Halls, hexagonal classroom and office buildings; Avery Hall, an academic building containing a 300-seat auditorium; Sanborn and Holden Halls, dormitories each housing 200 students; Mead Hall, a 230-student dormitory; and McConnell Center. The Pellissier Mall and Brant Tower complete the Pitzer campus.

These facilities have been named in honor or memory of: Ina Scott Pitzer and her mother, Mrs. Elizabeth Fletcher; Robert J. Bernard, founding chairman of the Pitzer Board of Trustees; Flora Sanborn Pitzer, Mr. and Mrs. Roger C. Holden, Odell S. McConnell, past chairman of the Board of Trustees; Mrs. Giles W. Mead, and Mrs. Dorothy Durfee Avery, founding members of the Board of Trustees; and the late Mr. and Mrs. Frank L. Pellissier, Jr. Mr. Pellissier was also a founding member of the Board.

## The City of Claremont

CLAREMONT, California (pop. 24,300) is located at the base of the San Gabriel Mountains in Los Angeles County, 35 miles east of Los Angeles. For many years a center for citrus growers, Claremont is now predominantly residential. It is served by major freeways and limited public transportation. The Ontario International Airport is a twenty-minute drive from Claremont. The Greater Los Angeles Area provides excellent offerings in music, drama, fine arts, museums of natural history, science and industry, and art. Beaches and mountain and desert areas are within an hour's drive from the campus.

## The Claremont Colleges

MORE THAN 40 YEARS AGO The Claremont Colleges began an experiment which was unique in American higher education. That experiment, the group or cluster concept, was designed to provide superior intellectual resources for increasing numbers of students while maintaining the personal relationships of the small college; a closely knit academic community, effective counseling, and small classes. The result today is a major educational center which has for many years combined the strengths of the small college and the university. Each college has its own emphasis and direction within

the framework of liberal education. The student in Claremont therefore has an unprecedented opportunity to share in the academic life of the larger community through courses offered in adjacent colleges and through joint extracurricular activities.

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

**Claremont University Center**, founded in 1925. President, Howard R. Bowen. This is the central coordinating institution of the group—1) coordinates all graduate education for the colleges; 2) owns and operates such joint facilities as: library, auditorium, theater, business office, health service, religious center, and centralized utilities; 3) holds adjacent undeveloped land and is responsible for establishing new colleges. The Graduate School enrolls more than 1,000 students and awards Doctor's and Master's degrees.

**Pomona College**, founded in 1887. President, David Alexander. Enrollment, 1300. The founder member of The Claremont Colleges, Pomona is a coeducational liberal arts college with full offerings in the natural sciences, the social sciences, and the humanities.

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

**Claremont Men's College**, founded in 1946. Acting President, Jack L. Stark. Enrollment, 800. Claremont Men's College is a liberal arts college with special emphasis in public affairs. While its faculties in the fields of government and economics are unusually large for a college of its size, it offers strong majors in such other fields as foreign languages, literature, philosophy, history, psychology, science, mathematics and management-engineering.

**Harvey Mudd College**, founded in 1955. President, Joseph B. Platt. Enrollment, 380. Harvey Mudd is a coeducational college of engineering and science. Students major in mathematics and the physical sciences, or a five-year curriculum in engineering.

**Pitzer College**, founded in 1963. President, Robert H. Atwell. Enrollment, 640. It is a coeducational, liberal arts college with emphasis in the social and behavioral sciences, offering concentrations in 24 areas. (John W. Atherton was founding president, 1963-1970).

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

**Honnold Library.** Named for the late William L. Honnold, the Library contains 650,000 volumes and subscribes to 3,000 periodicals. It is three blocks from the Pitzer campus.

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

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

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

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

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

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

**Center for Special Educational Programs.** The Center for Special Educational Programs, serving all The Claremont Colleges, is an advisory service for people wishing to continue their education at the collegiate, graduate, or post-graduate level. The staff carefully plans realistic programs for degree study and works with the faculty members of the colleges whenever experiments in timing or new combinations of subject matter seem indicated to serve the educational needs of part-time registrants of any age, or mature, post-

degree students. Such persons should arrange for consultation at the Center located in Harper Hall, four blocks from the Pitzer campus.

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

**Human Resources Institute.** The Human Resources Institute was established in 1969 for the purpose of developing leadership among Claremont Colleges' students. Its three units are the Black Studies Center, the Mexican American Studies Center, and the Center for Urban and Regional Studies.

**Huntley Bookstore.** A gift of the Earl W. Huntley Foundation of Los Angeles, the bookstore has a capacity of 20,000 books, including the required reading lists of all the faculties of The Claremont Colleges. It is four blocks from the Pitzer campus.

**Center for Educational Opportunity.** The Center for Educational Opportunity was established in 1968 to assist intellectually promising students, whose academic attainment has been restricted by economic, social and cultural limitations, to gain admission to and successfully complete college. The Center is three blocks from the Pitzer campus.

Nearby institutions affiliated with The Claremont Colleges include Rancho Santa Ana Botanical Garden, Blaisdell Institute (for world religions), College Student Personnel Institute, Francis Bacon Library, and the School of Theology at Claremont.



*I've been really excited about my relationships with the faculty here. The first thing they did was to put me on my own two feet and not in any way attempt to answer my questions, but rather to direct me to sources that could best answer my questions.*

## COMMUNITY GOVERNMENT

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

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

The Pitzer Community Government was drawn up in 1964-65 by a Planning Board which consisted of nine students and one faculty member. After several modifications, it was adopted by a vote of the entire Pitzer Community. The faculty subsequently approved the plan, delegating to the Community Government a number of functions previously assigned to the faculty. In the spring of 1969 a special committee of students and faculty proposed extensive revisions, which were accepted by the community.

Prior to the adoption of these revisions Community Government operated principally through two elected councils which were advisory to the President of the College. The fall of 1969 saw these two bodies combined into a single Community Council, composed of a member of the Board of Trustees, a member of the administration, six faculty members, and six students.

Along with the Community Council, six committees were established (by the merger of some fourteen under the former plan) to oversee the various areas of concern to the community, including admissions and financial aid, curriculum, cultural and political events, long-range development, social affairs, dormitory life, publications, and orientation of new students. To facilitate even greater community participation in academic policy-making, the



*I considered transferring in my sophomore year. What convinced me that I shouldn't transfer was the realization that the program provided me with any chance I could ask for. The problem was I probably hadn't quite asked for enough out of the faculty during my freshman year to be totally satisfied.*

faculty voted to place at least one student on all faculty committees.

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

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

Community participation in college affairs was further encouraged through action by the Board of Trustees in February, 1970. It voted that each standing Board committee, with the exception of the Executive Committee, be assigned one student member and one faculty member. The policy was effected in the spring semester, 1970.



## Structure of Community Government

BOARD OF TRUSTEES

President  
Principal Administrative Officers

### Faculty (Meeting)

#### COMMITTEES

1. Executive
2. Academic Standards
3. Budget
4. Curriculum
5. Educational Resources
6. Library
7. Research and Professional Development
8. Sabbaticals, Leaves, and Released Time
9. College Governance  
(At least one student on each committee)

### Community Council

- 1 member of Board of Trustees
- 1 administrative member
- 6 faculty members
- 6 student members

#### COMMITTEES

1. Admissions and Financial Aid
2. Community Services
3. Cultural and Political Events
4. Development and Long-Range Planning
5. Inquiry and Research
6. Social

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

1. Town Meeting (advisory to Community Council)
2. Judicial Council (currently for academic and major social offenses)

## COMMUNITY LIFE

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

*Housing Facilities.* Sanborn and Holden Halls accommodate approximately 200 students each. A third residential hall, Mead Hall accommodates 230 students. Rooms in this newest residence are grouped in suites of two doubles and four singles surrounding a living room. Rooms in all three halls are furnished; each student is provided with a bed, desk and chair, and a swing-arm wall lamp. In addition, each room is equipped with bookshelves, draperies, and ample closet space. The buildings include recreation rooms and lounges for meetings, seminars, and social activities. Since Pitzer is a residential college, first priority is given to placing students in the residential halls.

*I've always thought we should expect as much from women and their education as we do of men. Because they're not allowed, for a variety of reasons, most of them unfair, to take an equal role in society is no reason why we should give them an unequal education and promote this sort of system.*





*A college is, after all, a community of seekers, and not just a series of hierarchies.*

The college does not assume responsibility for loss or damage to personal property belonging to students. Parents and students should inspect their own insurance policies and determine whether the limits are sufficient to cover the student's belongings in Claremont.

*Off-campus Housing.* Since the student population at Pitzer has grown more rapidly than expected, provisions are established for a student to gain permission for off-campus residence. The student petitions the Inquiry and Research Committee and is granted permission only if there is not adequate space in the residential halls.

Married students need not petition for off-campus residence. Students whose families live within a 10-mile radius of Claremont need not petition the Committee if they wish to live at home. Both married students and those wishing to live at home should contact the Dean of Students Office about their plans.

*Student Counseling.* Pitzer plans to remain a small college. New students are assigned to faculty advisors to whom they will have ready access for particular help in relation to their academic programs. In addition, the President, the Dean, and other faculty members are available to students for educational, vocational, and personal advice. Members of the residential staff are also available to assist students in finding answers to the innumerable questions which arise in relation to dormitory living and social activities.

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

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

## Extracurricular Activities

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

*Publications.* Students of The Claremont Colleges publish jointly *The Collegian*, a tri-weekly newspaper of five undergraduate colleges in Claremont. Each college has its own news editor and staff working under the supervision of *The Collegian* editors. In addition, Pitzer publishes a community quarterly, *The Participant*; a literary magazine, *Snollygoster*; a yearbook, the *Portrait Journal*, and a student handbook.

*Drama, Music.* Siddons Club (a dramatic society) and the Concert Choir are joint activities of Pitzer, Scripps, Harvey Mudd, and Claremont Men's Colleges. The Pomona College orchestra is open to qualified Pitzer students.

*Claremont Colleges Artists Course and Celebrity Events*

During the 1970-71 season 8 concerts in the field of classical music will be presented in the Mabel Shaw Bridges Music Auditorium (Big Bridges) located at College Way just east of the Marston Quadrangle. Performances by orchestral and solo artists are scheduled for the *Claremont Colleges Artist Course* and *Claremont Celebrity Events* series.

Students are entitled to special rates and are encouraged to attend these concerts. Season tickets to either series may be purchased at a discounted rate upon presentation of a student body card issued by any of The Claremont Colleges. Single tickets may be acquired in the same manner. A special section of reserved seats will be available for \$2.00 per seat. Other reserved seating may be obtained for \$1.00 off the marked price.

The 1970-1971 Artist Course will present:

Phillipe Entremont, pianist, October 22, 1970

Los Angeles Chamber Orchestra, November 12, 1970

Christine Walevska, cellist, January 19, 1971

The Los Angeles Master Chorale and Instrumental Ensemble,  
Roger Wagner conducting, March 25, 1971

Los Angeles Philharmonic Orchestra, Zubin Mehta conducting, April 15, 1971

The Claremont Celebrity Events will present:

Beverly Sills, soprano, November 23, 1970

Andres Segovia, guitarist, February 11, 1971

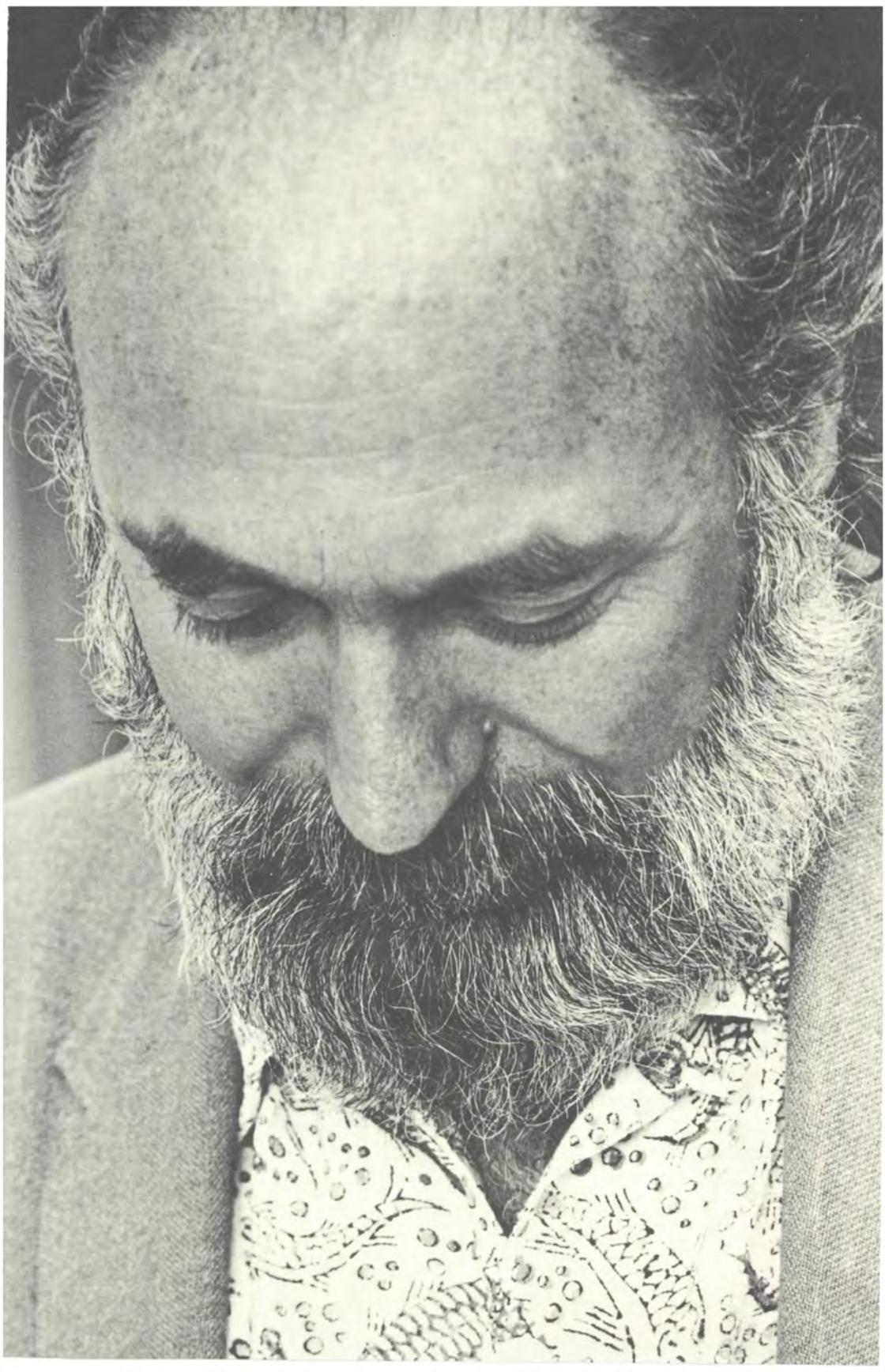
Fred Waring and the Pennsylvanians, March 1, 1971

Extra events will be scheduled from time to time as events become available. At this writing the following will appear:

Dame Judith Anderson in *Hamlet*, October 29, 1970

*The Central Box-Office*, located at the West Portico of Bridges Auditorium, handles the tickets for all college events, including the Artist Course, Celebrity Events, Four College Players, Pomona College Drama Productions, student-sponsored events and is a Ticket-tron outlet for many concerts and legitimate theatre productions for the greater Los Angeles area.

Garrison Theater, opened in 1963, provides the setting for the student dramatic productions of The Claremont Colleges, for convocations, travel film series and conferences.



## ADMISSION AND FINANCIAL AID

Academic promise and ability, of which the best single indicator is secondary school performance, is the basis for admission. The Community Council of Pitzer College has given the Committee on Admissions and Financial Aid responsibility for making policy decision, to be carried out by the Director and Assistant Director of Admissions and Student Financial Aid. Criteria for admission include the secondary school record and class standing, test scores of the College Entrance Examination Board, school recommendations, and special qualities of the applicant. Consideration is given to the specific secondary school course work taken and indicated capacity for self-directed study.

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

Each applicant receives careful, individual consideration. In addition to reviewing objective data such as College Entrance Examination Board test scores, grade point average, and breadth of high school curriculum undertaken, the Committee relies heavily on applicants' statements, and the judgments of counselors and teachers. There are no arbitrary cut-offs for CEEB scores or class rank; no distinctions made as to religion or socio-economic background; and no geographical quotas are followed. Rather, the Committee is primarily interested in selecting students with ability to complete successfully the academic work at Pitzer, with signs of intellectual growth, and with compelling personal qualities.

**APPLICATION PROCEDURE.** Freshman applications should be submitted as early as possible in the senior year but not later than February 15. Transfer applications must be submitted by December 15 for the Spring semester and by May 1 for the Fall semester. Only those candidates whose credentials are complete by these dates can be guaranteed full consideration by the Committee on Admissions and Financial Aid.

1. *Application.* A fee of \$20 must be enclosed with the application. This covers part of the cost of processing the application and is not refundable.

2. *Three references.* One is to be filled out by the principal, headmaster, or by a counselor, and one by a classroom teacher, and one by a colleague or member of the candidate's peer group.

3. *Secondary School Transcript.* To be sent during and/or at the completion of the first half of the senior year. An offer of admission is subject to successful completion of all secondary school work, to continuing good academic performance, and to regular graduation with one's class.

4. *College Entrance Examination Board Test Scores.* Each freshman applicant is required to submit test results of the Scholastic Aptitude Test and three Achievement Tests. These should be taken no later than January of the senior year. An applicant should take the English Achievement Test and any two others of his or her choice. These tests are offered in November, December, March, April, May, and July. The Bulletin of Information of the College Entrance Examination Board—which contains information about fees and lists of examination centers—may be obtained from high school guidance officers or by writing to the College Board. Applicants from Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming should write to: College Entrance Examination Board, Box 1025, Berkeley, California 94704; all others should write to: Box 592, Princeton, New Jersey. The test scores are sent directly by the College Board to those colleges specified by the students when taking the tests.

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

**ACCEPTANCE.** The College will notify each applicant for the Freshman Class of its decision by April 15. Transfer students will be

notified by January 15 for Spring semester and June 1 for Fall semester enrollment. The College observes the Candidates Reply Date and upon receipt of required deposits on this date, the College considers students entered for the following year.

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

**TRANSFER STUDENTS.** Pitzer College accepts transfer students for the sophomore and junior classes. The same credentials are required as for entering freshmen, except that the Achievement Tests of the College Entrance Examination Board are not required. Transcripts of all previous secondary school work and all college work are to be submitted.

**FOREIGN STUDENTS.** A foreign student should complete the regular application requirements. In addition, the student should submit evidence of the ability to speak and write English (usually the Test of English as a Foreign Language, administered by the Educational Testing Service of the College Entrance Examination Board). Foreign students are encouraged to make contact with the Institute of International Education, a nonprofit organization which develops and administers programs of educational exchange, and to which Pitzer belongs. Prospective students may write to 809 United Nations Plaza, New York, New York 10017.

### FINANCIAL AID

No student who qualifies for admission and has financial need should hesitate to apply for financial aid. It is the continuing purpose of the College to open realistic doors to deserving students. Financial assistance here is based solely on need; any full-time student regularly enrolled in or admitted to a program leading to a Pitzer degree is eligible for financial aid, when family financial circumstances justify it. The College is acutely conscious of the fact that admission, as such, may not make sense to some persons without financial aid.

Normally the College Scholarship Service analysis is the basis for the amount of aid a student may receive. The advantage of this is that it provides a standard and equitable method of determining

each student's full need. A reasonable expectation from student and family resources for the year is subtracted from the total annual cost of education at the College. Thus, the total annual cost at the College—minus family and student contribution—equals a student's "need." It is this need-figure upon which a financial aid recommendation is based.

The application for financial aid is the Parents' Confidential Statement (PCS). This form is available at secondary schools or by writing the Director of Admissions and Financial Aid, Pitzer College, Claremont, California 91711. This is the only application necessary and it should be sent to the College Scholarship Service no later than February 1, for freshmen and returning Pitzer students, and April 1 for transfer students. Awards are based upon the need determined from the Parents' Confidential Statement, according to the formula of the College Scholarship Service, and vary from a few hundred dollars to total expenses. In most instances, financial assistance awards consist of a grant, a loan, and a college job.

Pitzer College participates in the National Defense Student Loan Program (NDSL), the Federally subsidized Guaranteed Loan Program, and the United Student Aid Funds, Inc. Other programs are



*I don't think that trustees can really feel the spirit of the place until they get with students here and establish a rapport with them that enables them to talk to them as one of their own.*

the College Work-Study Program, whereby students qualifying for assistance may earn part of their expenses, and the Educational Opportunity Grant Program for students with exceptional financial need.

Each year after entrance, the Parents' Confidential Statement should be filed no later than February 1 for financial aid consideration in the following academic year. In fairness to all, this deadline must be strictly adhered to. Students who are awarded financial aid will continue to receive aid throughout their undergraduate years at Pitzer, as long as their need continues and as long as they are in good academic standing. The amount of the stipend will be determined each year on the basis of the financial situation at that time. Notice of renewal of financial aid is sent in the Spring, usually by May 1. Transfer students are notified by early June. *California residents will not be considered for financial aid from the College unless they have applied for a California State Scholarship.* A list of special Pitzer College scholarship funds follows:

*The John W. Atherton Scholarship Fund*, established by the senior class of 1970.

*The Avery Foundation Scholarship Fund*, for students of diverse backgrounds.

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

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

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

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

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

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

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

*The Mabel B. Ingraham Memorial Scholarship.* This fund is used for scholarships.

*The Elizabeth Bixby Janeway Scholarship.* This scholarship is preferably for students representing a broad geographical distribution.

*The Mayr Foundation Fund,* scholarships for students from California.

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

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

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

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

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

*The William Rodgers Scholarship Fund.* This Fund, established by the graduating class of 1969, in memory of the late William Rodgers, writer-in-residence at Pitzer College 1966-68, is used for scholarships.

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

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

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

*The Edna McNeal Van Wart Memorial Scholarship Fund.* The income from this fund, from the late Mrs. George L. Castera, is used for scholarships.

## EXPENSES AND FEES

Expenses at Pitzer College for 1970-71:

COMPREHENSIVE FEE FOR RESIDENT STUDENTS \$3855

This fee includes: tuition, \$2300; room and board, \$1400; Community and Health Service Fees, \$155. It does not include books, supplies, incidentals, or room and board during Christmas and Spring vacations.

COMPREHENSIVE FEE FOR NON-RESIDENT STUDENTS \$2480

Pitzer College is essentially a residential college. However, when arrangements have been made with the Dean of Students for a student to live with family members in the Claremont area, or when permission has been granted by the Dean for other off-campus living, the cost of room and board may be deducted.

### PAYMENT OF FEES

Fees are due and payable each semester at registration time. However, the College has two plans for meeting expenses in installments.

1. A 12-month plan of equal payments beginning June 1 before registration, for which a service charge of \$1.00 per month is made.
2. An eight-month plan (four equal payments each semester), beginning at registration, for which there is a service charge of \$6.00 per semester.

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

Every student is responsible for meeting promptly any payment due the College. If the payments agreed to are unpaid or no arrangements for payment have been made, they become delinquent 10 days after the due date. If at the end of 20 days the account is still unpaid and no arrangements for payment have been made, the student shall be ineligible to attend classes or to take meals in the dining hall. Any student leaving college with unpaid financial obligations cannot be given a transcript until settlement is made. No student will be able to graduate with unpaid financial obligations.



*Last year I would have said that Pitzer was settling down a bit. This year, I feel it's suddenly been reborn.*



#### FEES FOR THE ENTERING STUDENT

1. Commitment deposit, \$50. This deposit should be submitted no later than May 1 by each accepted student choosing Pitzer. Upon receipt of this deposit, the College considers the student entered for the following academic year. This fee is not refundable if the student withdraws before registration in the Fall. Thereafter, it will be held until the student is graduated or withdraws from the College, when it is refunded after any proper charges or fines have been deducted.
2. Tuition fee, \$100. This fee should be sent no later than May 1 to the Office of Admissions. It is credited to the first semester tuition charges and is not refundable if the student withdraws after June 15. Similarly, payment of \$100 tuition fee will be required by December 1 to be credited to second semester tuition charges. This fee will not be refundable after January 1.
3. First-semester fee, \$1927.50. This fee is due on or before the day of registration and covers tuition, room and board, and health and community activities fees.
4. Second-semester fee, \$1927.50. This is due on or before the day of registration and covers tuition, room and board, and health and community activities.
5. Commitment deposit and tuition fee for transfer students are the same as stated above. The Office of Admissions will notify these students regarding the date of payment and possible refund date.

#### FEE FOR ALL RETURNING STUDENTS

Tuition fee, \$100. This fee is due on April 1, is credited to first semester tuition charges for the following year, and is not refundable after May 1. Similarly, payment of \$100 tuition fee will be required by December 1 to be credited to second semester tuition charges. This fee will not be refundable after January 1. This fee must be paid by these respective deadlines in order for a student to have a continuing place at Pitzer, register for courses and/or receive a room.

#### FEE FOR RETURNING RESIDENT STUDENTS

1. First-semester fee, \$1927.50. This fee is due on or before the day of registration and covers tuition and health and community activities fees.
2. Second-semester fee, \$1927.50. This fee is due on or before the day of registration and covers tuition and health and community activities fees.

#### FEE FOR THE RETURNING NON-RESIDENT STUDENT

1. First semester fee, \$1227.50. This fee is due on or before the day of registration and covers tuition and health and community activities.
2. Second-semester fee, \$1227.50. This fee is due on or before the day of registration and covers tuition and health and community activities.

#### MISCELLANEOUS FEES AND EXPENSES

1. Miscellaneous expenses for each student (including books, supplies, and incidentals) can be expected to range from \$400 to \$550 for the year. It is estimated that books and supplies may cost between \$50 and \$100 a semester and basic personal expenses between \$150 and \$250 a semester. This does not include major travel to and from home.
2. Any student wishing private instruction in applied music should consult the catalogs of Scripps College and Pomona College for the charges involved.
3. Additional lab fees may be required to cover the cost of miscellaneous supplies, field trips, etc. See course descriptions for applicable fees.

4. Fee for students doing part-time work (less than three courses), \$320 per course.
5. Fee for auditing, no charge for regularly enrolled students carrying full programs in The Claremont Colleges. Fee for all others is \$125 per course.
6. Summer independent study, for which the student has been granted permission, \$220 per course or \$110 per half-course.
7. Late registration fee. Students who have not registered by specified dates at the beginning of each semester will be charged a \$10 late registration fee.
8. Transcript Fee. The first transcript a student requests is provided free of charge. Thereafter, a fee of \$1.00 is charged for each additional transcript requested. It will be issued only when obligations to the College have been paid in full, or satisfactory arrangements have been made. A transcript is sent out only at a student's request, except for the annual report to his secondary school.
9. Fee for graduating seniors, \$20.

#### WITHDRAWALS AND LEAVES OF ABSENCE

All notices of withdrawal should be filed with the Registrar's Office, the student's advisor, and the Dean of Student's Office. Leaves for External Study must be approved by the External Studies Committee. All other requests for leaves of absence must be made to the Dean of Students and approved by the Academic Standards Committee. In addition, any student receiving financial aid and planning to withdraw or request a leave of absence *must* notify the Office of Financial Aid. A student intending to withdraw or request a leave of absence must give written notice before December 1 for the spring semester and before April 1 for the fall semester, the dates on which the tuition fee for the following semester must be paid. A student deciding to withdraw after January 1 or May 1 forfeits the \$100 tuition fee.

No tuition refunds are made to those leaving before the end of the semester except in the case of those leaving before the middle of the semester because of illness. One-half of the tuition may be refunded (less a pro-rata deduction of any scholarship held) upon receipt of a statement from a member of the staff of The Claremont Colleges Health Service or Counseling Center. No refund of the room charge is made. Charges for board are refunded on a pro-rata basis.

## CURRICULUM



THE EDUCATIONAL OBJECTIVES of Pitzer College will be fulfilled in a graduate who combines self-knowledge and independence of judgment with a broad awareness of the world and a mastery of a particular discipline or field of knowledge. The curriculum normally takes four years to complete and leads to the degree of Bachelor of Arts. The College is accredited by the Western Association of Schools and Colleges. In order to graduate, a student must satisfactorily complete 32 courses (including a Freshman Seminar), meet the requirements for a field of concentration, have at least a C average, and meet the American history and government requirement imposed by the State of California.

Because the Pitzer faculty holds a rich variety of views on the nature of education and of knowledge, Pitzer College does not impose any "general education" requirements beyond the Freshman Seminar. The faculty is committed however, to offering a curriculum emphasizing the social and behavioral sciences within the broad framework traditionally associated with a liberal arts education.

### *1. Academic Advising.*

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

Before entering their first semester, **students are requested to sub-**

**mit to their faculty advisors an essay** of intent and an autobiographical sketch indicating the areas of academic interest they wish to explore and their prospective role in the Pitzer community. This information may be expressed in prose, poetry, or any medium the student selects. It is hoped that this will facilitate communication and establish a basis for rapport.

All faculty have the obligation to be available as consultants in their fields of expertise to other faculty members' advisees. In order to provide a ready source of information on courses offered, the faculty secretaries have available for reference a compilation of course syllabi and other descriptive materials.

**Upon choosing a field of concentration, the student should acquire an advisor in that field. Students must declare a field of concentration in order to register or pre-register for the junior year.**

## 2. Freshman Seminar.

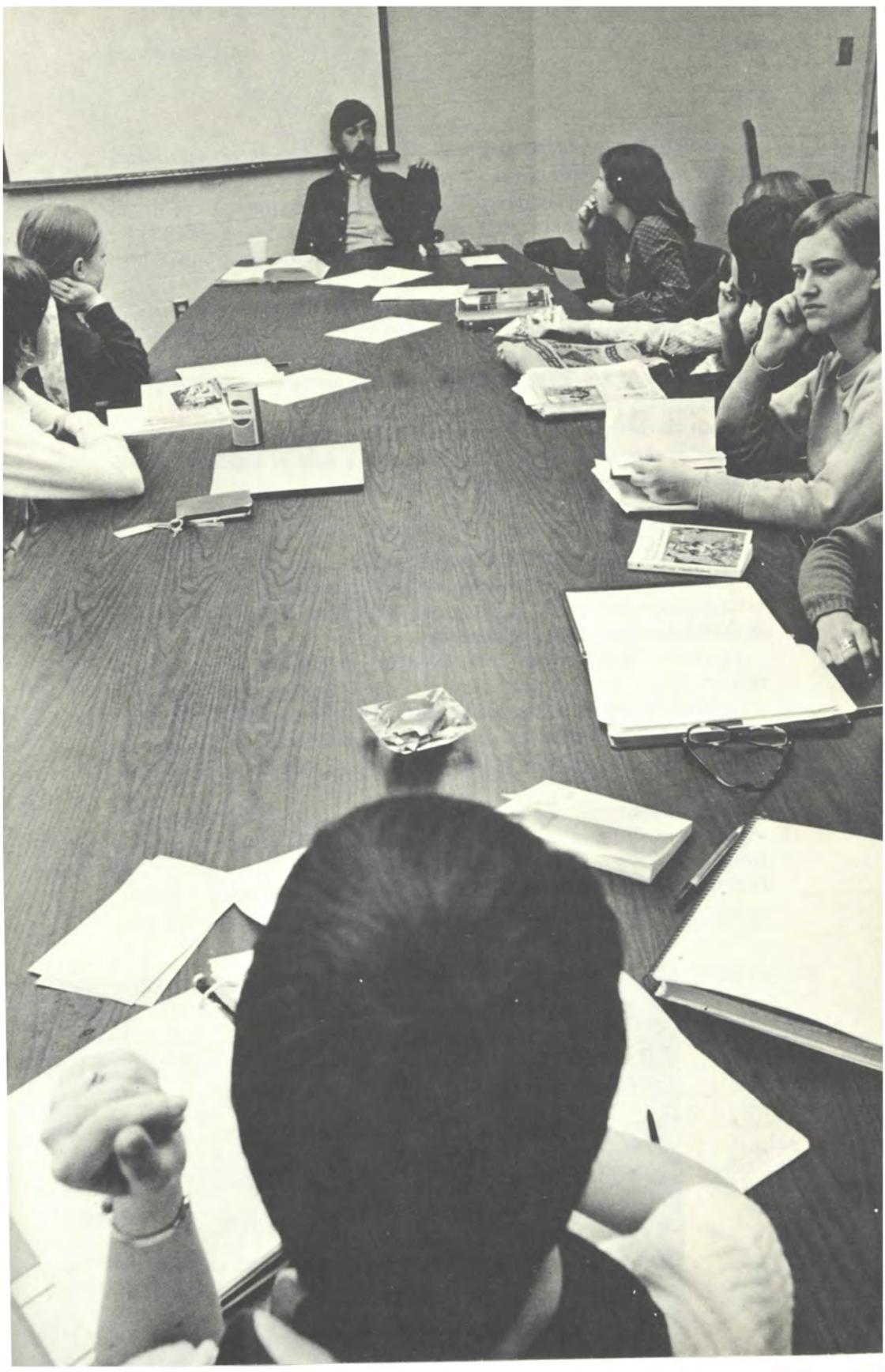
In order to become involved immediately in the on-going process of scholarly research and critical reflection, and to help prepare for later independent study, **each student will choose a Freshman Seminar in the fall semester of the freshman year.**

Freshman Seminars are distinguished from many other courses offered at an introductory level by their limited size and their flexibility. They are intended to introduce the student not simply to a field, but to special topics within it, not only to the findings of scholarship, but also to the ways in which a scholar approaches a problem.

Each student will choose a Freshman Seminar for the fall semester of the freshman year. The seminar will consist of approximately fifteen students meeting with a member of the faculty for a period of three hours per week or less. The seminar will be graded pass/fail, except that, upon application of a student within the first two

*A lot of people have never had to study in high school, and I think they started to realize the difference when grades came out last semester. Some of them were a little crushed.*





weeks of the class and with the consent of the seminar instructor, the student may receive a letter grade in the seminar. Freshman Seminars do not necessarily satisfy concentration requirements. Students will select the seminar whose subject most interests them, but some students may have to be assigned to a seminar of their second or third choice.

### 3. *State Requirement in American History and Government.*

The State of California requires that, in order to be eligible for graduation, **every student must demonstrate a knowledge of basic American history and government.** This may be done in any one of the following ways.

(a) By passing an objective examination offered early each fall semester and at other times to be announced. Students failing this examination should consider the advisability of taking a course to meet the requirement.

(b) By completing an approved Pitzer course in American history or American government. Approved courses are: History 57, 58, 155, 156; Political Studies 100, 101, 103, 155.

(c) By demonstrating that they have met the requirement at a California college previously attended, or that they have completed satisfactorily at any other college, a course or courses suited to meeting the Pitzer requirement. For information, see Mr. Murphy.

### 4. *Concentration.*

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

## FIELDS OF CONCENTRATION

1. Fields of concentration currently offered include: American studies, anthropology, art, Asian studies, biology, chemistry, classics, economics, English, environmental studies, European studies, French, German, history, human biology, Latin American studies, mathematics, philosophy, physics, political studies (including international relations), psychology, sociology, Spanish, the study of

man. Certain other concentrations are available by arrangement with the other Claremont Colleges.

2. Combined concentrations involving more than one field, as well as special programs of concentration designed by students to suit their individual needs, must be approved by a faculty member from each field involved and then approved by the appropriate field group(s) of the faculty. Such approval must normally be obtained not later than the end of the student's sophomore year.

## CONCENTRATION REQUIREMENTS

### **American Studies**

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

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

For further information, see Mr. Everett, Miss Ringler or Mr. Schwartz.

### **Anthropology** (See also *The Study of Man*)

A concentration in anthropology requires at least eight courses beyond the basic Introduction to Anthropology 10 and 11. These eight courses must include at least one course selected from each of the following areas: archaeology or prehistory, physical anthropology, and social or cultural anthropology, along with the advanced seminars, Anthropology 175 and 176, (these latter courses should be completed before the final semester of the senior year). Other courses may be selected by the student as interest directs, and in consultation with the concentration advisor, in order to permit an emphasis upon a particular area within anthropology. Each concentrator, in consultation with the field group, will undertake one

of the following: a senior thesis, a comprehensive examination, a directed reading program, or a field research project. (Further information concerning these options should be obtained from members of the anthropology faculty.) Concentrators are encouraged to participate in faculty-directed field research projects, when possible, in order to fulfill this requirement.

### **Art**

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

A student desiring to concentrate in art history will be required to take courses dealing with the following areas: Greek art and archaeology; primitive or East Asian; medieval; Renaissance; Baroque; modern. Students are encouraged to take courses in classics, literature, music, history, and philosophy. A reading knowledge of at least two European languages must be achieved. Satisfactory completion of an independent study in a specialized area will normally be required during the senior year.

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

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

### **Asian Studies**

Asian Studies is a cooperative program of The Claremont Colleges which provides an opportunity for undergraduate students to pursue an interdisciplinary program of study. Five programs of concentration are available within Asian Studies:

1. China: This concentration is based upon completion of Chinese language through 51b, History 60CC (Society and Tradition in East Asia), and seven additional area courses.
2. China and Japan: This concentration is based upon completion of Chinese language 51b or Japanese language 101b, History

- 60CC (Society and Tradition in East Asia), and seven additional area courses.
3. South Asia: This concentration is based upon completion of Sanskrit, or Hindi-Urdu, through 101b and seven area courses.
  4. South and Southeast Asia: This concentration is based upon completion of Sanskrit, Hindi-Urdu, Thai, or Malay through 101b and seven area courses.
  5. China and Southeast Asia: This concentration is based upon completion of Chinese through 51b or Malay or Thai through 101b and seven area courses.

In each concentration, upper-division language work, suitable independent reading courses, and, in the senior year, graduate seminars may be substituted for area courses, with the advice and consent of a student's advisor and the course instructor.

A period of residence in Taiwan, Japan, India, or another Asian country is recommended. Study abroad is intended to emphasize the development of linguistic skill and should be planned to follow the third or fourth semester of language training.

Seniors will be required to take a two-part comprehensive examination covering both their chosen field of concentration and a general examination dealing with basic problems in Asian Studies. With the permission of his advisor early in his senior year, a qualified student who wishes to do research may substitute a thesis for these examinations.

The Asian Studies Field Committee advises each college on the concentration. Committee members serve as advisors at their respective colleges. The Field Committee for 1970-71: Mr. Gould, Scripps; Mr. Greenberger, Pitzer; Mr. Haeger, Pomona; Mr. Rosenbaum, CMC.

### **Biology** (See also Human Biology)

A biology concentration requires satisfactory completion of the following:

One year of general biology (normally Natural Sciences 43-44).

One year of chemistry (normally Natural Sciences 14-15).

One year of physics (normally Natural Sciences 30-31 or 33-34).

Senior Thesis Program in Biology (Natural Sciences 189-190).

Senior comprehensive examination (early second semester or senior year).



*I have the feeling that the power to adapt to changing conditions is something which is vouchsafed to those who have leaders willing to permit innovation, willing to take chances, and willing to take them all with equanimity.*

Plus six semesters of biology electives (Natural Sciences 116 and 177 or organic chemistry may substitute for two). These six courses must include one course each at the cellular, organismic, and population or community levels, and are to be chosen in consultation with the biology staff.

### **Chemistry**

A chemistry concentration requires satisfactory completion of the following courses:

*Alternative 1* (Chemistry and a strength in a second area):

Natural Sciences 14-15-116, 30-31 (alternatively the physics requirement may be met by Natural Sciences 33-34).

Natural Sciences 121-122.

Senior Thesis in Physical Science (Natural Sciences 190).

Calculus I, II, III.

Senior comprehensive examination (early second semester of senior year).

Plus two advanced courses in a second field chosen in consultation with a faculty advisor.

*Alternative 2* (Intensive-level chemistry):

Natural Sciences 14-15-116, 33-34.

Natural Sciences 121-122.

Senior Thesis Program in Physical Sciences (Natural Sciences 187-190).

Calculus I, II, III (Mathematics 111 at Claremont Men's College strongly recommended).

Senior comprehensive examination (early second semester of senior year).

Plus three advanced chemistry courses chosen in consultation with the chemistry staff.

### **Classics**

In the interest of providing a complete concentration in classics, a coordinated program is offered at Pitzer College, Pomona College, and Scripps College.

A concentration in classics requires a student to complete satisfactorily at least seven courses in Greek and Latin beyond the first-year college level. In addition, the student is required to do further specified reading from the Greek and Latin authors and works of classical scholarship. Additional work in history, art history and archaeology, philosophy, and modern European languages is strongly urged and will be arranged with students pursuant to their needs. In the second semester of the senior year, students will be required to pass a comprehensive examination in classics.

Some students who are especially well prepared will be asked to complete a senior thesis on a subject to be selected in conference with their concentration advisor. Normally the thesis will be completed no later than the beginning of the spring semester of the senior year.

Pitzer College is a participating member of the Intercollegiate Classics Center in Rome. This Center, composed of students and faculty drawn from a limited group of liberal arts colleges, both public and private, with strong programs in the classics, makes available to its members a carefully supervised junior year or semester abroad in Rome in classical studies. Nominations from Pitzer College to the Center will be made from students participating in The Claremont Colleges classics program.

### Economics

Through the cooperation of The Claremont Colleges, a concentration is available in economics. A concentration in economics requires the successful completion of:

1. One year of principles of economics.
2. One year of intermediate economic theory.

*Before coming to Pitzer, I was in schools where we had to work for the smallest privileges, and they would be removed at the slightest backsliding. Coming here and finding all this choice, freedom, and independence laid at my feet was quite a shock and I'm still rather paranoid about losing it.*



3. One semester of history of economic thought.
4. One semester of statistics (preferably but not necessarily economic statistics).
5. Five upper-level "applied" courses, chosen from at least three areas, such as:
 

business cycles	international trade
comparative economic systems	labor economics
econometrics	mathematical economics
economic development	money and banking
economic history	public finance
industrial organization	urban economics
international finance	etc.
6. Comprehensive examinations at the end of the senior year, consisting of an examination in economic theory (including history of economic thought) and examinations in any two "applied" areas of the student's own choosing—history of economic thought may also be used for this purpose as an "applied" area.

All of the course work listed above must be taken on a letter-grade basis. Honors candidates will be expected to achieve excellence in the above and to prepare a senior honors thesis.

Students intending to pursue graduate work in economics are strongly urged to:

- (a) Complete at least one year of calculus.
- (b) Complete at least one semester of linear algebra.
- (c) Select courses in econometrics, money and banking, and public finance.
- (d) Achieve a reading knowledge of one foreign language, preferably French or German.

#### *Combined Concentration in Economics and Political Studies*

Students who wish to combine a concentration in economics with a concentration in political studies must meet all requirements for the economics concentration with the exception that they need to complete only three upper-level "applied" courses, chosen from at least two areas. See Political Studies.

#### **English**

Students concentrating in the discipline of English must complete at least six courses, seminars, or independent studies in English or American literature prior to their final or senior year. Further work

in the program is conditional upon successful achievement in these courses. The studies in literature are to be arranged in close consultation with an advisor who is a member of the Pitzer faculty in English. A student should take courses which lead to a knowledge of English, American, and related literary traditions.

Any student planning to continue work in literature at the graduate level is strongly urged to attain a reading ability in another language. Training in an area of communication (e.g., mass media, creative writing, non-verbal expression) and substantial work in another field (e.g., psychology, history, political studies, philosophy) are pointedly recommended for the program.

Finally, the concentrator must take a senior seminar in English in the last year of college work—a one-year course covering styles, genres, periods, and approaches to literary criticism. Successful performance in the senior seminar is required for graduation.

### **Environmental Studies**

Environmental studies is an interdisciplinary program drawing upon the resources of all The Claremont Colleges. It rests on the premise that our increasingly serious environmental problems can be understood and resolved only by citizens and professionals who combine an understanding of the scientific and technological dimension of environmental problems with a grasp of politics and economics and an appreciation of the patterns of human behavior.

Concentrators are expected to plan their programs in close consultation with an environmental studies advisor, and to complete satisfactorily at least ten courses chosen so as to include introductory and advanced work in each of the following areas, with specialization in one area:

1. The natural sciences—especially courses dealing with the technical definition of ecological problems arising from man's interaction with his natural environment, and the extent to which technical solutions are possible.
2. The behavioral sciences—courses dealing with the ways men view and treat their natural environment; the creation of an artificial environment; the effects of environment on behavior; the definition of psychological and social problems arising from this interaction; and the modes of human adjustment. Certain courses in history and literature treating these themes are also relevant.

3. The policy sciences (politics and economics)—courses treating the formulation, administration, and evaluation of governmental policy towards the environment, as well as courses dealing with the social cost of environmental deterioration and the economic factors in environmental control. Certain courses in political and social philosophy dealing with the values underlying public policy are also relevant.

Concentrators must also undertake fieldwork, or an internship, or an action project, either in connection with a course, or as independent study, or in conjunction with the senior seminar. The senior seminar, Environmental Studies 190, is required of all senior concentrators beginning in 1971-72. Exceptional students may be invited to undertake an honors thesis in the senior year.

A list of especially appropriate courses can be obtained from the Registrar or from an environmental studies advisor. Advisors at Pitzer College are Mr. Rodman, Mr. Murphy, and Mr. Feldmeth.

### **European Studies**

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

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

In their senior year concentrators will write a lengthy paper on a topic approved by the concentration advisor. Superior students may be invited to honors candidacy and write a senior honors thesis, for which independent study credit will be given.

A semester or a year of study abroad in Europe is recommended.



*For some reason, when I came here, I didn't know how to think on my own. I'd never even tried it. I don't know whether you get that from any type of college you go to or you just get it at Pitzer, although I think it's highly unlikely that I'd started thinking on my own at some highly structured place.*

Proficiency in a European language must be achieved by the beginning of the junior year.

For further information, see Mr. Marquis.

### **French**

The French concentration emphasizes active participation and creativity in upper-division courses. When declaring a concentration in French, the student is expected to have already reached a fairly high degree of fluency in speaking, reading, and writing French either in work at Pitzer or through previous contacts with the language. This level of competency should be reached by the end of the sophomore year.

The concentration program is flexibly designed, including a minimum of nine required courses, as noted below, and electives either in French or in other disciplines.

- I. Satisfactory completion of a minimum of nine advanced courses selected in conjunction with the concentration advisor, as follows:
  - (a) French 103 (Advanced French Conversational Topics).
  - (b) Six literature courses covering three periods of French literature.

- (c) A course in French civilization. Credit may be granted by passing an examination when the student is adequately prepared.
- (d) A course in comparative literature in English.

Through cooperation with Claremont Men's College, Scripps College, and Pomona College, several of these courses can be taken at those institutions.

2. The above represents a minimum program to which students may add other courses in French. In addition to the nine advanced courses required for a concentration in French, the faculty would recommend other courses such as: English literature, other foreign literatures, psychology, philosophy, European history and linguistics. A student may combine a French concentration with any other appropriate concentration.
3. Residence abroad in a French-speaking country in which the student will be speaking, writing, and reading in some established program of studies, is strongly recommended for a minimum of one semester. Students should consult with the concentration advisor as early as possible in order to choose an appropriate established program of studies.
4. The concentration requires, in addition, a written examination or a senior thesis, plus an oral examination.
5. Knowledge of one other foreign language is strongly recommended.

### **German**

Students may start with their concentration in German when they have sufficient language abilities. They must be able (1) to read with immediate understanding of original texts, (2) to follow lectures in German, (3) to express their thoughts comprehensibly in speaking and writing.

The concentration program consists of at least eight upper-division courses in literature and related fields, to include one course in the Reformation and Counter-Reformation period, one in German classicism, one in the nineteenth century, two in the twentieth century. A course in advanced composition is strongly recommended. Through cooperation with Claremont Men's College, Scripps College, and Pomona College, several of the courses can be taken at those institutions.

Pitzer students concentrating in German must acquire a good

knowledge of the political, social, and cultural development of modern Germany and its geography. Graduation requirements for concentrators in German are:

1. An essay in German in the student's particular area of interest.
2. A written comprehensive examination.
3. A conversation in German with the student's advisor on a book or a topic selected by the student in advance.

### **History**

For concentration in history, students must satisfactorily complete a minimum of ten history courses. One of these shall be a senior seminar in history. Courses must be taken in at least three of the six following fields—ancient and medieval Europe, early modern and modern Europe, United States, Asia, Africa, and Latin America. Four or more courses must be taken in one of these fields. At least one of the three fields must contain some work in pre-modern (c. 1400) history.

Students must, in addition, satisfactorily complete three courses in one of the social sciences. The selection of the area is to be determined in consultation with their history advisor. Students concentrating in European history are expected to have competence in a relevant European language not later than the end of their junior year.

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

### **Human Biology**

Concentrators in human biology must complete satisfactorily the following courses:

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

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

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

### Latin American Studies

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

1. History or political studies.
2. Anthropology or sociology.
3. Literature, philosophy, or fine arts.
4. Economic development: this may be a course in either general development economics or Latin American economic development.

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



*We're saying, 'Here's an issue. How do we face it?' Well, of course, when the chips are down, it involves a thing on which the trustees finally have to act, because it's their legal and perhaps their moral responsibility to act.*

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

During the senior year, concentrators will be expected to take either an interdisciplinary seminar in Latin American studies or a directed independent study, performed under the direction of the concentration advisor, and aimed at synthesizing the student's previous work. Superior students may be invited to honors candidacy and write a senior honors thesis, for which independent study credit will be given.

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

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

For further information, see Miss Chinchilla, Miss Gimenez, or Miss Ibarra.

### **Mathematics**

A concentration in mathematics can be obtained by taking courses at Pitzer College, Claremont Men's College, Harvey Mudd College, and Pomona College. A student concentrating in mathematics is required to complete satisfactorily seven courses above the level of Calculus III. These shall include linear algebra, abstract algebra, and advanced calculus (or another approved analysis course of equivalent level). Also included among the courses required is "senior mathematics" to be taken during a student's final semester. This course may take the form of a tutorial, a seminar, or an independent study according to the numbers, needs, and interests of students and faculty.

### **Philosophy**

Concentrators in philosophy may choose from a varied program allowing for work at Pitzer and most of the other Claremont Colleges.

Normally a concentrator will be required to take the following (a total of seven courses in addition to an introductory course):

1. A one-semester course in logic.
2. Three courses chosen from the following broad areas. No more than one course from each area will be counted toward this requirement.
  - (a) Value theory (ethics, aesthetics, political or legal philosophy).
  - (b) Metaphysics or philosophy of language.
  - (c) Theory of knowledge.
  - (d) Philosophical psychology.
  - (e) Advanced logic.
3. Three courses (on individual philosophers, philosophical works, or philosophical schools or issues in a given historical period) from the following areas. No more than one course from each area may be used to satisfy the requirement.
  - (a) Ancient philosophy.
  - (b) Medieval philosophy.
  - (c) Modern philosophy (the period from Descartes to Kant).
  - (d) Nineteenth-century philosophy.
  - (e) Recent continental thought (phenomenology, existentialism, etc.).
  - (f) Recent and contemporary 'analytical' philosophy.

These requirements are normally satisfied by taking regular courses, but may be satisfied by independent study or other specially arranged courses with permission of the staff. Students should obtain the advice of the staff on whether a given course will be counted as meeting any of the above requirements. With approval of the staff, courses from the other colleges will be accepted.

A student may wish to combine philosophical studies with studies in a related field, such as religion, political studies, art, literature, science, a behavioral science, etc. Students wishing to construct a joint concentration are urged to contact staff members in philosophy and the related field as early as possible.

No student will be considered a concentrator in philosophy until he has been assigned an advisor in philosophy. Normally this will take place before the student's junior year.

Exceptionally well-qualified concentrators and joint concentrators will be invited to participate in a specially arranged ad-

vanced tutorial (independent study) course during their senior year. The tutorial will consist of intensive work on a topic of the student's choice with one or more faculty members from Pitzer and/or the other colleges. This course may take the place of requirements from categories (2) and (3) above. Assignment of course credits will be arranged to fit the student's project. Participation in this program will be optional.

Pitzer offers a variety of courses intended to prepare the student to do further work in philosophy as well as to provide an introductory sampling of the subject. These courses are numbered from 1 to 10 in the catalog, and serve as prerequisites required by most Pitzer philosophy courses numbered above 10. Although it is not required, students planning to take intermediate or advanced courses at the other colleges are strongly urged to take an introductory course first. In most cases, it will be difficult for students to profit from an intermediate or advanced course unless they have first mastered the special skills and techniques which the introductory courses are aimed at teaching.

Students with questions about any of the above, or anything else pertaining to the philosophy program, are urged to consult Mr. Bogen.

### **Physics**

*Alternative 1* (Physics and a strength in a second area):

Natural Sciences 30-31 (alternatively Natural Sciences 33-34), 14-15.

Natural Sciences 101, 102, 121.

Senior Thesis in Physical Science (Natural Sciences 190).

Calculus I, II, III; Mathematics 111 at Claremont Men's College.

Senior comprehensive examination (early second semester of senior year).

Plus two advanced courses in a second field chosen in consultation with a faculty advisor.

*Alternative 2* (Intensive-level physics):

Natural Sciences 33-34, 14-15.

Natural Sciences 104, 121-122.

Physics 113, 114 at Harvey Mudd College.

Senior Thesis Program in Physical Sciences (Natural Sciences 187-190).

*I don't think all dorms should be coed, because there are some students who don't wish coed living, but I think that in the long run it's a much more truthful living situation. It's false to live only with your own sex.*



Calculus I, II, III; Mathematics III at Claremont Men's College.  
 Senior comprehensive examination (early second semester senior year).  
 Plus one advanced physics course chosen in consultation with the physics staff.

### **Political Studies**

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

Concentrators in political studies must meet the following requirements:

1. Satisfactory completion of nine courses in political studies, not more than three of which may be numbered below 100. The courses must include at least one course in each of three general areas: comparative politics, international relations, and political philosophy. Two of the nine courses will be met by the senior seminar and thesis.
2. Two courses in history chosen in consultation with the concentration advisor. At least one course must be in modern European history. The second course should relate to the student's specific field of interest.
3. One semester of macro-economics. In addition, it is strongly recommended that the student take a second semester of economics in a field related to the student's major area.

4. Successful completion of the senior seminar, Political Studies 199 (fall semester) and thesis (spring semester).

One course credit will be given for each semester. For further details see the Political Studies information sheet.

Exceptional students may be awarded honors in political studies on the basis of the excellence of their work in the field.

Attainment of competence in a foreign language is strongly recommended for those students who intend to study abroad, study in depth the politics of any non-English speaking country, continue to graduate school, enter the Foreign Service, or pursue careers in international affairs.

Statistics is highly recommended for students wishing to use quantitative techniques and for all students planning to attend graduate school.

#### *Combined Concentration in Political Studies and Economics*

Students who wish to combine a concentration in political studies with a concentration in economics must meet all requirements for the political studies concentration with the exception that the student needs to complete only seven political studies courses beyond the introductory level with at least one course in two of the three fields offered. See Economics.

#### *Environmental Studies*

Students interested in environmental problems and policy may major in political studies or economics and take related courses in the natural sciences, or they may major in environmental studies with an emphasis in politics and economics. Special attention is called to micro-economics, and Political Studies 101, 103, 104.

#### **Psychology**

Concentrators in psychology must meet the following requirements:

1. The student will demonstrate competence in the following areas, either through a satisfactory completion of regular course work or through other means approved by the psychology faculty:
  - (a) Introduction to Psychology.
  - (b) Statistics.
  - (c) Research Methods.
  - (d) History and Systems in Psychology.

2. The student is expected to take at least four additional advanced courses, at least one in each of the areas listed below. This can be accomplished through the satisfactory completion of regular course work or through other means approved by the faculty.
  - (a) Experimental, comparative, physiological, learning, and mathematical psychology.
  - (b) Personality, social, clinical, child, and adolescent psychology.

During the spring semester of the junior year, the psychology faculty may invite selected students to submit a research proposal for a senior honors thesis. The student will be given credit for a minimum of two courses during the senior year for satisfactory work on the thesis.

The psychology faculty may add to this list of requirements or require one or more comprehensive examinations either for all students in the department or for individuals. Comprehensive examinations, if required, would normally be given during the student's senior year, after notification by the department by June 30 of the preceding academic year.

Students considering graduate work should consult carefully with their advisors about courses that may be necessary or advisable in addition to these requirements.

### **Sociology**

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

1. Any sociology course on the lower-division level (below 100).
2. One introductory course in statistical techniques, which may be taken in sociology, psychology, economics, or in any other field with the permission of the concentration advisor.
3. Any five courses in sociology at the upper-division level.

Students interested in or planning to go to graduate school should consult carefully with their faculty advisors about appropriate course work.

### **Spanish**

The requirements for a concentration in Spanish are:

1. Competence in Spanish on the level defined as good by the Modern Language Association of America. The faculty in Spanish will determine when this competence is reached. The ability to

understand, speak, read, and write the Spanish language may be achieved either in work at Pitzer or through previous contacts with the language. A student who intends to major in Spanish should reach this level by the end of the sophomore year.

2. Satisfactory completion of a minimum of eight advanced courses in Spanish selected in conjunction with the concentration advisor. The "advanced courses" include all upper-division courses plus course number 70. Through cooperation with Claremont Men's College, Scripps College, and Pomona College, several of these courses can be taken at those institutions.
3. The concentrator may choose to emphasize either Peninsular Spanish or Latin American literatures. A list of readings, arranged by period, will be provided by the faculty in Spanish. The survey course in either field is advisable.

For the emphasis in Peninsular Spanish literature the concentration will be expected to include study of representative works in the following periods:

- (a) Medieval.
- (b) Renaissance.
- (c) Golden Age.
- (d) Eighteenth Century.
- (e) Modern, 1898, Contemporary.

For the emphasis in Latin American literature, the concentrator will be expected to include study of representative works in the following movements:

- (a) Baroque.
  - (b) Romantic.
  - (c) Realist, Naturalist.
  - (d) Modernist.
  - (e) Contemporary.
4. We recommend that the student include in his curriculum:
    - (a) Two courses in English: composition and/or literature.
    - (b) A course in European or Latin American history, depending on the field of emphasis.
    - (c) A course in Latin or linguistics.
    - (d) Another foreign literature course or a comparative literature course.

A student who shows unusual proficiency and who has satisfied most of the above by the middle of the senior year, may be invited to write an honors thesis on a subject of special interest.

Residence abroad in a Spanish-speaking country in which the student will attend and participate in some established program of studies, is strongly recommended for a minimum of one semester.

By special arrangement, the student may work out a concentration emphasizing language and linguistics (see Mr. Macaulay).

### **The Study of Man** (See also Anthropology)

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



## INDEPENDENT STUDY

Independent study is optional, but students are encouraged to take part of their academic program in this form. The concern of the faculty is to foster intellectual development rather than simply to provide instruction. 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 fostered by the regular courses of instruction.

An independent study project is arranged by agreement between the student and a faculty member who is asked by the student to serve as consultant and evaluator. Independent study is most often successful when the student and the faculty member already know one another, or when the project falls in an area with which the student has some prior familiarity. By agreement between the student and the faculty member, an independent study may be credited either as a course or a half-course and may be graded either Credit/No Credit or with a letter grade. Independent study forms may be obtained from the Registrar's Office.



## THE COURSE-PLUS PROGRAM

The Course-Plus Program is an experiment designed to provide greater curricular flexibility and relevance for a limited number of students. The program makes use of a substantial number of workshops instead of the usual predetermined courses. These workshops are planned by students in consultation with appropriate faculty members and may be led by faculty members from Pitzer, the other Claremont Colleges, or qualified persons specially brought to the campus because of their academic or other distinction. The duration of a workshop may vary from several days to several months depending on the nature of the subject and the degree of student interest. In addition, the program offers the possibility of work in special seminars, tutorials, and independent study.

Students in the program must take twenty regular courses and satisfy the graduation requirements in a specific concentration. The remainder of the student's program is planned in consultation with a faculty advisor and reviewed by members of the Course-Plus faculty committee. Students are expected to take a major role in devising and justifying their own programs by means of a continuing dialogue with the Course-Plus faculty. The participation of students as full partners with the faculty in designing their curricula permits the greatest possible student involvement and responsibility.

The Course-Plus Program seeks to encourage interdisciplinary work through the active participation of students and faculty from many fields of study. Students and faculty are joined together in seeking, designing, and evaluating methods whereby the student can make the undergraduate years more intellectually meaningful and productive. For further information, see Mr. Zachrisson.



## FRESHMAN SEMINARS

Fall Semester 1970-71

- 10 **Mexican Background and Artistic Expression.** An investigation by the student, according to individual interest, of the historical, ethnic, anthropological, artistic, architectural, musical, etc., backgrounds of Mexico and their influence on current artistic and literary expression and ideas. A semester project with preliminary reports will be required. th. 7. Mrs. Moolick.
- 11 **Affluence and Poverty: An American Enigma.** An examination of the economic processes and institutions that establish and perpetuate inequality in the distribution of income between individuals, socio-economic groups, occupations and nations. The coverage of supplementary economic topics will be directed by the interests of the class. t. 7. Mr. Botwin.
- 12 **The Anatomy of a Campaign.** The pre-election part of this seminar will involve a careful observation and analysis of a race for the House of Representatives; the post-election segment will be devoted to a general examination of the American electoral process. t. 7. Mr. Murphy.
- 13 **Cherry Blossoms and Smoke Stacks: Modern Japanese History and Literature.** In the past century Japan has been going through a continuing reaction to Western influence. In this period Japanese history has been marked by the influx of Western ideas and forms into Japanese culture. At the same time, the traditional values of Japan have continued to maintain their vitality. The result has been both a changing blend and a conflict. This seminar will attempt to gain an understanding of modern Japanese history through literary sources in transla-

tion. Among the authors to be discussed are Tanizaki Junichiro, Mishima Yukio, Abe Kobo, Kawabata Yasunari (winner of the 1969 Nobel Prize for Literature), and others. w. 7. Mr. Greenberger.

- 14 **Philosophy and Morality.** An introduction to techniques of philosophical analysis through a close discussion of topics in moral philosophy. Students will read selections from traditional and contemporary philosophers. t. 3:30. Mr. Bogen.
- 15 **Portrait of an Island.** A study of present day Irish culture and traditional wisdom from politics to poetry, by way of myth and manners. w. 7. Mrs. Levine.
- 16 **Politics of the Urban Environment.** The seminar will focus on the political and administrative decision-making processes which determine the quality of our urban environment. Particular attention will be paid to the ways in which the growing public concern regarding environmental quality is translated into political action. The positions and tactics of several voluntary groups concerned with urban environment will be analyzed and compared with the goals and tactics of the organized forces they are counteracting. Members of the seminar will be expected to conduct field projects to gain first-hand knowledge of the political structure and decision-making processes which affect the urban environment. w. 3-5:30. Mr. Jamieson.
- 17 **American Poetry.** A study of selected American poets from Edgar Allen Poe to Theodore Roethke to discover the major themes and forms of expression in American poetry. Emphasis will be placed on the analysis of individual poems and on the exploration of what is distinctly American in our verse. w. 7. Miss Ringle.
- 18 **The Difficulty of Understanding Social Reality.** This seminar will investigate the biases arising from the individual's own social position as he tries to understand the society around him; next, the way in which mass media, schools, and other institutions select and distort reality; finally, the biases which distort the work of professional social scientists and historians. Reading, self-observation, and field work will be included. th. 7. Mrs. Bell.
- 19 **The New Revolution in France.** This seminar will focus on the current changes in French society—economic, social, political, and literary. Special emphasis will be placed on analyzing the student revolution of May 1968 in the light of these societal changes. w. 7. Miss Nickel.
- 20 **California as Literary Inspiration.** California's special problems and attractions have inspired a host of notable writers. In writing about matters uniquely Californian they have inevitably treated themes of universal significance. We will be concerned with both the unique and the universal in the writings of Bret Harte, Mark Twain, George Norris, Jack London, Ambrose Bierce, Mary Austin, Robinson Jeffers, John Muir, Josiah Royce, John Steinbeck, Evelyn Waugh, William Saroyan, Irving Stone, et al. In addition to considering the works discussed by the whole seminar, each participant will choose one writer or topic to study in depth. t.7. Mr. Everett.
- 21 **Media.** The seminar will explore current use of various media such as film, television, comic books, and pop journalism. Through reports, discussion, and papers, the course will analyze these works in terms of their aesthetic character-

istics and their implications about the quality and direction of modern life. t. 7. Mrs. Houston.

- 22 **Studies in Contemporary Society.** Through a study of several important works on contemporary society, this seminar will lead to individual research growing out of students' "statements of concern" about specific problems (examples: destruction of the environment, mass media, racism, the "power elite"). t. 7:30. Mr. Spier.
- 23 **From the Sherman to the Pueblo.** In 1866, an armed American schooner sailed into Korean waters and into history as the General Sherman affair. The members of the crew of that ship were never heard from again. In 1968, the USS Pueblo, an intelligence ship, was seized off the coast of Korea. This ship's complement was imprisoned for eleven months. A hundred years of Korean-American relations have provided many examples of misunderstandings, confusion, and ignorance. Through readings and discussion we will attempt to trace broadly and better understand the course of relations between these two countries. t. 7. Mr. Feraru.
- 24 **Exploring Uncommon Social Worlds.** An exploration of some unconventional styles of social life in the U.S., e.g., the Hollywood Scene, convents, Bohemian worlds, senior citizen communities, nudist camps, high society, poverty pockets, religious and secular cults, etc. Extensive use will be made of social scientific, journalistic, and literary sources. Seminar members are expected to conduct field



*I used to give a lot of time to community government, but I'm more interested in getting my grade point average up and things like that. I also spend a lot of time thinking about what I'm going to do in the future. And also too, I'm in love with a guy here.*



research and prepare a research report on an "uncommon social world" of their own selection. The seminar's objectives include sharpening students' talents for social observations as well as deepening and expanding their understanding of those social circles which differ from their own. w. 7. Mr. Schwartz.

- 25 **Education and Human Potential.** In recent years, several books concerned with the intellectual, emotional, and social potential of man, and with the role of "education" in fostering the development of this potential, have become popular among general readers. Students in this seminar will read a selection of these books. w. 2:30-5. Mrs. Siebel.
- 26 **Family Dynamics and Personality.** This seminar will examine both theory and experimental studies of early parent-child relations, including both intact and broken families. t. 2:30-5. Mr. Albert
- 27 **The Politics of the University.** Depending on the interests and backgrounds of the students, the seminar will deal with the following illustrative topics: the diffusion of power within institutions; the outside constituencies and their influence on the university; university financial structures; the role and influence of the Federal government; comparisons and contrasts between public and private institutions; the multiversity; student politics. The seminar will involve required reading and the preparation and presentation to the class of research or policy papers. t. 7. Mr. Atwell
- 28 **Changing Ideas and Practices in American Education in Our Times.** An examination of major changes in educational theory and practice in recent times, and an inquiry into the ways these changes have affected educational institutions, students now entering college, and society generally. th. 1-4. Mr. Faust

*I have a feeling there have been fewer dances and things like that than in previous years. Maybe it's kind of a culture type change where students are more thinking, more other-directed. It's more getting together and talking, more one person to another type of thing.*



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CONSIDER  
...et's Dinner Cause About  
Instructor's In...  
...n...a



## COURSES OF STUDY

FOLLOWING IS A LIST OF COURSES offered by the Pitzer College faculty. Pitzer students may register in courses offered in the other Claremont Colleges with the approval of their advisors, subject to the intercollegiate regulations on page 135. Intercollegiate Courses designated by the letters "CC" or "G" affixed to the course number are counted as Pitzer courses.

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### ANTHROPOLOGY

- 10 **Development of Man.** (Formerly Anthropology 45) The development of man and his culture, from the time of the first stone tools to the emergence of the first agricultural civilizations. Attention will focus on the prehistory of Africa, Europe, and the Near East as discovered through archaeology. Fall Semester. m.w.f. 11. Mrs. Miller.
- 11 **The Study of Man.** An introduction to social and cultural anthropology through the study of original field reports. Descriptive and analytical approaches will be utilized toward an understanding of culture as a reflection of human nature. Fall Semester, m.w.f. 10, Mrs. Levine. Spring Semester, m.w.f. 10, Mr. Crystal.
- 58 **Religion and World View.** An examination of religious phenomena, the nature of the religious experience and concepts of the natural and social order in a variety of non-literate societies. The religion and world view of one society will be discussed in detail, and students may pursue independent research on others of their choosing. Prerequisite: one course in anthropology or consent of instructor. Fall Semester. m.w. 2:45-4:00. Mrs. Levine.
- 68 **Pre-Columbian Civilization.** A survey of the origins, development, and demise of the native Indian civilizations of Central America and the Andes. Lectures and discussions will be supplemented by a variety of archaeological specimens, films, and slides from these areas. This course is designed for freshmen and sophomores or students with little or no background in anthropology. Fall Semester. w. 7. Mr. Sharer.
- 74 **Social Organization.** An introduction to the anthropological study of social organization, including family, kinship, lineage and corporate group systems. Lectures and class discussions will center upon the comparison and analysis of a variety of examples from both non-western and western societies. Fall Semester. t.th. 1:15-2:30. Mr. Sharer.
- 80 **Indians of North America.** (Formerly Anthropology 48) A general survey of the cultures of Indians north of Mexico, utilizing the data of archaeology and ethnography. The wealth of different cultural patterns in various geographical regions will be investigated. Spring Semester. m.w.f. 11. Mrs. Miller.

1. Pitzer College gives questions to all these about to read these words

2. Since it is an ancient custom among institutions of learning to honor with an appropriate title those distinguished in the sciences and humane letters

COLLEGIUM PITZERIENSE  
Omnibus has litteras lecturis salutem dicit

Cum academiis antiquis mos sit scientiis litterisque humanioribus excultos titulo iusto condecorare nos igitur auctoritate Curatorum nobis commissa

3. Therefore on the authority vested in us by the Board of Trustees

4. and by reason of a course of study approved by the faculty, we have admitted to the degree of Bachelor of Arts,

ob studia a Professoribus approbata ad gradum BACCALAUURIS ARTIUM

5. and we have willingly granted to her (or him) all of the rights, honors, and privileges pertaining to this degree.

admisimus eique omnia iura honores privilegia ad hunc gradum pertinentia libenter concessimus

Cuius rei testimonio nomina nostra die mensis Iunii IX Anno Domini MCMLXVIII et Collegii conditi IV Claremonti subscripsimus

In witness whereof we here signed our names at Claremont on the day of the month of June in the Year of our Lord and since the founding of the college.



Mindful of the Future

- 85 **Peoples and Cultures of South-East Asia.** An examination of the historical precedence, ethnic complexities, and contemporary social problems of the South-East Asian region. In considering these topics, the course will concentrate upon the modern nations of Viet Nam and Indonesia. Spring Semester. m.w. 2:45-4. Mr. Crystal.
- 88 **Peoples of Mesoamerica.** (Replaces Anthropology 112) An examination of the peasant cultures of Mexico and Central America utilizing both historical and ethnological perspectives. Students will have an opportunity to read a variety of studies concerning contemporary Mesoamerican villages, and will be exposed to various theoretical approaches in order to gain a better understanding of this area. Spring Semester. t.th. 1:15-2:30. Mr. Sharer.

- 91 **Physical Anthropology.** A general introduction to the character and scope of physical anthropology. Emphasis will be upon the study of human evolution through a study of living primates, the available fossil record, the origins of human variation, and the concept of race. Mr. Sharer. (Not offered in 1970-71)
- 99 **Man's Ecological Relationships.** An anthropological approach to the study of man's adaptation to a variety of natural environments. The course will consider a variety of such cultural adaptations, including those found in primitive, peasant, and modern societies. Mr. Crystal. (Not offered in 1970-71)
- 101 **Techniques of Archaeology.** A practical course using collections of artifacts excavated in Africa, designed to give each student an opportunity to apply techniques of analysis and interpretation customarily employed in archaeology to reconstruct the past. Prerequisite: Anthropology 10 or 123 (may be taken concurrently) or consent of instructor. Mrs. Miller. (Not offered in 1970-71)
- 105 **Socialization and Personality in Cross-Cultural Perspective.** (For description, see Psychology 105) Mr. and Mrs. Munroe. (Not offered in 1970-71)
- 116 **Symbols, Structure, and Literary Form.** A study of the creative process in literature and society, making use of several recent theories of symbolic form. Various symbolic forms will be studied in myth and ritual, saga and folktale, and European literature from Homer to Vonnegut. Enrollment limited to juniors and seniors. Joint course with Pomona College. Priority given to Pitzer and Pomona students. Prerequisite: consent of instructor. Spring Semester. m.w. 1:15-2:30. Mr. and Mrs. Levine.
- 117 **Third-World Urbanization.** An examination of the urban phenomenon in contemporary agrarian societies throughout the world (Africa, Asia, and Latin America). Spring Semester. th. 1-4. Mr. Crystal.
- 120 **Seminar in the Evolution of Man.** An examination of the currently available evidence and theories concerning the evolution of man. Students will have the opportunity to participate in group discussions concerning the principal problems and controversies within this area of anthropological study. Prerequisite: Anthropology 91 or another anthropology course. Spring Semester. t.th. 10. Mr. Sharer.
- 123 **Old World Prehistory: Africa.** A study of the Stone Age in Africa, from its origin some two million years ago to its probable extinction in the twentieth century. Cultural interrelationships, as understood through archaeological discovery and ethnographic analogy, will be explored. Primarily for juniors and seniors. Fall Semester. m.w.f. 9. Mrs. Miller.
- 124 **Old World Prehistory: Europe and Asia.** A survey of man's cultural development in Europe and Asia, from its Stone Age beginnings through the important discovery of agriculture. Particular attention will be given to the Neolithic Revolution and its impact. Primarily for juniors and seniors. Spring Semester. m.w.f. 9. Mrs. Miller.
- 126 **The Social Structure of Pre-Industrial England.** (For description, see History 124) Spring Semester. m.w. 2:45-4:00. Mr. Cressy.

- 150 **Revitalization Movements.** An advanced course in the anthropological study of religion focusing upon the various religious movements that frequently appear as a response to acculturative pressure. The several theoretical frameworks proposed to account for these phenomena will be discussed and tested against actual case studies of these movements. Prerequisite: an anthropology course dealing with religion, or consent of instructor. Mr. Sharer. (Not offered in 1970-71)
- 168 **Seminar in the Civilization of the Maya.** An intensive investigation into this unique Pre-Columbian civilization. Students will participate in discussions based upon their own research into some of the major unresolved problems posed by this cultural development. Prerequisite: previous work in anthropology or archaeology or consent of instructor. Mr. Sharer. (Not offered in 1970-71)
- 175 **Comparison of Cultures: Social and Cultural Anthropology.** A critical review for advanced students of a series of major works in anthropology, considered as landmarks in the evolution of methods and theory in the field. Required for anthropology concentrators in the junior or senior year. Prerequisite: two anthropology courses or consent of instructor. Spring Semester. w. 1:15-4:15. Mrs. Levine.
- 176 **Seminar: Comparison of Cultures: Prehistory and Ethnography.** A critical review for advanced students of a series of major works in the development of human culture. Required for concentrators in anthropology in the junior or senior year. Prerequisite: two anthropology courses or consent of instructor. Fall Semester. t.th. 10. Mr. Sharer.
- 180 **Seminar: Indians of North America.** An advanced course for students who wish to extend their knowledge of North American Indians. Each student will be expected to produce a major research paper for presentation to the class. Prerequisite: Anthropology 80 or consent of instructor. Fall Semester. m. 7. Mrs. Miller.
- 187 **Field Work in Anthropology.** Practical field work in anthropology, normally for upper-division anthropology concentrators. Prerequisite: consent of the Anthropology Field Group. Both semesters. Time arranged. Staff.
- 199 **Anthropological Research.** Practical research in anthropology offered by arrangement with the instructor for concentrators undertaking their senior projects. May be repeated for credit. Both Semesters. Time arranged. Staff
- See also: **Classics 120**, Greek Art and Archaeology. Mr. Glass. (Not offered in 1970-71)
- Classics 121**, Classical Mythology. (Offered at Pomona College in 1970-71)
- See also the catalog of Pomona College.

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## ARCHAEOLOGY

See **Anthropology 10, 68, 80, 123, 124; Classics 120.**

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## ART

- 10a, b **Visual Art: Two Dimensional (Studio)**. A studio-seminar course devoted to the exploration of various materials and techniques applicable to the creation of two-dimensional expressive objects. The process of formal expression will be investigated in a manner which emphasizes the making rather than the resultant product through utilization of European painting techniques in the development of wrist sensitivity and the approach of American action painters in the development of shoulder and body responses. May be repeated for credit with permission of the instructor. Enrollment limited to 15 students. Prerequisite: consent of instructor. Studio fee: \$10. Fall Semester. m. 1. Mr. Wagner. Spring Semester. t.th. 1-3. Mr. Parks.
- 15a, b **Visual Art: Three Dimensional (Studio)**. A studio-seminar course which will investigate the various materials and techniques applicable to the creation of three-dimensional expressive objects. Basic finger, hand, and arm responses will be developed through work with plastic materials, carving, and casting. The process of formal expression will be investigated in a manner which emphasizes the making rather than the resultant product; for example, building upwards with clay until it collapses, carving in stone until nothing is left. May be repeated for credit with permission of the instructor. Enrollment limited to 15 students. Prerequisite: consent of instructor. Studio fee: \$15. Fall Semester: two sessions, t.th. 1-3 and t.th. 3-5. Mr. Parks. Spring Semester. t.th. 3-5. Mr. Parks.
- 20 **Mixed Media/Assemblage**. A studio course in object-making combining painting, found and fabricated materials. Two and three dimensional techniques will be utilized in approaching kinetic and environmental concepts. Enrollment limited to 15 students. Prerequisite: consent of instructor. Studio fee: \$10. Fall Semester. w. 1. Mr. Wagner.
- 50 **Environments**. Study and practice in the communal organization of space. Collective projects will result in the creation of environments which allow students to explore the possibilities of a variety of materials and structural principles in the articulation of space as environment. The major attitudes regarding space and human environments created by man will also be discussed. The relationship of various art mediums to "environments" will be explored through practical applications. Open to students of any discipline who are willing to interact and to work collectively as well as individually. No prerequisites, but the size of the class will be limited by availability of working space. Laboratory fee: \$10. Spring Semester. m.w. 3-5 and 1 hour arranged. Mr. Hertel.
- 51 **History of Western Art**. A survey of western art history from prehistoric times to the present. The central developments in painting, sculpture, and architecture will be traced in a manner which will allow the student to become familiar with the characteristic forms, materials, techniques, and content of western art. Fall Semester, m.w. 1:15-2:30. Staff. Spring Semester, m.w.f. 10. Mr. Hertel.
- 52 **History of East Asian Art**. A survey of painting, sculpture, and architecture of China and Japan from prehistoric times to the present. The significant characteristics of the art forms in each culture and their interrelationships will be investigated. Mr. Hertel. (Not offered in 1970-71)

- 100 **Tuscarora Project: Art Studio-Seminar.** A field course in studio art to be taken in conjunction with environmentally related independent studies in anthropology, archaeology, sociology, and psychology. Student-led seminars will be organized to discuss interrelated topics as well as specific questions, such as how art is affected by physical environment, isolation, material limitations, tools, and community. Students in this program will have the opportunity to utilize local materials in their work—clay, stone, and scrap metal. During the first two weeks, students will decide in which area—pottery, sculpture, or drawing and painting—they wish to study. Individual instruction will be offered in each area. Offered in Tuscarora, Nevada. Course fee: \$100. Mr. Parks. (Not offered in 1970-71)
- 110 **Primitive Art.** An investigation of the characteristic art forms of the principal tribal groups in the western United States, West Africa, and Oceania. The materials, motifs, techniques, and motives of so-called primitive artists in these areas will be considered. Significant aspects of the aesthetic attitudes of these artists will also be explored. Spring Semester. m.w.f. 11. Mr. Hertel.
- 120 **Greek Art and Archaeology.** (See Classics 120).
- 198-199 **Directed Projects in Studio Art.** An advanced course for experienced students wishing to explore contemporary media. Two or three-dimensional approaches may be used. Students are expected to choose one medium, or a selective group of media, and through creating objects attempt to define its aesthetic and technical limitations—that is, define a project not only by its positive qualities, but by its obvious and/or subtle limitations. The emphasis is not merely on gaining a thorough knowledge of the chosen material, but also on developing a method of approach to materials—any material. In this course students learn how a medium can enrich and limit the emotive qualities of an object; how material restrictions can excite the imagination. Studio fee: \$15. May be taken as a full-course or a half-course. Both semesters. Time arranged. Mr. Parks.

See also: **Humanities 99CC, The Art of Black Culture.** (For description see Black Studies)

See also the catalogs of Pomona College and Scripps College.

## ASIAN LANGUAGES

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

## CHINESE LANGUAGE AND LITERATURE

Courses available at Pomona College:

1a, b Elementary Chinese. Both semesters, m.w.f. 10 and m. 1:15. Staff.

51a, b Intermediate Chinese. Both semesters. m.t.w.f. 9. Mr. Haeger.

85 Advanced Spoken Mandarin. (half-course). Both semesters. w.f. 1:15. Mrs. Chang.

- 87 Chinese Composition. Both semesters. Arranged. Staff.  
 101a, b Classical Chinese. Both semesters. m.w.f. 11. Mr. Hayden.  
 145 Chinese Literature in Translation. Fall Semester. t.th. 2:45-3:55. Mr. Hayden.  
 193 Sinology. Both semesters. Arranged. Mr. Haeger.  
 195 Reading and Research. Both semesters. Arranged. Full or half-course. Staff.

### JAPANESE

- 1a,b, (G) Elementary Japanese. Both semesters. m.-f. 9. Mr. Jones.  
 101a, b, (G) Intermediate Japanese. Both semesters. m.-f. 11. Mr. Jones.

### BLACK STUDIES

An intercollegiate program of The Claremont Colleges.  
 (For registration purposes, these courses count as Pitzer College courses.)

### BUSINESS

- 152CC **Corporation: The Ghetto and the Minority Market.** A rigorous analysis of the approach of big business to the minority market with emphasis on the current views taken toward the Black community. Pricing, distribution, hiring policies, public relations and advertising techniques will be studied and evaluated. Also, attention will be given to the behavior of corporations toward each other and the way they are affected from within by their own minority personnel. Both semesters. t. 7:00-9:45. Mr. Short.
- 154CC **Financial Institutions and Black Capitalism.** An analysis of financial institutions and their role in Black economic development. The course will cover banking and monetary institutions, business finance, financial intermediaries, saving and consumer finance, taking into account traditional roles and new applications designed to stimulate Black Capitalism. Fall Semester. w. 7:00-9:45. Mr. Cazenave.

### COMMUNICATIONS

- 180CC **Blacks and the Communications Media.** This course will explore the relationship of Blacks and such mass communications media as newspapers, magazines, radio, and television. The basic function of the news story will be examined, as well as its personnel and institutions of conveyance. A study will also be made of those areas of visual communication—motion pictures and prime time television shows—which, although not intended to perform a news function, nevertheless contribute to the image of the Black man in America. Prominent guest lecturers will be utilized in the representation of this course. Fall Semester. m. 7:00-9:45. Mr. Robinson.

## ECONOMICS

- 94CC Economic History: The Role of the Black in Africa and America.** The role of the Black from the opening of the New World to the present is the central theme of this course. In the economic history of Africa, Europe, and the Americas, attention is focused on the landmarks such as the slave trade, the industrial revolution, and the great wars. The Black's contribution to agriculture, industry, commerce, and education are evaluated critically in the light of the shifting economic environment of the period. Spring Semester. Mr. Nwacukwu.
- 139CC Economic History of Africa.** Designed to seek understanding of the internal and external factors influencing African economic development into the present century, this course lays emphasis on the growth of and change in various sectors such as agriculture, industry, and commerce, as well as on the impact of various national and international organizations. Special consideration is given to measures designed to improve living standards both in individual states and throughout the African continent. Prerequisite: at least one semester of Principles of Economics. Fall Semester. w.f. 12. Mr. Nwacukwu.
- 141CC Problems of Human Capital Formation in Africa and America.** This course examines problems connected with the formation and utilization of human capital for more rapid economic growth in the developing areas of Africa and America. To be investigated are various manpower policies and programs of government and quasi-government bodies to recruit, train, and deploy human resources; remedies for unemployment; measures for increasing productivity; effects of wages and incentives; problems of economic and social security; and the role of education to meet present and future needs. Prerequisite: at least one semester of Principles of Economics. Fall Semester. t.th. 12. Mr. Nwacukwu.
- 142CC Comparative Economic History.** The emphasis in this course is on the economic history of the United States as compared and contrasted to that of Russia and Japan in the period from 1776 to 1945. Developments in agriculture, industry, commerce and trade, and business organization and finance will provide the basis for this comparative study in terms of their effects on the social and eco-



*I wanted a school where I could work at my own pace, where I could do my best, not competitively against other people.*

conomic lives of the people. The study of such developments leads to a better understanding of the similarities and differences in the methods of achieving economic growth in the context of the particular characteristics of each country. Prerequisite: at least one semester of Principles of Economics. Spring Semester. Mr. Nwacukwu.

## EDUCATION

- 272CC **Policy Determination in Education.** Open to undergraduate students with consent of instructor. (Not offered in 1970-71)

## ENGLISH

- 91CC **Introduction to Black American Writers.** Selected reading and analysis of short and long fiction, poetry, drama, autobiography, and the essay from the nineteenth century to the present, with a primary focus on materials written since 1930. For freshmen and sophomores, the course will emphasize close criticism of representative works through class discussion, lectures, paper writing, and some library research. Both semesters. m.w.f. 10. Staff.
- 150CC **NOMMO: Survey of African-American Poetry.** An exploration of the historical background and present day rationale aesthetic of Black poetry. The course begins with African auditory (talking drum) and verbal traditions in poetry and will include a study of early spirituals and blues lyrics. Poets studied include Dunbar, McKay, Toomer, Hughes, LeRoi Jones, Kgositsile, Edward Braithwaite, the OBAC Poets, etc. Although attention is given to the modern Black Caribbean and African poets, concentration is upon contemporary African-American poets. Study also involves the folk poetry of Otis Redding, Nina Simone and James Brown. Both semesters. t.th. 2:00-3:30. Mr. Hoagland.
- 170CC **Major Figures in Black American Fiction.** Within the context of a specific cultural base which includes folk tales, mystic energy, a unique world view, African origins, blues, etc., the works of Jean Toomer, Richard Wright, Ralph Ellison, James Baldwin, Henry Dumas, and LeRoi Jones are studied. Both semesters. m.w.f. 10. Staff.
- 191CC **Black Writers in America.** Readings in fiction, drama, poetry, and the essay written since the turn of the century to the present, with emphasis on contemporary materials. Authors to be studied include, W. E. B. DuBois, Richard Wright, Langston Hughes, Ralph Ellison, James Baldwin, LeRoi Jones, Eldridge Cleaver, etc. An advanced survey for juniors and seniors, the course will emphasize analytical reading of the material, lectures, class discussion, library research, and paper writing. Both semesters. m.w.f. 1. Staff.
- 192CC **Special Studies in Black American Writers.** Intensive reading and analysis of the major works—poetry, drama, short story, and essay. Open to juniors and seniors. Spring Semester. Staff.

## FOREIGN LANGUAGE

### Portuguese

- 104CC **Introductory Portuguese I.** An introduction to Portuguese, the language of over

30 million Black people in Brazil and millions in Africa. Emphasis on conversational fluency, structure, grammar and usage. Study will include some literature of Black writers whose native language is Portuguese. Fall Semester. th. 6-10 p.m. Mr. Boyd.

- 105CC **Introductory Portuguese II.** Continuation of Portuguese I. Spring Semester. Mr. Boyd.

#### Swahili

- 102CC **Introductory Swahili I.** An introduction to Swahili and to the structure of a Bantu language. May be taken for credit as a one-semester course or as the beginning of a four-semester sequence in the Swahili language. Emphasis on establishing conversational fluency in tutorial sessions. Fall Semester. m.w.f. 10-11:20. Mrs. Senga.
- 103CC **Introductory Swahili II.** Continuation of Introductory Swahili I. Spring Semester. Mrs. Senga.
- 151CC **Intermediate Swahili I.** Emphasis will be on writing, reading and employment of the grammar from Introductory Swahili. Prerequisite: two semesters of Swahili or one with consent of instructor. Fall Semester. m.w.f. 8:40-10:00. Mrs. Senga.
- 152CC **Intermediate Swahili II.** Continuation of Intermediate Swahili I. Spring Semester. Mrs. Senga.

#### HISTORY

- 103CC **Reconstruction and Its Aftermath: 1865-1900.** An account of American life in a time of great challenge—the first attempt to establish an interracial democracy. Special attention will be given to the conduct and contribution of Black men who participated in the short democratic experiment and why it failed. It will further examine the socio-politico-economic relations and tensions between blacks and whites in an effort to understand the present racial crisis in America. (Not offered in 1970-71)
- 121CC **Slavery in America: 1619-1865.** This course will be concerned with the Black experience in American society from the colonial period to the Civil War. Some attention will be given to the African way of life—whence most Black slaves came. Special emphasis will be placed on documents and special studies that will show how Black people felt, acted, and reacted to the slave experience, the war, emancipation, and their contributions to the war effort. (Not offered in 1970-71)
- 132a,bCC **Tropical Africa.** An analysis of the history of the African peoples between the Sahara and the Zambesi. First Semester: the migrations, civilizations, and empires of pre-colonial Africa with emphasis on the knowledge currently gathered from oral tradition, archaeological, linguistic, and other non-documentary sources. Second semester: a detailed consideration of the African peoples under colonial rule and the movement to independence in the twentieth century. Both semesters. m.w.f. 9. Mr. Dwyer.
- 133CC **Survey of Black History to 1865.** A survey course of the history of Black Americans in the United States. African origins, the slave trade, slavery, abolition and the civil war are among those topics studied. Fall Semester. m.w.f. 9. Mr. Prince.

*A lot of students say, 'I love to take classes up here, but I can never go to school here,' because they have to have somebody standing on their heads.*



- 134CC The Black American in the Twentieth Century.** An examination of the history of Black Americans in the twentieth century, the development of segregation and discrimination, protest education, economic and social life. Fall Semester. m.w.f. 10. Mr. Prince.
- 135CC Survey of Black History from 1865 to the Present.** A survey course of the history of Black Americans in the United States. Reconstruction of the post-reconstruction period, World War I, the depression, World War II, and the civil rights movement. Prerequisite: History 133CC or consent of instructor. Spring Semester. Mr. Prince.
- 165CC History of Black Folklore.** An examination of the oral literature of Black Americans from the period of slavery to the present, folk beliefs, folktales, preacher sermons and spirituals, black humor, jokes, toasts, and songs reflecting Black life in the ghetto. Fall Semester. t.th. 9:00-10:30. Mr. Prince.
- 167CC Africa: Independence and Reconstruction.** A general survey of African societies from 1800 to the present will include discussion of political, economic and social structures before European partition of the continent; the processes and policies of colonialism; the forces opposing colonialism and imperialism and the development of African nationalism; and significant political ideas and problems (Pan Africanism, Negritude, apartheid, neo-colonialism, e.g.) that are related to the independence and reconstruction of African nations. (Not offered in 1970-71)
- 185CC Black Social and Political Thought in the United States.** A course in the intellectual history of Black Americans. An examination of the ideas used by Black Americans to clarify their position in the United States. Immigration, assimilation, cultural and political nationalism, formation of pressure groups and individual leadership, and the development of Negro protest. Spring Semester. Mr. Prince.

## HUMANITIES

- 51CC Black Theater Workshop.** The purpose of this course will be to deal with the techniques of theater, but principally to create a platform of expression for the Black experience. Hopefully, this expression will lead to personal freedom, the freedom to see self clearly and the interrelationship of that self to the world of Blackness. Emphasis will be on experimentation and innovation. Enrollment subject to the approval of the instructor. Spring Semester. Staff.
- 90CC Contemporary Black Arts.** Listening and reading to examine the historical and contemporary importance of American Black music, including music by Cole-

man, Coltrane, Albert Ayler, Pharaoh Sanders, and the great influence it has had on Black American writing. Emphasis of the first half-semester will be on music appreciation, the second half on literature. Fall Semester. m.w.f. 2. Staff.

- 99CC **The Art of Black Cultures.** This course will trace the development of art within Black cultures with an emphasis upon the role of social factors and forces in determining form and content. The subsequent influence of Black art styles upon the form concepts of non-Black artists will also be discussed. Spring Semester. Mrs. Lewis.
- 100CC **Contemporary African and African-American Art.** Introduction to the art forms and expressions of significant contemporary Black artists of both Africa and the Americas, illustrated with visual material, trips to studios and visits by artists from a number of different areas. (Not offered in 1970-71)
- HSN 102 **African Art in Relation to the West, China, and Japan.** Fall Semester. t.th. 1:15-2:30. Mrs. Lewis. (Offered at Scripps College)
- HSN 104 **African-American Art.** Spring Semester. Mrs. Lewis. (Offered at Scripps College)
- 135CC **History of Black Artists in the United States.** A study of painting, sculpture, architecture, and related arts of Black artists in the United States from seventeenth century to the present. (Not offered in 1970-71)
- 144CC **Explorations in Media: Black Experience.** A conceptual approach to functional media for the express purpose of exploring and disseminating significant ideas expressive of Black experience. Both semesters. t.th. 10:00-11:30. Mrs. Lewis.

#### POLITICAL SCIENCE

- 136CC **Politics of the Black World.** A comparative study of the politics and government of selected states and colonies in the Black world. Africa, the Caribbean and South America are emphasized with comparative material from the United States. Nationalism, party systems, leadership, role of the military, economic and social development, neo-colonialism are among topics covered. Fall Semester. w.f. 1:45-3:15. Mr. Dalizu.
- 137CC **Imperialism and Colonial Administration.** A comparative study of the growth and expansion of European powers into Africa and the systems of administration they established. Emphasis is on British Imperialism. Theories of imperialism are examined in the light of the acquisition of the African Empire. Fall Semester. w.f. 12:00-1:30. Mr. Dalizu.
- 138CC **Comparative Political Theories and Social Change.** Contemporary political ideologies will be examined to facilitate an understanding of the modern state, its relationships to political conflict, revolution and social turmoil. Research and field work in the local community will be encouraged. Fall Semester. m.w.f. 11. Mr. Walton.
- 139CC **Political Parties and the Black Community.** An analysis of the political potential of minority communities, the political processes whereby major decisions are made, the attitudes and values of the Black individual with respect to power and

community politics. The course concerns party organization, factions, voting patterns, and sources of ideologies. Fall Semester. m.w.f. 1. Mr. Walton.

- 140CC **The Black Man in American Politics.** After a brief historical review, a study of racism in American government, the Civil Rights movement, minority group coalitions, the impact of reapportionment, Black political personalities, Black Power politics, and the Black voter. Spring Semester. Mr. Walton.
- 143CC **Politics of the Black Community.** An analysis and critique of the power structure, leadership influences and decision making in the Black community. Field work and/or observation are integral parts of the course. Spring Semester. Mr. Dalizu.
- 145CC **International Relations of African States.** This course examines the Colonial Era, Nationalism, and the emergence of nation-states. Major topics include movement for Pan-Africanism and African Unity, the world context of African international relations, Africa and the United Nations, African international economic relations, experiments with regional and continental organizations, development of Intra-African diplomacy, and the making of foreign policies by African States. Spring Semester. Mr. Dalizu.
- 146CC **African Political Thought.** An examination of the origins and development of political thought in modern and contemporary Africa; movements toward independence and the literature of political protest; critical analysis of the political ideas of selected writers including Edward W. Blyden, Azikiwe, DuBois, Nkrumah, Nyerere, Padmore, Cesaire, Senghor, Toure, Fanon. Spring Semester. Mr. Dalizu.
- 196CC **Comparative Black Politics: African and American.** To provoke critical thinking and evaluation of the struggle of the Black man in America and around the whole world, for the cause of total freedom. (Not offered in 1970-71)

#### PSYCHOLOGY

- 101CC **Race Consciousness, Mental Health, and Personality.** A seminar in which psychiatry will be used as a frame of reference for examining race and skin color consciousness as it contributes to social disorders, personality maladjustments, and emotional problems. The disciplines of social-psychology and anthropology along with actual cases from community mental health programs will be used. Guest lectures and field work will take place. Preference to juniors, seniors, graduate students, and pre-medical majors. Both semesters. f. 1-4. Mr. Mavritte, M.D.
- 160CC **Social Psychological Aspects of Black Identity.** This seminar will examine formal theory on personality formation in terms of the life style of Afro-Americans. Emphasis will be devoted to the interdependence between personal characteristics, Afro-American culture, and the social conditions which foster Blackness. Group membership, role factors, and situational determinants as social norms will be explored around the distinctiveness of Black ethnicity. Both semesters. m.w. 3:30-5:00. Mr. Thomas.
- 189CC **Social Psychology of the Black Experience.** This course will analyze adaptive behavior and the socialization process particularly focusing on individuals and groups that function in a symbolic environment that socially devalues them. The findings of various social psychological schools of thought such as symbolic

interaction, role and field theory will be examined with respect to their relevance to the Black experience. Problems of self concept development, person perception, group cohesiveness, and ethnic identity will be reviewed along with their implications for behavior and social action. The student will be provided the opportunity to take classroom material and relate it to practical experience through participation and observation in the community that will take place as part of the field work assignment. Meaningful and relevant research will be encouraged. Prerequisite: introductory sociology, introductory psychology or approval of instructor. Both semesters. th. 7-10. Mr. Cheek.

#### RELIGION

- 190CC **History and Theology of the Black Church.** An examination of the role of the Black church as (1) a formative and controlling influence in the life of Black Americans, (2) an instrument for the development of solidarity, social cohesion, and Black consciousness, (3) a home base for Black protest and the precursor of Black power, and (4) a symbol of Black hope. Special attention will also be given to the following questions: is there anything unique about the Black church which is not just a form reappropriated from another cultural setting? Is Black theology possible? What are the distinctive features of a Blackened theology? Is it intended only for situational consumption or does it have a universal application? What correctives does it offer for Christian theology as a whole? Both semesters. t. 1:20-2:10, th. 1:20-3:10. Staff.

#### SOCIOLOGY

- 140CC **Community Organization Theory and Practice.** This course is designed to develop the skills and techniques that are necessary for effective community organizations. It will include field work and the creation of a community-based project designed to bring about improvement in housing, education, etc. This project will be directed toward the Claremont and Pomona community. Both semesters. t.th. 7:00-8:30. Mr. Davis.

#### CLASSICS

Joint Program with Pomona and Scripps Colleges

- 8a, b **Elementary Latin.** Form, syntax, vocabulary, and English derivations. Readings of simple selections from Latin authors. This course is designed to give the student an elementary reading knowledge of the Latin language. (Not offered in 1970-71)
- 58a, b **Intermediate Latin.** For students with one or two years of secondary school Latin or one year of college Latin. Review of grammar and syntax with readings from Latin prose and poetry, principally that of Cicero, Vergil, and Ovid. Offered at Pomona and Scripps Colleges in 1970-71.
- 102 **The Roman Letter.** Readings from the letters of Cicero and Pliny. An examination of the epistle as a literary genre. (Not offered in 1970-71)
- 120 **Greek Art and Archaeology.** An introductory survey of Greek sculpture, architecture, and vase painting from 4000-350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion of archaeological methods. (Not offered in 1970-71)



*I think the students who are coming in now have thought more on their own before they got here, and are more serious about things they think about.*

- 121 **Classical Mythology.** A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Offered at Pomona College in 1970-71.
- 170 **The Roman Historians.** A careful study of Roman historiography, primarily through readings in Livy, Tacitus, and Sallust. (Not offered in 1970-71)
- 175 **Roman Satire.** A study of *satira* and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. (Not offered in 1970-71)
- 190 **Senior Seminar in Classics.** A prolegomenon to classical studies designed to acquaint the senior student with the basic disciplines of the field. Required of all concentrators. Offered at Scripps College in 1970-71.
- 195 **Readings in Latin Prose and Poetry.** Selected work in Latin literature designed to meet the qualified student's particular needs. Prerequisite: consent of instructor. May be repeated for credit. (Not offered in 1970-71)

*Courses available at Pomona College:*

**Greek**

- 51a, b Elementary Greek. Both semesters. m.w.f. 8 and 1 hour arranged.  
Mr. Evans.
- 53a, b Modern Greek. Both semesters. m.w.f. 5 and 1 hour arranged.  
Mr. Kyprianides.
- 182a, b Greek Readings and Composition. Both semesters. Time arranged.  
Mr. Carroll.

**Latin**

181b Latin Readings and Composition. Spring Semester. Time arranged.  
Mr. Evans.

**In Translation**

121 Classical Mythology. Spring Semester. t.th. 1:15. Mr. Carroll and  
Mr. Evans.

122 Greek Political Theory. Fall Semester. t.th. 2:45. Mr. Evans.

**History**

102 Rome. Spring Semester. m.w.f. 9. Mr. Carroll.

**Art**

103 The Ancient Near East and Greece. Fall Semester. t.th. 1:15. Mr. Carroll.

*Courses available at Scripps College:*

**Greek**

I-101a, b Intermediate Greek. Both semesters. m.w.f. 9. Mr. Howe.

**Latin**

I-104 Roman Drama. Fall Semester. m.w.f. 10. Mr. Palmer.

I-178 Roman Elegy. Fall Semester. m.w.f. 11. Mr. Palmer.

I-190 Senior Seminar in Classics. Fall Semester. Time arranged. Mr. Palmer.

**COMMUNICATIONS**

50 **Understanding Television.** A basic course designed to provide students with a better understanding of the medium through the dissection of the television program as its basic unit. A detailed look at the various types of both commercial and educational programming with regard to purpose, form, content and effect. Creative limitations of the medium as dictated by censors, network policy, sponsors, time, budgeting, and facilities will also be discussed. One or two field trips to the L.A. production centers will be included. Experience in production problems will be provided in the college television studio. Viewing and critique of selected programming. Enrollment limited to 25. Pitzer students only. Fall Semester. m.w.f. 1:15-2:30. Mr. Cleveland.

150 **The Television Documentary.** A study of the form and function of the television documentary. Included is a look at its history, its achievements, its shapers and its development. A detailed examination of documentary techniques including methods used to manipulate audience reaction. Practical experience through the preparation and production of a documentary. Viewing and critique of selected documentary materials. Designed for juniors and seniors. Many hours of work outside the classroom can be expected. Enrollment limited to 12. Pitzer students only. Spring Semester. m.w.f. 1:15-2:30. Mr. Cleveland.

**DRAMA**

Joint Program with Scripps, Claremont Men's, and Harvey Mudd Colleges

150a, b **Development of the Theatre and the Drama.** The theatre and its development in relation to the other arts and to society. The study of significant plays from the

Greek period to modern times. Emphasis on the theatre as a reflection of the thought and behavior of society. Both semesters. m.w.f. 11. Mr. Swan.

- 151a, b **Changing Techniques and Styles in Acting.** A course for the advanced student of drama whose main interests are in stage interpretation and delineation of character. Emphasis on actual presentation of scenes and analysis of the plays, character, and thought from selected periods of dramatic history. With the aid of the instructor, students act and direct their own scenes in the style of the representative periods. Course is open to qualified freshmen and sophomores by permission of instructor. Both semesters. m.w.f. 1. Mr. Swan.
- 155a, b **Play Production.** A technically oriented theater course that will cover elements of design, construction, make-up and costume, with special emphasis on individual interest in specific aspects of the technical production. Prerequisite: consent of instructor. Both semesters. Time arranged. Mr. McQuown.
- 160 **Dramatic Analysis for Directors.** A study of the structure and style of drama; an evaluation of the contributions of major dramatic critics and theorists from Aristotle to the present; and the relationship of drama to modern production. Prerequisite: consent of instructor. Fall Semester. Time arranged. Mr. Swan.

See also: Humanities 51CC, Black Theatre Workshop. (For description see Black Studies)

See also drama courses listed under English in the Pomona College Catalog.

## ECONOMICS

- 15 **Seminar in Contemporary Economic Organization and Problems.** An examination of the different ways that economic problems are solved throughout the world. Selected problems of the American economy will be discussed, with special reference to the distribution of income. Only for students who have previously had no other course in economics. Enrollment limited to 15 students. Prerequisite: prior consent of instructor. Spring Semester. w. 7. Mr. Botwin.
- 20 **Principles of Economics: I (Macroeconomics).** The theory of the determination of the level of national income and economic activity, including an analysis of the monetary system. Within this framework, such problems as inflation and unemployment will be studied, as well as international economic issues and problems of economic growth. Emphasis will be placed on basic economic principles and their application to current policy questions. Fall Semester. t.th. 1:15-2:30. Mr. Botwin.
- 21 **Principles of Economics: II (Microeconomics).** A study of the operation of the market system (wherein relative prices and quantities are set by supply and demand), application of our tools of analysis to such current problems as pollution, and an examination of the conditions under which the market system will, or will not, optimally allocate our resources. The determination of wages, profit, interest, and rent will be discussed, as well as the problems arising from various forms of monopoly. The course concludes with a demonstration of the interdependence of all forms of economic activity. Spring Semester. t.th. 1:15-2:30. Mr. Botwin.

- 80CC **Economics of Poverty.** (For description, see Mexican-American Studies.) Fall Semester. t.th. 1:30-2:45. Mr. Lara.
- 94CC **Economic History. The Role of the Black in Africa and America.** (For description, see Black Studies.) Spring Semester. Mr. Nwacukwu.
- 120 **Economic Development: The Poor Nations.** An examination of the theory and processes of economic growth in underdeveloped nations. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Economics 20 or consent of instructor. Spring Semester. t.th. 2:45-4:00. Mr. Botwin.
- 139CC **Economic History of Africa.** (For description, see Black Studies.) Fall Semester. w.f. 12. Mr. Nwacukwu.
- 140 **History of Economic Thought.** The development of economic doctrines and analysis from ancient times up to the present. Particular emphasis will be placed on the historical perspective of both men and ideas. Much attention will be devoted to the works of Adam Smith, David Ricardo, Karl Marx, and John Maynard Keynes. Prerequisite: one year of Principles of Economics or consent of instructor. Mr. Botwin. (Not offered in 1970-71)
- 141CC **Problems of Human Capital Formation in Africa and America.** (For description, see Black Studies.) Fall Semester. t.th. 12. Mr. Nwacukwu.
- 142CC **Comparative Economic History.** (For description, see Black Studies.) Spring Semester. Mr. Nwacukwu.
- 150CC **Government Policy Toward Poverty.** (For description, see Mexican-American Studies.) Spring Semester. Mr. Lara.
- 160 **Intermediate Economic Theory.** Prerequisite: one year of Principles of Economics. Mr. Botwin. (Not offered in 1970-71)
- 185CC **Seminar on Rural Poverty.** (For description, see Mexican-American Studies.) Spring Semester. Mr. Lara.

See also the catalogs of Claremont Men's College, Pomona College, and Scripps College.

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## EDUCATION

- 4 **Why Obey? An Introduction to Social and Educational Philosophy.** (For description, see Philosophy 4) Fall Semester. t.th. 10 and 1 hour arranged. Mr. Spitzberg.
- 4a **Workshop in the Philosophy of Education.** (For description, see Philosophy 4a) Half-course, second half of semester. Fall Semester. t. 9-11. Mr. Spitzberg.
- 121 **Comparative Politics of Education.** (For description, see Political Studies 121) Spring Semester. t.th. 10 and 1 hour arranged. Mr. Marquis.
- 122 **Colloquium on Education.** (For description, see Sociology 122.) Spring Semester. t. 7-9 p.m. Mrs. Bell.
- 157G **Philosophy of Education.** Fall Semester. m. 4. Mr. Hallman.
- 170G **Introduction to Public School Teaching.** Spring Semester. f. 1. Mr. Fielder.
- 182 **Philosophy and Social Institutions: The University.** (For description, see Political Studies 182) Fall Semester. t. 7. Mr. Spitzberg.

**272G Policy Determination in Education.** (Not offered in 1970-71)

See also: **Freshman Seminar 25**, Education and Human Potential. Mrs. Siebel.  
**Freshman Seminar 27**, The Politics of the University. Mr. Atwell.  
**Freshman Seminar 28**, Changing Ideas and Practices in American Education in Our Times. Mr. Faust.

**ENGLISH****91CC Introduction to Black American Writers** (For description, see Black Studies.)  
Both semesters. m.w.f. 10. Staff.

- 100 Epic Changes: A Survey of Literature in English.** The course will cover all periods of English and American literature, concentrating on poetry. It will focus on great heroic poems, including *Sir Gawain and the Green Knight*, *Paradise Lost*, *The Rime of the Ancient Mariner*, and *Song of Myself*. The impact of the works of Darwin, Freud, and Fraser on later literature will be considered. Students will do a large amount of independent work, as class time will be used for reading aloud. Fall Semester. t.th. 1:15-2:30 and 1 hour arranged. Mr. Renner.
- 102 Storytelling: An Approach to the Oral Tradition in Literature.** A seminar which will explore the relationship between verbal self-expression and literary form. A significant portion of the semester will be spent telling stories we already know. The examination of the art of storytelling will proceed into areas of the students' interests. Each student will do a special project. Limited to 15 students. Prerequisite: consent of instructor. Fall Semester. t.th. 2:45-4:00. Mr. Renner.
- 111 Poetry and Belief: Donne, Hopkins, Eliot.** The poetic techniques, themes, and ideas of Donne, Hopkins, and Eliot will be examined in detail. Analysis will be on the model of *explication de texte*. The concern, throughout, is with the relationship of poetry and belief and with the subject matter of religious conversion:



*A condition of success of community government is not just to have aimless discussion, aimless democracy, aimless and endless dwelling on issues, but to have a situation in which everyone has an opportunity to be heard, to have his opinion registered; and then somehow the role of leadership emerges toward a common action which the majority can live with and be happy with, at least live with.*

can we appreciate a writer's craft if we do not share his convictions? The critical positions of I. A. Richards, C. Day Lewis, and R. K. Elliot will serve as points of reference. The seminar will look at contemporary poetry and metaphoric unifications of form and content, and it will consider problems of "belief," philosophical, political, and poetic. Intended primarily for sophomores, juniors, and seniors. Fall Semester. m. 2:45-5:00. Mr. Duvall.

- 116 **Symbols, Structure, and Literary Form.** (For description, see Anthropology 116). Spring Semester. m.w. 1:15-2:30. Mr. and Mrs. Levine.
- 120 **An Introduction to Historical Linguistics.** (For description, see Linguistics 120). Fall Semester. t.th. 9 and 1 hour arranged. Mr. Macaulay.
- 122 **Studies in Seventeenth Century Literature.** Readings in various modes of expression drawn from seventeenth century English literature. The focus of the course will be on self-analysis in a time of intense intellectual change. Issues of political and social history confronted in this time will be shown in the literature through early Milton. Particular attention will be given to Jacobean tragedy and to metaphysical poetry—with examination, also, of Bacon's empiricism, Browne's mysticism, and Burton's melancholy. Self-directed browsing in libraries and short papers will be required on various critical topics, with emphasis on students' ability to write about what they find with clarity and grace. Intended primarily for sophomores, juniors, and seniors. Spring Semester. m. 1:15-4:00. Mr. Duvall.
- 134 **Eighteenth Century Literature.** The course will analyze the major works in the eighteenth century with particular attention to tradition, innovation, and transformations within and between genre. We will look for the literary assumptions and values by which the eighteenth century writers shaped their work. Spring Semester. t.th. 2:45-4:00. Mrs. Houston.
- 138 **The History and Theory of the Novel.** A survey of the development of the novel and of novel-criticism from the beginnings to the present. Readings will include *Lazarillo de Tormes*, *Joseph Andrews*, *Les Liaisons Dangereuses*, *The Monk*, *Madame Bovary*, and *Nostromo*. Spring Semester. t.th.s. 10. Mr. Renner.
- 139 **Eight Major American Writers.** An investigation of the works of Twain, Frost, T. S. Eliot, Stephen Crane, William Faulkner, and others to discover the major themes in American writing of the late nineteenth century and first decades of the twentieth. Fall Semester. Lecture, w. 11; discussion, m. 11-12:15 and 1:15-2:30 (two groups). Miss Ringler.
- 140 **English Romanticism.** A reading of English romantic literature from Blake to Byron. Spring Semester. m.w. 11. Mr. Meyers.
- 146 **The Great Tradition: Victorian Novel.** A study of the major novels of the Victorian period in depth. We will read such works as *Wuthering Heights*, *Middlemarch*, *Bleak House*, *The Portrait of a Lady*, etc., to explore the themes and conditions which contributed to the richest flowering of the English novel. One of our major problems will be to understand what the "great tradition" of the English novel comprises. Spring Semester. Staff.
- 150CC **NOMMO: Survey of African-American Poetry.** (For description, see Black Studies.) Both semesters. t.th. 2:00-3:00. Mr. Hoagland.

- 160 **Innocents Abroad: A Study of the Works of Henry James.** By reviewing the short stories, novels and criticism of Henry James, we will compare and contrast the social, political, psychological, and aesthetic problems of Americans and Europeans at the turn of the century. We will read, among other works, *The American*, *The Europeans*, *The Princess Cassamassima*, *The Ambassadors*, "Daisy Miller," "The Beast in the Jungle," and "The Art of Fiction." Enrollment will be limited to 15. Spring Semester. m. 7. Miss Ringler.
- 168 **Modern British Poets.** A reading of British poets from the first world war to the present. Fall Semester. m.w.f. 9. Mr. Meyers.
- 169 **The European Novel.** Emphasis on the late nineteenth and twentieth century writers in Western and Eastern Europe and England, their preoccupation with failing cultural and moral values, and the search for a new mythology. Spring Semester. t.th. 10 and 1 hour arranged. Mr. Eisenstein.
- 170CC **Major Figures in Black American Fiction.** (For description, see Black Studies 170CC) Both semesters. m.w.f. 10. Staff.
- 175 **Poets and Politics.** The course will explore the poetic expression of explicit political concerns, such as attitudes toward war and peace, justice, poverty, social classes, revolution, etc. The instructors and the students will be engaged in a joint enterprise of discovering and analyzing political poetry from diverse cultural traditions and historical epochs. Fall Semester. m. 7. Mr. Meyers and Mr. Zachrisson.
- 182 **Modern Drama.** A discussion of contemporary theatre with concentration on experimental, absurdist, and ceremonial drama and their roots in ancient European and Oriental thought. Fall Semester. t.th. 10. Mr. Eisenstein.
- 184 **Jung and Literature.** The psychology of C. G. Jung helps to throw light on the work of many writers of philosophy, fiction, anthropology, and poetry. Students will focus upon interests of their own that combine the reading of Jung and the work of particular authors, resulting in shared insights into the underlying themes and preoccupations of contemporary world literature. A seminar intended primarily for juniors and seniors. Enrollment limited to 20 students. Fall Semester. t.th. 4:00-5:15. Mr. Eisenstein.
- 185a **Senior Seminar: Literary Problems.** Primarily for concentrators in English, the course will deal with the full range of problems arising from the reading of literature. Fall Semester. Time arranged. Mr. Renner.
- 185b **Senior Seminar: Critical Visions.** The course will deal with the ideas of the major critics. It will explore various theories of critical analysis and evaluations, and will spend some time on practical application of critical theories. Spring Semester. t. 7. Mrs. Houston.
- 186 **The Possibilities of the Novel.** The course will explore the various ways in which modern British and American writers have shaped the novel. We will be concerned with such questions as: what is unique about a novel; how does it combine convention and innovation; how can we evaluate it. Fall Semester. t.th. 2:45-4:00. Mrs. Houston.

- 187a **Creative Writing: Poetry.** A workshop in the reading and criticism of student poetry. Fall Semester. Time arranged. Mr. Meyers.
- 187b **Creative Writing.** Reading and criticism of student prose, poetry, and drama. Spring Semester. t.th. 2:45-4:00. Mr. Eisenstein.
- 191CC **Black Writers in America.** (For description, see Black Studies.) Both semesters. m.w.f. 1. Staff.
- 192CC **Special Studies in Black American Writers.** (For description, see Black Studies.) Spring Semester. Time arranged. Staff.
- Writing Seminar No. 3. The Analysis of Motion Pictures as an Art Form.** Spring Semester. Time arranged. Mrs. Houston.
- Writing Seminar No. 4. The Analysis of Literary Texts.** Spring Semester. Time arranged. Miss Ringler.
- Writing Seminar No. 5. The Analysis and Development of Personal Prose Style.** Spring Semester. Time arranged. Mr. Renner.
- See also the catalogs of Harvey Mudd College, Claremont Men's College, Pomona College, and Scripps College.
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## ENVIRONMENTAL STUDIES

For descriptions, see listings under field in which course is listed (e.g., Natural Sciences, Political Studies, etc.).

- Anthropology 99, Man's Ecological Relationships. Mr. Crystal.  
(Not offered in 1970-71)
- Art 50, Environments. Spring Semester. m.w. 3-5 and 1 hour arranged.  
Mr. Hertel.
- Economics 21, Principles of Economics II: Microeconomics. Spring Semester.  
t.th. 1:15-2:30. Mr. Botwin.
- Environmental Studies 190, Field Research. Both semesters. Arranged.  
Mr. Rodman and Staff.
- Environmental Studies 191, Seminar. Fall Semester. Mr. Rodman and others.  
(To be offered in 1971-72)
- Psychology 49, Social Psychology. Fall Semester. m.w. 11-12:15.  
Mr. Ellenhorn.
- Natural Sciences 10, Man and His Environment. Spring Semester. m.w.f. 11.  
Mr. Guthrie.
- Natural Sciences 60, Principles of Natural Science. Fall Semester. m.w.f. 9.  
Laboratories m.t.w. 1:15-4:15. Mr. Veigel and Staff.
- Natural Sciences 61, Science in the Modern World. Spring Semester. m.w.f. 9.  
Laboratories, if appropriate, m.t.w. 1:15-4:15. Mr. Klein and Staff.
- Natural Sciences 43-44, Introductory Biology. Both semesters. m.w.f. 10.  
Laboratories: Fall Semester, t.w.th. 1:15-4:15; Spring Semester, t.w.th.  
1:15-4:15. Miss Mathies and Staff.

- Natural Sciences 146, Ecology. Spring Semester. t.th. 9. Laboratory f. 2:15-5:15.  
Mr. Eriksen.
- Natural Sciences 155, Physical Science of the Environment. Mr. Veigel.  
(Not offered in 1970-71)
- Political Studies 101, Environmental Policy. Spring Semester. t. 2-5.  
Mr. Rodman.
- Political Studies 103, Politics and Science. Spring Semester. m.w.f. 10.  
Mr. Murphy.
- Political Studies 104, Politics and the Urban Environment. Fall Semester. w.  
3:00-5:30. Mr. Jamieson.
- Sociology 115, Population and Society. Each semester. t.th. 10 and 1 hour  
arranged. Miss Gimenez.
- Sociology 90, Population Control: Myth or Necessity? (Half-course, first half  
semester). Fall Semester. m. 2:45-5:00. Miss Gimenez.
- 150G **The Urban Complex.** A seminar open to upper-class undergraduate and  
graduate students. Limited enrollment approved by the faculty panel. Directed  
reading, partly from list required for all students, partly topical as suggested  
by instructors. Term paper required of all students on approved topic. Spring  
Semester. m.w. 4:00-5:30. Mr. Criley and Staff.

For other listings, including courses offered at the other Claremont Colleges,  
ask the Registrar for the Environmental Studies Information Sheet.

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## FRENCH

In the interest of providing more sections in lower-division courses in French, Pitzer, Claremont Men's, and Scripps Colleges have agreed to a combined foreign language program. Pitzer students normally enroll in courses at their own college. They will register at any of the other four colleges, including Pomona College, when the specific course needed is not offered at Pitzer.

- 1 **Introductory French.** Classroom and laboratory practice to develop aural, oral, reading, and writing skills. Laboratory arranged. Fall Semester: at Pitzer, m.w.f. 11 and 1 hour arranged, Mr. Senn; at Scripps College, m.w.th.f. 9, Mr. Arie.
- 53 **Intermediate French.** Review of grammar, continued intense practice of basic skills. Laboratory arranged. Prerequisite: French 1 or equivalent. Fall Semester: at Pitzer, m.t.w.f. 10, Mr. Senn; at Claremont Men's College, m.t.w.f. 8, Mr. Groos. Spring Semester at Claremont Men's College, m.t.w.f. 8, Mr. Groos; at Scripps, m.w.th.f. 9, Mr. Arie.
- 54 **Advanced French.** Refinement of basic skills through written and oral discussion of literary texts accompanied by systematic review of grammar. Laboratory arranged. Prerequisite: French 53 or equivalent. Fall Semester: at Pitzer, m.t.w.f. 1:15-2:05, Mr. Senn; at Claremont Men's College, m.w.f. 10 and 1 hour arranged, Mr. Groos; at Scripps, m.w.th.f. 11, Staff, m.w.th.f. 1:15-2:05, Mr. Fine. Spring Semester at Pitzer, m.t.w.f. 10, Mr. Senn; at Scripps, m.w.th.f. 1:15-2:05, Mrs. Zauchenberger.

- 70 **Introduction to French Literature.** Interpretation of literary selections with emphasis on explication of texts. Introduction to literary theory and history of genres. Given in French. Prerequisite: French 54 or equivalent. Fall Semester: at Pitzer, m.w.f. 11, Mrs. Klein; at Claremont Men's College, m.w.f. 9, Mr. Rand; at Scripps, m.w. 3:15-4:45, Miss Chefdor. Spring Semester: at Pitzer, m.w.f. 11, Mrs. Klein; at Claremont Men's College, m.w.f. 10, Mr. Groos; at Scripps, m.w.f. 11, Mr. Fine.
- 103 **Advanced French Conversational Topics.** A course designed for advanced students who wish to develop their proficiency in oral and written French. Emphasis on conversation and wide range of topics. The course will also include composition and varied readings. Limited enrollment. Prerequisite: French 54 or equivalent. Fall Semester. m.w.f. 10. Mrs. Klein.
- 105 **French Civilization and Folklore.** A study of selected major developments in French history, thought, and art. The emphasis of the second half of the course will be on folklore. Prerequisite: French 70 or equivalent. Spring Semester. m.w.f. 11. Mr. Senn.
- 114 **French Writers and The Establishment.** Claremont Men's College. Prerequisite: French 70 or consent of instructor. Fall Semester. m.w. 1:30. Mr. Groos.
- 116 **French Surrealism.** Claremont Men's College. Spring Semester. m.w.f. 9. Mr. Rand.
- 118 **Four Novels of the Early Twentieth Century.** Gide, *l'Immoraliste*; Alain-Fournier, *Le Grand Meaulnes*; Mauriac, *Therese Desqueyroux*; Proust, *Du Cote de Chez Swann*. Half-course. (Not offered in 1970-71)
- 119 **Nineteenth Century French Poetry.** Hugo, Nerval, Baudelaire, Rimbaud, Mallarme. The course will encourage the reading and discussion of nineteenth century French poetry in terms of modern criticism. An important point of view will be the reality of dreams. Prerequisite: French 70 or equivalent and consent of instructor. Spring Semester. t.th. 2:45-4:00. Mrs. Klein.
- 121 **Seventeenth Century French Classicism.** Scripps College. Prerequisite: French 70 or equivalent. Spring Semester. m.w.f. 9. Mr. Fine.
- 122 **The Age of Enlightenment.** Scripps College. Prerequisite: French 70 or equivalent. Fall Semester. m.w.f. 9. Mr. Fine.
- 123 **Eighteenth Century Novels: Man versus Society.** A study of the essential literary themes, structures and techniques used by various authors in their exploitation of concepts such as "la condition humaine" and man's social conflicts. Prerequisite: French 70 or equivalent and consent of instructor. Fall Semester. t.th. 2:45-4:00. Mrs. Klein.
- 125 **From Symbolism to Surrealism in French Poetry.** A study of the concepts of symbolism and surrealism and their expression in French poetry. Emphasis is on the following poets: Mallarme, Valery, Eluard, Aragon, and Reverdy. (Not offered in 1970-71)
- 126 **The French Theater.** Scripps College. Prerequisite: French 70 or equivalent. Fall Semester. m.w.f. 11. Mr. Arie.

- 135 **The Evolution of the French Novel.** Scripps College. Prerequisite: French 70 or equivalent. Both semesters. m.w.f. 10. Mr. Arie.
- 136 **L'univers Proustien.** Scripps College. Prerequisite: consent of instructor. Fall Semester. m.w. 1:15-2:30. Miss Chedor.
- 139 **French Stylistics.** Scripps College. Prerequisite: French 70 or equivalent. Spring Semester. m.w.f. 11. Mr. Arie.

See also catalog of Pomona College.

## GERMAN

- 1 **Introductory German.** The fundamentals of the language. Emphasis on the differences between German and English sentence structure. Four class meetings per week, additional practice in the language laboratory. Fall Semester. m.t.w.f. 1:15-2:05. Mrs. Kleist.
- 53 **Intermediate German.** Intensive reading and speaking. Spring Semester. m.w.f. 1:15-2:05. Mrs. Kleist.
- 64 **Composition and Conversation.** Emphasis on contemporary idiom. Writing and discussions concerning life in present-day Germany. Fall Semester. m.w.f. 11. Mrs. Kleist.
- 70 **Introduction to Literary Analysis.** Selections from various periods of German literature. The criteria of the genres: poetry, drama, novel, and *Novelle*. Spring Semester. m.w.f. 11. Mrs. Kleist.
- 108 **The German Lyrics from the Romantics to the Present.** Claremont Men's College. Spring Semester. Mr. Poynter.
- 111 **Masterpieces of German Literature.** Scripps College. Fall Semester. m.w. 2:45-4:00. Mrs. Potter.
- 130 **Thomas Mann: His Life and Works.** This study considers Thomas Mann in his long career as an outstanding representative of European intellectual life, spanning the period from the turn of the century to the time after World War II. Special consideration is given to the fact that he, like many other writers, had to emigrate from Germany to find a haven in the United States. Selections from his fiction and autobiographical writings. Lectures in English, readings in either German or translation. Mrs. Kleist. (Not offered in 1970-71)
- 132 **Sturm und Drang.** Pomona College. Fall Semester. w. 7. Mr. Sheirich.
- 136 **Goethe and Schiller.** Pomona College. Spring Semester. w. 7. Mr. Sheirich.
- 140a **Modern German Drama.** Plays by Hauptmann, Schnitzler, Hofmannsthal, Expressionist writers, Brecht, and contemporary authors are studied within the social and political climate of their respective periods. Lectures and discussions in English. All works are available in German and in translation. Half-course, first half of Spring Semester. t.th. 2:45-4:00. Mrs. Kleist.
- 140b **Modern German Drama.** Continuation of 140a with additional plays read and discussed in German. Prerequisite: German 140a. Half-course, second half of Spring Semester. t.th. 2:45-4:00. Mrs. Kleist.

- 141 **From Romanticism to the Emergence of Naturalism.** Pomona College. Fall Semester. th. 2:30-5:00. Mr. Brueckner.
- 146 **Seminar in Nineteenth Century German Literature.** Pomona College. Spring Semester. th. 2:30-5:00. Mr. Brueckner.
- 150a **The Post-War German Novel.** Prose writings of the generation which emerged from the collapse of the Third Reich and critically evaluated the recent past. The novels depict the political and social conditions in Germany during the war years and the final disaster, during military occupation, recovery, and the period of prosperity in West Germany. We will discuss works by Theodor Plievier, Heinrich Boll, Gunter Grass, Gerd Gaiser, Max Frisch, Friedrich Durrenmatt, and two observers from the outside: Thomas Mann and Hermann Hesse. Lectures and discussions in English. All works are available in German and in translation. Half-course, first half of semester. Mrs. Kleist. (Not offered in 1970-71)
- 150b **Germany's "Angry Young Men": The Novel After the Year Zero (1945).** The focus is on those writers who felt most strongly committed to the political and social cause. Their "engagement" compelled them to experiment with stylistic devices in order to find adequate expression for the conditions of our time. We will analyze narrative techniques which are part of the critical message of the authors to their contemporaries. Readings and discussions in German. Prerequisite: German 150a. Half-course, second half of semester. Mrs. Kleist. (Not offered in 1970-71)
- 161 **The Late Goethe and the Romantics (1787-1832).** Scripps College. Spring Semester. m.w. 2:45-4:00. Mrs. Potter.
- 190 **Independent Study in German.** a) German literature in the original or in translation. b) Advanced composition. c) Other areas of interest. Full or half-course. Prerequisite: consent of instructor. Time arranged. Mrs. Kleist.

## HISTORY

- 12 **The Ancient Near East and Greece to 350 B.C.** A careful examination of the birth of riparian societies in the Near East, the problems of the Aegean Bronze Age, the evolution of Classical Greece to the rise of Alexander the Great. Special attention is given to the primary source material with extensive readings from Homer, Herodotus, Thucydides, the tragedians, Aristophanes, Xenophon, Plato, Aristotle, and Plutarch. Some time is devoted to the specialized strength and inevitable weaknesses in historical investigation of classical antiquity. Mr. Glass. (Not offered in 1970-71)
- 14 **The Hellenistic World and Rome to A.D. 565.** A study of the spread of Hellenism under Alexander the Great and its eventual metamorphosis under Roman hegemony. An examination of the rise of Rome and the crystallization of its distinctive features from its enigmatic origins. Readings from Livy, Vergil, Horace, Pliny, Juvenal, and Suetonius. Some attention is given to the esthetic productions of Rome and the problems of their often hypothetical reliance on Greek and Italic (Etruscan?) predecessors. Mr. Glass. (Not offered in 1970-71)

- 20 **A Survey of European History from the Middle Ages to 1700.** A study of European history and civilization from the Middle Ages to 1700, with special emphasis on intellectual and cultural developments. Primarily for freshmen and sophomores. Fall Semester. m.w. 1:15-2:30. Mr. Crippin.
- 21 **A Survey of European History from 1700 to the Present.** A study of European history and civilization from 1700 to the present, with special emphasis on intellectual and cultural developments. Primarily for freshmen and sophomores. Not open to students who have taken History 36 or 37. Spring Semester. m.w. 1:15-2:30. Mr. Crippin.
- 36 **Enlightened Despotism, Revolution, and Empire: Europe 1713-1815.** A study of Europe in the eighteenth century and of the Napoleonic period with emphasis on the thought of the Enlightenment and on other elements contributing to the American and French Revolutions and to the upheavals of the Napoleonic Age. The course will examine through their works the thought of such writers as Locke, Montesquieu, Voltaire, and Rousseau and its interrelationship with historical developments. Historical events will be studied through readings in R. R. Palmer and J. Colton, **A History of the Modern World**. Literary influences will be explored through the fiction of the period. Primarily for freshmen and sophomores. Mr. Warmbrunn. (Not offered in 1970-71)
- 37 **The Rise and Decline of Europe 1815-1945.** A study of the period of European pre-eminence and its decline through two world wars, with special emphasis on the intellectual traditions of the period and on other elements contributing to the great upheavals of the twentieth century. The major intellectual movements of the nineteenth century such as Marxism, Darwinism, the new sciences of man, and the counter-revolutions of the twentieth century will be examined in their historical contexts through the writings of their main figures and supplemented by readings of selected literature of the period. Historical events will be studied through readings in R. R. Palmer and J. Colton, **A History of the Modern World**. Primarily for freshmen and sophomores. Mr. Warmbrunn. (Not offered in 1970-71)
- 55 **America from Colonization to 1865.** An introduction to major topics in the political, economic, and cultural development of the United States before the Civil War. Class sessions are not usually formal lectures but rather explorations of assigned topics on which students read both source materials and historical analyses. Enrollment limited to freshmen and sophomores; others only with the consent of instructor. Mr. Everett. (Not offered in 1970-71)
- 56 **United States 1865 to Present.** A continuation of History 55. Either course may be taken separately. Enrollment limited to freshmen and sophomores, except with consent of instructor. Mr. Everett. (Not offered in 1970-71)
- 57 **Great Issues in American History.** American history is filled with disputes reflecting the beliefs, the interests, and fears of people striving to cope with the opportunities and the impositions of a rapidly changing society. In this course we will study several disputes in detail, using both primary source material and historians' analyses. By reviving the issues in our minds, we will try to appreciate their importance both to the people who struggled with them and to the shaping of modern America.



**Probable Topics:**

- Authority vs. Individuality in Puritan New England
- Edwards vs. Franklin: changing conceptions of God and Man
- Loyalty vs. Independence: the right and practicality of revolution
- Hamilton vs. Jefferson: the nature and purpose of government
- Embargo or War: what is the proper response to damage or insult?
- The Cherokee vs. Georgia: democracy and ethnic minorities
- Jacksonian Democracy: peoples' triumph or social disaster?
- Slavery: intolerable evil or basis of civilization?
- National Expansion: divine will or calculated conquest?

Fall Semester. t.th. 8:30-9:45. Mr. Everett.

**58 Great Issues in American History.** See description for History 57.

**Probable Topics:**

- Reconstruction: fundamental change or minimal adaptation?
- The Populists vs. laissez faire industrialism
- Pullman Strike: federal authority vs. labor's right to organize
- Democracy vs. Empire: implications of expansion overseas in 1898
- American Involvement in World War I and the Versailles Treaty
- Pragmatism vs. Principle
- Progressivism vs. Privilege
- The Great Depression: who is responsible for economic stability?
- Racial Segregation: social necessity or individual and social disaster
- The Cold War: what are America's interests and responsibilities abroad?

Spring Semester. t.th. 8:30-9:45. Mr. Everett.

**60CC Society and Tradition in East Asia.** An introduction to the development of pre-modern philosophical, cultural, social, and political forms in China and Japan from their origins to the Western impact of the seventeenth century. Fall Semester. Lecture m. 1:15. Section 1, m.w. 2:15, Mr. Rosenbaum. Section 2, m.w. 2:15, Mr. Greenberger. Section 3, m.w. 3:15, Mr. Rosenbaum. Section 4, m.w. 3:15, Mr. Greenberger. Section 5, time arranged, Mr. Gould.

**103CC Reconstruction and Its Aftermath: 1865-1900.** (For description, see Black Studies.) (Not offered in 1970-71)

**120 Early Modern Europe: Renaissance and Reformation.** The major intellectual and religious movements in the period from 1300 to 1550 and their relation to social, economic, and political conditions. This period saw the secularization of

society and subsequent religious revival, the recovery of classical art and philosophy, humanism, and the Reformation. The creative achievements of the Medici, Michaelangelo, Erasmus, Luther, Calvin, and the Emperor Charles V will be studied in relation to these international movements. Fall Semester. m.w.f. 10. Mr. Cressy

- 121CC **Slavery in America: 1619-1865.** (For description, see Black Studies.) (Not offered in 1970-71)
- 122G **The United States, 1815-77.** Fall Semester. m.w.f. 10. Mr. Niven.
- 123 **Early Modern Europe 1550-1715.** This course deals with the intellectual and political history of Western Europe in a period of rapid change and marked contrasts. The period was an era of capitalist growth and colonial expansion, of religious warfare and dynastic conflicts, of absolute and parliamentary monarchy. During this era, the scientific revolution began to alter men's ways of thinking, not only about the nature of the universe and natural science, but about politics, social relations, religion, and literature as well. Spring Semester. m.w.f. 10. Mr. Cressy.
- 124 **The Social Structure of Pre-Industrial England.** Some of the methods of sociology and anthropology are appropriate to historical study. Tudor and Stuart England may be considered as an underdeveloped society, stratified by status and degree. The seminar will consider how contemporaries viewed their society and relate ideological shifts to social movements. Special attention will be given to problems of social mobility, educational opportunity, and political participation. It is hoped that graduate students and students of sociology and anthropology will contribute to this seminar. Spring Semester. m.w. 2:45-4:00. Mr. Cressy.
- 127 **Renaissance and Revolution in England, 1558-1660.** A study of cultural change, social stress, and political activity in England from the accession of Elizabeth to the restoration of Charles II. This was the age of the English high renaissance, the rise of Puritanism, and its association with political dissent. The course will examine such topics as the educational revolution, the beginning of colonization, population growth and rising prices, the origins of the English Civil War, and the political and intellectual experiments of the revolution. Fall Semester. m.w. 2:45-4:00. Mr. Cressy.
- 127G **American Foreign Relations.** Spring Semester. Time arranged. Mr. Campbell.
- 130 **From Bismarck to Hitler: Germany, 1871-1945.** This course will cover the intellectual and political history of Germany since the founding of the Second Empire in an attempt to identify some of the reasons why the Third Reich could come into existence and why it came so close to succeeding. Open to juniors and seniors with previous work in modern European history. Enrollment limited to 20 students. Sophomores must obtain consent of the instructor. May be taken for half-course credit, if taken in conjunction with German 150a,b "The Post-War German Novel." Mr. Warmbrunn. (Not offered in 1970-71)
- 132a, bCC **Tropical Africa.** (For description, see Black Studies.) Both semesters. m.w.f. 9. Mr. Dwyer.
- 133 **British Empire and Commonwealth, 1783 to Present.** The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and South-

east Asia, the development of the Dominions in South Africa, Canada, Australia, and New Zealand, and the beginnings of nationalism in the dependent empire will be discussed. The emphasis will be on intellectual and social developments: the reasons for British expansion, its effect on domestic institutions, different methods of rule based upon different ideologies, and the different effects of British rule on the various parts of the Empire. Mr. Greenberger. (Not offered in 1970-71)

- 133CC **Survey of Black History to 1865.** (For description, see Black Studies.) Fall Semester. m.w.f. 9. Mr. Prince.
- 134 **History of Italy.** This course will deal with the development of the Italian people from roughly the end of the Renaissance to the present day. Among the questions to be considered will be the legacy of the Renaissance, the role of the Church, national unity, the southern question, and the rise of fascism. Emphasis will also be put on Italy in a pan-European context and the impact of liberalism, nationalism, industrialism in their Italian setting. A general understanding of European history will be required and students will be expected to write a term paper. Spring Semester. t.th. 2:45-4:00. Mr. Crippin.
- 134CC **The Black American in the Twentieth Century.** (For description, see Black Studies.) Fall Semester. m.w.f. 10. Mr. Prince.
- 135CC **Survey of Black History from 1865 to Present.** (For description, see Black Studies.) Spring Semester. Mr. Prince.
- 138 **The Individual in History.** An examination of the impact of individuals on the course of history, with special emphasis on modern Europe. Members of the seminar will examine the interplay of individual personality and social forces and related problems in the interpretation of history through readings, reports, and class discussions. This course will be planned as a seminar. A knowledge of European history will be assumed and will be established in survey tests early during the seminar. In addition to assigned readings, students will be expected to prepare papers on which class discussions will be based. Open to sophomores and upperclassmen with previous preparation in European history or Western Civilization, or with consent of instructor. Enrollment limited to 20 students. Mr. Warmbrunn. (Not offered in 1970-71)
- 140 **History of India to 1707.** The history of the Indian subcontinent, primarily from cultural and intellectual viewpoints. Emphasis will be placed upon the development of Hinduism and Buddhism as indigenous ways of looking at the world. The conquest of the area by the Muslims and the interaction between this new religion and its followers and Hindu India will be explored with particular stress on the period of the Great Moguls (1526-1707). First contacts with the West will also be discussed. As much as possible, this will be done through the reading of primary sources in translation. Fall Semester. 11:00-12:15. Mr. Greenberger.
- 141 **India Since 1707.** From the decline of the Mogul Empire, stress will be placed on the expansion of British control and the spread of Western culture. This will entail a study of British imperialism and the way in which cultures react to each other. The growth of Indian nationalism and the rival development of Muslim



*I don't think the students at Pitzer run around with political slogans as much as at some other colleges. But I think that at Pitzer there is more tendency to be aware.*

separatism will be emphasized as they lead to the development of two independent nations on the subcontinent. Post-independence India and Pakistan will also be discussed. Source materials such as the writings of Indian nationalist leaders and fiction, both Indian and British, will be widely utilized. Mr. Greenberger. (Not offered in 1970-71)

- 155 **Modern California.** The course begins with the impact of American settlement of the Indian and Mexican societies of California, but the major emphasis is on the problem of rapid and unique economic growth, social conflict, and political reform movements. Prerequisite: previous study in history or the social sciences or consent of instructor. Spring Semester. t.th. 8:30-9:45. Mr. Everett.
- 156 **The United States in the Twentieth Century, 1890-1950's.** A study of the economic, social, political, and intellectual developments which have fostered and shaped America's emergence as a world power. The course will be conducted as a seminar. Literary sources will be used, as well as the writings of historians and social scientists. Prerequisite: substantial work in history or the social sciences. Fall Semester. t.th. 8:30-9:45. Mr. Everett.
- 165CC **History of Black Folklore.** (For description, see Black Studies.) Fall Semester. t.th. 9:00-10:30. Mr. Prince.
- 167CC **Africa: Independence and Reconstruction.** (For description, see Black Studies.) (Not offered in 1970-71)

- 175CC **The Southwestern United States in the 16th, 17th, and 18th Centuries.** (For description, see Mexican American Studies.) Fall Semester. t. 7. Mr. Suarez.
- 180CC, 181CC **Seminar: Mexican Americans in the Southwest.** (For description, see Mexican American Studies.) Both semesters. t.7. Mr. Lopez.
- 183 **Non-Marxian Socialism.** The growth and success of Marxism in the twentieth century has often obscured the rich revolutionary heritage of the eighteenth, nineteenth, and early twentieth century in Europe. The ideas of Babeuf, Proudhon, Saint-Simon, Pelloutier, Bakunin, Kropotkin, and Herzen in addition to the laborites, the collectivists, and the syndicalists represent just a few of the movements and ideas that preceded, influenced, and reacted against Marxism. The course will attempt a general survey of non-Marxian socialism in the period 1750-1914 with an emphasis on original source material. A general knowledge of European history will be required as well as the completion of a term project or paper. Spring Semester. t.th. 10 and 1 hour arranged. Mr. Crippin.
- 185CC **Black Social and Political Thought in the United States.** (For description, see Black Studies.) Spring Semester. Mr. Prince.
- 190 **History and Literature.** This course will attempt to develop two themes—the writer as historian and the uses of literature in the study of history. The first theme, more philosophical in nature, will deal with the changing relationship different ages have seen between the arts and literature, and the search for historical truth. The second theme, more practical in scope, will be developed through the reading and analysis of representative European novels of the eighteenth, nineteenth, and twentieth centuries and will be devoted to an assessment of their potentialities and limitations as a source in the study of history. A general knowledge of European history will be required as well as a term paper. Fall Semester. t.th. 2:45-4:00. Mr. Crippin.
- 199a, b **Senior Seminar in History.** An examination of advanced problems in history and historiography designed for the senior major. Half-course credit each semester. Time arranged. Mr. Cressy.
- See also catalogs of Claremont Men's, Harvey Mudd, Pomona, and Scripps Colleges.

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## HUMANITIES

- 20 **Social Imagination in the West.** This course will be an introduction to the manner in which men have thought about society and social problems, ranging from Sophocles and Plato to Marcuse and Malcolm X. Each week the class will examine one or two major works of social commentary—some literary, some historical, some philosophical—and through these writings come to terms with the problems raised in them, the men who wrote them, and the culture that was midwife to them. Since the instructor makes no claims of omniscience, he will invite other members of the Pitzer community to provide guest lectures on the writings with which they are especially familiar. This course will be designed to provide the first-term student with a perspective from which to view the intellectual opportunities available in future studies in the humanities and social sciences. Mr. Spitzberg. (Not offered in 1970-71)

- 38 **American Folk Music and Folk Life Studies.** How people live, work, worship, play, express themselves, and deal with their problems in the folk communities of America. Particular emphasis on the rural Black South and Appalachian white areas. Also included will be a consideration of the transition to urban styles of life and more modern forms of folk expression. Guest resource people and field trips. Spring Semester. m.w. 2:30-4:00. Mr. Carawan.
- 51CC **Black Theatre Workshop.** (For description, see Black Studies.) Spring Semester. Staff.
- 90CC **Contemporary Black Arts.** (For description, see Black Studies.) Fall Semester. m.w.f. 2. Staff.
- 99CC **The Art of Black Culture.** (For description, see Black Studies.) Spring Semester. Mrs. Lewis.
- 100CC **Contemporary African and African-American Art.** (For description, see Black Studies.) (Not offered in 1970-71)
- HSN102 **African Art in Relation to the West, China, and Japan.** Fall Semester. t.th. 1:15-2:30. Mrs. Lewis. (Offered at Scripps College)
- HSN104 **African-American Art.** Spring Semester. Mrs. Lewis. (Offered at Scripps College)
- 135CC **History of Black Artists in the United States.** (For description, see Black Studies.) (Not offered in 1970-71)
- 144CC **Explorations in Media: Black Experience.** (For description, see Black Studies.) Both semesters. t.th. 10:00-11:30. Mrs. Lewis.

## INTERNATIONAL RELATIONS

See Political Studies

## ITALIAN

Courses available at Scripps College:

- I-1 Introductory Italian. Fall Semester. m.w.th.f. 1:15. Mrs. Ewing.
- I-2 Introductory Italian. Spring Semester. (Not offered in 1970-71)  
Mrs. Ewing.
- I-53 Intermediate Italian. Spring Semester. Mrs. Ewing.
- I-54 Advanced Italian. Fall Semester. m.w.th.f. 2:15. Mrs. Ewing.
- I-70 Introduction to Italian Literature. Spring Semester. Mrs. Ewing.
- I-132 Contemporary Italian Literature. Fall Semester. m.w.f. 3:15.  
Mrs. Ewing.
- I-184 Italian Romanticism. Spring Semester. Mrs. Ewing.

## LINGUISTICS

- 103 **An Introduction to General Linguistics.** An introduction to the study of language covering such topics as: the nature of language, regional and class dialects, standards of correctness, phonetics and phonology, paralinguistics and kinesics, acoustic phonetics, the aims of grammar, lexical classification, semantics. In addition, the course will briefly touch on the applications of linguistics in such fields as: language learning, machine translation, information retrieval, stylistics. Mr. Macaulay. (Not offered in 1970-71)
- 110 **The Social Implications of Language Variation.** The course will examine variations in language such as regional and class dialects caused by differences in the circumstances surrounding the individual's learning of the language. While the main emphasis will be on contemporary American society, the course will also touch on the problems of multilingual societies such as India and parts of Africa. Other topics will include: the nature of a standard language and its relation to non-standard dialects; bilingualism; creole languages and pidgins, educational problems, particularly the teaching of reading. Fall Semester. t.th. 9 and 1 hour arranged. Mr. Macaulay.
- 120 **An Introduction to Historical Linguistics.** The course will deal with the origin and development of the Indo-European languages with particular emphasis on English. It will illustrate the comparative method and the reconstruction of proto-languages, and will cover the various theories of linguistic change. Literature majors, if they wish, may concentrate on the significance of the changing pattern of language for an understanding of the literature of the past. Mr. Macaulay. (Not offered in 1970-71)
- 155 **Seminar in Generative Grammar.** An introduction to contemporary linguistic theory with particular emphasis on English syntax. The course will consider different proposals for writing formal grammars by Chomsky, Fillmore, Lakoff, Ross, and others. Spring Semester. w. 2-5. Mr. Macaulay.
- 173 **The Acquisition of Language.** The aim of the course is to study the acquisition of language by children and to trace the stages by which a child's language develops. Competing theories of language acquisition will be examined in the light of recent developments in linguistic theory. Prerequisite: at least two courses in psychology, including one in child development. Spring Semester. t.th. 2:45-4:00. Mr. Macaulay.
- 185 **The Social Context of Conversations.** Our point of departure will be two broad areas of inquiry: (1) We will examine how conditions of social structure (e.g., social class, ethnic affiliation, regional location, age, sex, etc.) influence styles of speech and conversation. (2) We will examine the conversation process itself including its verbal and non-verbal components. An effort will be made to identify rules and rituals which may "govern" the kinds of things people talk about, the kinds of people who talk about them, the ways in which different things are talked about, and the ways in which different people talk about them. In short, we will try to develop some answers to the question: Who says what to whom, when, where, and how? Members of the class will be expected to collaborate as a research team throughout the semester. Spring Semester. t.th. 1:15-2:30. Mr. Macaulay and Mr. Schwartz.

- 251 **Linguistics.** Graduate course: consent of instructor. Fall Semester. f. 9-12. Mr. Macaulay.
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## MATHEMATICS

- 2 **Mathematics for Social Scientists I.** (Formerly Mathematics 10) A course outside the traditional mathematics sequence which will discuss topics of special interest to students of the social and behavioral sciences. The course will include logic, sets, counting, the binomial theorem, and topics selected from elementary probability theory. Fall Semester. m.w.f. 11. Miss Beechler.
- 20 **Analytic Geometry and Elementary Functions.** (Formerly Mathematics 11) Inequalities, topics selected from trigonometry and the analytic geometry of the plane, functions, graphs, and an introduction to limits. Prerequisite: two years of secondary school algebra and one of plane geometry. Offered in cooperation with Pomona College. Fall Semester at Pomona College: m.w.f. 11, Mr. Hamilton; t.th.s. 10, Mr. Tolsted. Spring Semester at Pitzer College: m.w.f. 10, Mr. Iverson.
- 30 **Calculus I.** (Formerly Mathematics 12) A first course in differential and integral calculus. Functions, limits, continuity, derivatives, mean value theorem, the definite integral. Prerequisite: four years of secondary school mathematics, placement, or Mathematics 20. Fall Semester. m.w.f. 9. Miss Beechler.
- 31 **Calculus II.** (Formerly Mathematics 13) Transcendental functions, techniques of integration, sequences, infinite series, Taylor's theorem. Prerequisite: Mathematics 30. Spring Semester. m.w.f. 9. Miss Beechler.
- 54 **Linear Algebra.** Finite dimensional vector spaces, linear transformations and the algebra of matrices. Applications to systems of linear equations and linear inequalities. Prerequisite: Mathematics 30 or consent of instructor. Miss Beechler. (Not offered in 1970-71)
- 55 **Calculus III.** A continuation of Mathematics 31 which will include study of partial derivatives, multiple integrals, and an introduction to differential equations. Prerequisite: Mathematics 31. Miss Beechler. (Not offered in 1970-71)
- 57 **Mathematics for Social Scientists II.** An introduction to descriptive statistics and statistical inference regarding hypothesis testing, estimation, and prediction, as applied to the behavioral sciences. Emphasis will be placed on application and interpretation. Topics include: frequency distributions, measures of central tendency, dispersion, relationships, simple and multiple correlations, regressions and statistically significant difference. Half-course (first half of semester) if student elects Psychology 91 or Sociology 91; otherwise full-course for whole semester. Prerequisite: Mathematics 2. Spring Semester. m.w.f. 11. Miss Beechler.
- 133 **Number Systems.** A study of the development of the familiar number systems starting with the natural numbers and culminating in a set-theoretical construction of the real number system. The course will include some discussion of sets, functions, relations, order, well-order, and, as time permits, cardinal and ordinal numbers, and their arithmetics. Prerequisite: three semesters of mathematics above Mathematics 20. Fall Semester. t.th. 1:15-2:30. Miss Beechler.

- 155 **Number Theory.** Unique decompositions, congruences and arithmetic functions. Solved and unsolved problems in the theory of numbers. Prerequisite: three semesters of mathematics above the level of Mathematics 20. Offered in cooperation with Claremont Men's College, Harvey Mudd College, and Pomona College; offered in 1970-71 at Harvey Mudd College. Fall Semester. m.w.f. 10. Mr. LeVeque.

See also catalogs of Claremont Men's, Harvey Mudd, and Pomona Colleges.

## MEXICAN AMERICAN STUDIES

An intercollegiate program of The Claremont Colleges.  
(For registration purposes, these courses count as Pitzer College courses.)

### ECONOMICS

- 80CC **Economics of Poverty.** An analysis of poverty using basic economic tools developed in class. The course will focus upon problems of wages, unemployment, education, mobility and information as they affect Mexican Americans. Fall Semester. t.th. 1:30-2:45. Mr. Lara.
- 150CC **Government Policy Toward Poverty.** An examination of past, present and proposed government policies aimed at combating poverty in the United States. Focus will be on the economic aspects of proposed policies ranging from guaranteed income to Barrio capitalism. Prerequisite: Economics 80CC, or Principles of Economics I or II. Spring Semester. Mr. Lara.
- 185CC **Seminar.** The seminar will concentrate on poverty and its causes in the rural sector. Examples of areas to be covered are the Bracero program, agricultural support programs, rural wage patterns and rural-urban migrations. Prerequisite: Principles of Economics I or II. Spring Semester. Mr. Lara.

### HISTORY

- 175CC **The Southwestern United States in the 16th, 17th, and 18th Centuries.** A study of social, political and economic conditions and their influence on the conquest and settlement of the Southwest during the 16th, 17th, and 18th centuries. Students will be expected to do research into various aspects of the subject. Fall Semester. t. 7-10. Mr. Suarez.
- 180CC-  
181CC **Seminar: Mexican Americans in the Southwest.** The seminar will focus on the Mexican American experience in the Southwest with a special emphasis on local history (Southern California). Fall Semester. t. 7-10. Mr. Lopez.

### POLITICAL STUDIES

- 75CC-  
76CC **Chicano Politics.** The course will analyze efforts on the part of the Chicano community to achieve political power and will examine dominant political forms

from a Chicano perspective. Although the focus will be on the Chicano community, the course will examine the politics of other ethnic groups in order to understand how minority communities cope with dominant forms. The course will involve research, lectures, and class discussion. Prerequisite: introductory political studies or sociology, knowledge of research techniques, or consent of instructor. Both semesters. t.th. 1-2:30. Mr. Cuellar.

## SOCIOLOGY

- 60CC Sociology of the Mexican American.** Sociological perspectives on the Mexican American culture and community. Theory of culture, subculture, community, and role. Comparative culture and community study. Students will design and carry out individual research projects. Fall Semester. t.th. 10. Mr. Sena Rivera.
- 90CC Mexican American Social Problems.** Analysis of cases and the consequences of poverty, crime, and delinquency, family dissolution and deviant behavior. Sociological aspects of formal institutions as they relate to Mexican American. Comparative study involving formal institutions and other ethnic minorities. Prerequisite: Sociology 60CC or consent of instructor. Spring Semester. Mr. Sena Rivera.
- 160CC Advanced Seminar in Sociology of the Mexican American.** "Chicanos as Culture, Community, and Role" will be examined within a problematical frame of reference of statistical concept and theoretical construct. The student, singly or as part of a team, will design and carry out original research defending hypotheses taken. Following a few discussion and organizational sessions, students are left to their projects with the instructor as project consultant. Prerequisite: Introductory Sociology, Sociology of the Mexican American, or Mexican American Social Problems (or courses having dealt significantly with the Mexican American), Statistical Methods for Behavioral Sciences, Methodology in Sociology, and consent of instructor. Spring Semester. Mr. Sena Rivera.

## SPANISH

- 10CC-11CC Spanish as a Native Language: Level I.** Basic concepts of language for use in oral and written communication. Experimental class-workshop for students who have some familiarity with the sound of Spanish. Enrollment limited to 25 students. Open to Mexican American students. Prerequisite: phonetic base in Spanish. Both semesters. m.t.w.th.f. 2. Staff.
- 50CC-51CC Spanish as a Native Language: Level II.** Advanced practice in written and spoken use of Spanish. Class workshops that will enable the student, who is already familiar with the language, to become proficient. All work will be done in class meetings. Course is intended primarily for freshmen and sophomores, but will admit upper classmen. Enrollment limited to 25 students. Prerequisite: Level I, or familiarity with the Spanish language, or consent of instructor. Both semesters. m.t.w.th.f. 2. Miss Ibarra.

## MUSIC

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

- 81 **Introduction to Music I.** An historical survey of major composers and musical styles of the Classic and Romantic periods of composition with emphasis on intelligent listening. A study of elementary musical theory is included. No previous musical experience required. Open to freshmen. Fall Semester. m.w.f. 10. Mr. Lilley.
- 82 **Introduction to Music II.** An historical survey of major composers and musical styles of the Renaissance, Baroque, and Contemporary periods of composition with emphasis on intelligent listening. A study of musical perception is included. No previous musical experience is required. Spring Semester. m.w.f. 10. Mr. Lilley.
- 173a, b **Concert Choir.** A study of music from the sixteenth century to the present day. Membership obtained through audition and maintained through successful completion of performance requirements. One-half course credit per semester. Both semesters. m. 4:15-6, th. 7-9. Mr. Lilley.

See also the catalogs of Scripps and Pomona College.

NOTE: One-half course credit per semester may be awarded for music ensemble. Credit for individual music instruction may be awarded at the rate of one-half course credit for a half-hour weekly lesson per semester, or one course credit for an hour weekly lesson per semester.

## NATURAL SCIENCES

Joint Program with Scripps and Claremont Men's Colleges.

### BIOLOGY COURSES

- 10 **Man and His Environment.** A lecture course in human ecology that will deal with man, his origins, biological characteristics, and behavior, his interaction with his environment, and an analysis of that environment. Topics to be covered will include human origins, population growth and environmental pollution. Prerequisite: none (may not satisfy a science requirement). Spring Semester. Lectures and discussion, m.w.f. 11. Mr. Guthrie.
- 43, 44 **Introductory Biology.** The objectives of the course are to provide the student with a basic knowledge of biology, to introduce him to experimental technique and the scientific method, and to indicate the importance of biological factors in current world affairs. Emphasis is placed on biological principles and life functions rather than on descriptive biology. The course treats life at the molecular, cellular, species and community levels. The laboratory consists of experiments selected to illustrate basic biological principles. Three lectures and one three-hour laboratory per week. Laboratory fee \$10 per semester. Lectures m.w.f. 10. Laboratories: Fall Semester, t.w.th. 1:15-4:15. Spring Semester, t.w.th. 1:15-4:15. Miss Mathies and Staff.
- 60 **Principles of Natural Science.** An integrated approach to the fields of science. Coverage will include basic concepts as to the origin, organization, evolution

and interaction of matter, life and the universe, as well as an investigation of scientific methods. Three lectures and one three-hour laboratory per week. Laboratory fee \$10. Fall Semester. Lectures m.w.f. 9. Laboratories m.t.w. 1:15-4:15. Mr. Boorstein and Staff.

- 61 **Science in the Modern World.** A series of seminars chosen from among those offered dealing with the role of science in our society, especially the scientific aspects of problems arising from advances in our technology. Topics in astronomy, geology, environmental pollution, population growth and control, resource conservation and the biological nature of man will be among the problems. Three lectures and appropriate laboratory. Prerequisite: Natural Sciences 60 or equivalent. Spring Semester. Lectures m.w.f. 9. Laboratories, if appropriate, m.t.w. 1:15-4:15. Mr. Klein and Staff.
- 140 **Ontogeny and Evolution of Invertebrates.** Aspects of invertebrate biology included are physiology, embryology, structure and ecology. The course theme revolves around the evolutionary history of invertebrates with evaluation of a number of the ideas expounded concerning phylogenetic relationships. All forms significant to the evolutionary story are dealt with. Insects will receive considerable coverage. Prerequisite: Introductory Biology. Mr. Eriksen. (Not offered in 1970-71)
- 148 **Biological Basis of Behavior.** (Formerly Natural Sciences 163.) Lectures, assigned readings and student reports devoted to sensory and neuro-physiology and the role of the nervous system in the behavior of animals. Prerequisite: a physiology course or consent of instructor. Staff. (Not offered in 1970-71)
- 152 **Independent Study in Science.** 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 direction. Both semesters. The faculty and the areas in which they are particularly willing to direct independent study are as follows:  
Mr. Boorstein: theoretical chemistry, quantum mechanics.



*I think that no distribution requirements are fine, but there had better be some darn good advising.*

- Mr. Bovard: enzymology, biological polymers, philosophy of science.  
 Mr. Dart: high polymer physics, astronomy, rheology.  
 Mr. Decker: topics in developmental and cell biology.  
 Mr. Eriksen: physiological ecology of aquatic invertebrates, environmental problems, limnology.  
 Mr. Feldmeth: topics in aquatic biology, especially physiology and pollution.  
 Mr. Guthrie: paleontology, evolutionary studies, human ecology.  
 Mr. Klein: particle physics, quantum mechanics, brain mechanisms.  
 Mr. Mathies: microbial genetics, immunology, virology.  
 Mr. Merritt: spectroscopy, catalysis of organo-metallics.  
 Mr. Pinnell: non-metallic and organo-metallic compounds, NMR and infrared spectroscopy.  
 Mr. Veigel: photochemistry, kinetics of inorganic reactions.

A limited opportunity open to all students with permission of instructor. Full or half course. Time arranged.

- 157 **Topics in Cell Biology.** A seminar course with papers prepared by students and discussed in class on topics of mutual interest. Topics may include such subjects as DNA replication mechanisms, the origins of organelles, intra cellular control mechanisms, and the origin of enzymatic pathways. Fall Semester. w. 7:30-10:30 p.m. Mr. Decker.
- 160 **Immunology.** A seminar course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity, and autoimmunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers and occasional lectures may supplement the material. Prerequisite: Introductory Biology, preferably a course in Microbiology and consent of instructor. Miss Mathies. (Not offered in 1970-71)
- 164 **Vertebrate Paleontology.** The evolutionary history of vertebrates as seen in the fossil record. Lectures will include consideration of the fossil record of vertebrates, vertebrate zoogeography, and problems related to the interpretation of the fossil record. Occasional laboratories will include collecting and preparation techniques of vertebrate paleontology as well as identification of mammalian fossils. Prerequisite: a course in vertebrate anatomy, historical geology, or consent of instructor. Mr. Guthrie. (Not offered in 1970-71)
- 165 **Limnological Problems.** A team approach to the study of a particular aquatic situation. Each participant will take a facet of the problem, plan his field research, gather data, and make the latter available in table form to all. Then, from his own work and all data, each student writes a "chapter" of the original topic. Finally, several seminars will be held for oral presentation of the papers. Limited to seven students. Prerequisite: for biologists, a course dealing with ecology or some aquatic group of organisms and consent of instructor. For chemists, geologists, or physicists, consent of instructor. Mr. Eriksen. (Not offered in 1970-71)
- 166 **Man and Contemporary Problems in the Natural Sciences.** A course conducted as a seminar but involving readings, invited speakers, and papers. Course content will vary but will concern selected topics of current interest involving man

and problems related to the natural sciences. Important topics which could be considered are: heat, noise, drugs, air, water, and soil pollution, pesticides, environmental evolution. Prerequisite: a year of introductory college science or consent of instructor. Staff. (Not offered in 1970-71)

- 167 **Thermo-Biology.** A seminar course which cuts across conventional disciplines. After consideration of elementary thermodynamics, energy in the form of heat, temperature, heat transfer, and thermal insulation, the class will consider the thermal stability of molecular, physical, biological and geological systems. Subsequently, the interests of the group will determine the subjects treated, but it is anticipated that topics may include origin of life, thermophilic bacteria and other protists; the temperature relations of plants, and cold and warm-blooded animals; behavioral, chemical and physical thermoregulation; hibernation and torpidity; the tropical, temperate, and polar environments; heat and extraterrestrial life. Prerequisite: first year courses in at least two of the three areas: biology, chemistry and physics, or consent of instructor. Spring Semester. Lectures w. 7:30-10:30 p.m. Mr. Feldmeth and Mr. Veigel.
- 168 **Biology of Insects.** A study of the various aspects of insect biology including structure, physiology, behavior, ecology, evolution and economy. The format of the course will include lectures, discussions, student presentations and occasional laboratories and field trips. Prerequisite: Natural Sciences 43, 44, an additional biology laboratory course, or consent of instructor. Mr. Eriksen. (Not offered in 1970-71)
- 177 **Biochemistry.** (See physical science area courses)
- 178 **Biophysics.** (See physical science area courses)
- 189-190 **Senior Thesis Program in Biology.** Presentation of advanced topics in biology by both students and staff as well as occasional outside speakers. Original individual experimentation and theoretical investigation culminating in the writing of a senior thesis and carried out under the supervision of a staff member. A year-long course, with the grade for both semesters given at the end of the spring semester. Hours arranged. Mr. Eriksen and Staff.

Courses in Biology available at Pomona College

See also the catalog of Pomona College.

#### PHYSICAL SCIENCE COURSES

- 10 **Man and His Environment** (See Biology Courses, page 103)
- 14 **Principles of Chemical Theory.** A fundamental study of the structure of matter specifically dealing with states of matter, kinetic molecular theory, atomic structure, spectra, bonding and thermodynamics. Laboratory fee \$10. Fall Semester. Lectures m.w.f. 8. Laboratories m.t.w. 1:15-5:15. Mr. Boorstein and Staff.
- 15 **Systematics of Chemical Reactions.** The principles of chemical reactivity in organic and inorganic systems will be examined in the light of kinetics, equilib-

- rium, mechanism of reactions and stereochemistry. Prerequisite: Natural Sciences 14 or equivalent. Laboratory fee \$10. Spring Semester. Lectures m.w.f. 8. Laboratories m.t. 1:15-5:15. Mr. Veigel and Staff.
- 30, 31 **General Physics.** A first year general physics course introducing mechanics, heat, light and wave motion, electricity and structure of matter. The course is designed for science majors in fields other than physics and engineering or non-science majors with a strong high school physical science background. A calculus course is not a prerequisite, but topics in calculus will be developed as required. Prerequisite: one year of high school physics or consent of instructor. Laboratory fee \$10 per semester. 30 Fall Semester, 31 Spring Semester, as a two-semester sequence. Lectures m.w.f. 10. Laboratories m.t. 1:15-5:15. Mr. Dart.
- 33, 34 **Principles of Physics.** A first year general physics course designed for physics, chemistry, and engineering majors. Topics include Newtonian mechanics, gravitation, fluids, wave motion, heat, electrical measurements, DC and AC circuits, Maxwell's equations and light. Prerequisite: one year of calculus preceding or accompanying the course. One year of high school physics or consent of instructor. Laboratory fee \$10 per semester. 33 Fall Semester, 34 Spring Semester, as a two-semester sequence. Fall Semester. Lectures m.w.f. 10. Laboratory w.th. 1:15-4:15. Mr. Merritt. Spring Semester. Lectures m.w.f. 10. Laboratory w.th. 1:15-4:15. Mr. Klein.
- 60 **Principles of Natural Science.** (See Biology Courses, page 103)
- 61 **Science in the Modern World.** (See Biology Courses, page 103)
- 71, 72 **Organic Chemistry.** A course designed to integrate the chemistry of aromatic and aliphatic compounds from the standpoints of structure, reaction mechanism and synthesis. Prerequisite: Natural Sciences 22. Laboratory fee \$10 per semester. 71 Fall Semester, 72 Spring Semester, as a two-semester sequence. Lectures m.w.f. 11. Laboratories w. or th. 1:15-5:15. Mr. Pinnell.
- 101 **Theoretical Mechanics.** (Formerly Natural Sciences 81) The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisite: Natural Sciences 34 and Calculus II. Laboratory fee \$10. Fall Semester. Lectures m.w.f. 11. Laboratory w. 1:15-4:15. Mr. Klein.
- 102 **Electricity and Magnetism.** (Formerly Natural Sciences 82) Fields, potential, D.C. and A.C. circuits and applications of Maxwell's equations. Prerequisite: Natural Sciences 34 and Calculus III preceding or accompanying the course. Mr. Merritt. (Not offered in 1970-71)
- 104 **Electronic Instrumentation.** (Formerly Natural Sciences 84) Theory and practice of electronics in scientific instrumentation, developed through the use of the Malmstadt-Enke text and equipment. This course constitutes the laboratory for 102, but may be taken separately for half-course credit with consent of instructor. Prerequisite: Natural Sciences 34 or equivalent. Laboratory fee \$10. Half course. Spring Semester. Laboratory t. 1:15-4:15. Mr. Merritt.
- 116 **Chemistry of the Covalent Bond.** A detailed examination of selected organic and inorganic reaction systems involving the covalent bond, including natural pro-

*Money, by and large, is derived from sources which see a college as it was fifty years ago or a hundred years ago. Therefore, it may become necessary to acquire new and heretofore untried sources of money. Some of the world's largest organizations might be in favor of the kind of thing that Pitzer is doing.*



ducts, polymers, and organometallic compounds. Prerequisite: Natural Sciences 15 or equivalent. Staff. (Not offered in 1970-71)

- 121 Principles of Physics-Chemistry I.** A first course in quantum mechanics, using Schrodinger theory to solve simple systems and to discuss in detail results for more complex systems of physical and chemical interest, including electronic structure of atoms and molecules, the Pauli exclusion principle and electron spin, rotation-vibration of diatomic molecules,  $\pi$ -electron treatment of conjugated systems, electronic and nuclear magnetic resonance. A review of mathematical preliminaries (partial differential calculus, vectors, complex numbers, operator algebra) will introduce the course. Prerequisite: Natural Sciences 15 and 35. Laboratory fee \$10. Spring Semester. Lectures t.th.s. 10. Laboratory th. 1:15-5:15. Mr. Boorstein and Staff.
- 122 Principles of Physics-Chemistry II.** Full mathematical development of thermodynamic principles and their application to physico-chemical systems, including the First, Second and Third laws, calorimetry, thermochemistry, free energy and equilibrium, phase changes and solution theory. Mathematical treatment of kinetic theory; Maxwell-Boltzmann distribution; degrees of freedom and equipartition. Experimental determination of reaction rates; differential rate equation and their integration; transition state theory; enzyme kinetics. Theory of ionic solutions; Debye-Huckel theory; acids and bases. Prerequisite: Natural Sciences 121. Staff. (Not offered in 1970-71)
- 141 Ontogeny and Evolution of Vertebrates.** Morphology, ontogeny and evolution of vertebrate organs systems, with emphasis on the evolutionary aspects of vertebrate development. The laboratory will include dissection of major vertebrate

- types and examination of basic histologic and embryologic materials. Prerequisite: Introductory Biology. Laboratory fee \$10. Mr. Guthrie. (Not offered in 1970-71)
- 142 **Physiological Homeostasis.** A course dealing with the physiology of organisms, chiefly vertebrate animals, and the principles by which organs, organ systems and animals maintain stable functioning in a changing environment. Prerequisite: Introductory Biology and consent of instructor. Laboratory fee \$10. Fall Semester. Lectures t.th.s. 10. Laboratory w. 1:15-5:15. Mr. Feldmeth.
- 143 **General Genetics.** The course deals with the basic principles of heredity, primarily as exemplified by non-microbial systems. Particular emphasis is given to human and population genetics. Prerequisite: Introductory Biology. Spring Semester. Lectures m.w.f. 8. Miss Mathies.
- 144 **Developmental Biology.** A course on developmental patterns and their control. Animal and plant material will be covered, with emphasis on vertebrates. Both classical descriptive embryology and molecular mechanisms of control will be included. Three lectures and one lab each week. Prerequisite: Introductory Biology. t.th.s. 10. Laboratory w. 1:15-5:15 and arranged. Mr. Decker.
- 145 **Evolution.** This course attempts to give students further understanding of the modern theory of evolution and of the status of our research in evolutionary studies. The course is run as a seminar, with students discussing assigned reading with the instructor in class meetings and preparing papers for class discussion. Student paper topics have ranged from study of Teilhard de Chardin to studies of the evolution of behavior, the role of isolating mechanisms, and the importance of zoogeography in the evolution of certain groups. Prerequisite: Introductory Biology or consent of instructor. Mr. Guthrie. (Not offered in 1970-71)
- 146 **Ecology.** A course dealing in interrelationships of plants and animals with the environment and with each other and including the study of individuals, populations and communities. Except for discussion of the environmental crises caused and faced by men, examples will emphasize other than vertebrate organisms. Prerequisite: Introductory Biology, one other laboratory science course, and consent of instructor. Laboratory fee \$10. Spring Semester. Lectures t.th. 9, f. 1:15. Laboratory f. 2:15-5:15 and field trips. Mr. Eriksen.
- 147 **Microbiology.** A discussion of micro-organisms with particular emphasis on the contributions made by research in microbiology to the understanding of basic biological principles. The laboratory deals primarily with techniques of handling and identifying bacteria and with studies of bacterial physiology. Prerequisite: Natural Sciences 43, 44 and 14, 15 or consent of instructor. Laboratory fee \$10. Fall Semester. Lectures t.th.s. 9. Laboratory m. 2:15-5:15 and arranged. Miss Mathies.
- 152 **Independent Study in Science.** (See Biology Courses, page 103)
- 155 **Physical Science of the Environment.** A detailed, quantitative study of selected aspects of the environment. Possible topics include the use and misuse of energy resources, thermal pollution of the air and water, smog, pesticides, and population. The scientific basis of both the problems and possible solutions will be

considered. Prerequisite: an introductory course in chemistry or physics, and consent of instructor. Mr. Veigel and Staff. (Not offered in 1970-71)

- 158 **Advanced Experimental Techniques.** A laboratory experience in the preparation of a variety of compounds involving use of the more complex apparatus and methods (for example, vacuum line and inert atmosphere techniques). Characterization of prepared compounds will be emphasized using appropriate chemical and instrumental methods. The course is aimed at broadening the students' range of laboratory experience and will be tailored to each individual's level of competence. Prerequisite: Natural Sciences 121, 122. Mr. Pinnell and Staff. (Not offered in 1970-71)
- 159 **Spectroscopy and Structure.** Various spectroscopic techniques, such as nuclear magnetic resonance, microwaves, infrared, visible, ultra-violet and X-rays, as used by the chemist and physicist, will be discussed and applied to the structure determination of atoms and molecules. Prerequisite: Natural Sciences 121 or consent of instructor. Spring Semester. Lectures m.w.f. 8. Mr. Merritt and Staff.
- 163 **Advanced Physical Chemistry.** Applications of symmetry and group theory in chemistry. Half-course, second half of semester. Prerequisite: Natural Sciences 121-122 (JSD) or Chemistry 51 (HMC) or Chemistry 158b (PC) or consent of instructor. Offered in cooperation with Harvey Mudd College and Pomona College. Fall Semester. Lectures m.w.f. 10. Mr. Boorstein.
- 177 **Biochemistry.** A study of structure and function in the living systems at the molecular level. Discussion will center on intermediary metabolism, cellular control mechanisms and energy flow with particular emphasis on how this information is developed. Prerequisite: Natural Science 116 or organic chemistry, introductory biology and consent of instructor. Mr. Bovard. (Not offered in 1970-71)
- 178 **Biophysics.** A study of the action of various living systems such as the eye, ear, muscle, nerve, etc., from the point of view of mechanics, thermodynamics, and electrical theory. Some discussion of instrumentation in the study of structure will also be included. Prerequisite: introductory courses in biology and physics, an advanced laboratory course or consent of instructor. Fall Semester. m.w.f. 8. Mr. Dart.
- 185 **Advanced Inorganic Chemistry.** Selected topics in inorganic structure, bonding, and dynamics. Prerequisite: Natural Sciences 121-122 (JSD) or Chemistry 158ab (PC). Offered in cooperation with Pomona College. Half course, first half of semester. Fall Semester. Lectures m.w.f. 10 and 1 hour arranged. Mr. Beilby.
- 187-190 **Senior Thesis Program in Physical Science.** Original experimentation and theoretical investigations carried out under the supervision of a member of the staff and presentation of advanced topics. Completion of the investigations and preparation of the results as a senior thesis. A year-long course. Time arranged. Staff.

See also chemistry and physics offered at Pomona College and Harvey Mudd College.

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## PHILOSOPHY

- 1 **Introduction to Philosophical Problems.** A great deal of philosophical work continues to be carried on in written and spoken dialog. This course is intended to prepare the student to begin taking part in this dialog and to provide an introduction to the philosophical study of morality, the existence of God, freedom of will, skepticism, and other traditional topics. Readings from traditional and contemporary sources. For students who have had no previous work in philosophy. Open only to Pitzer students. Enrollment limited to 25 students. Spring Semester. m.w.f. 10. Mr. Bogen.
- 4 **Why Obey? An Introduction to Social and Educational Philosophy.** Why should I clear the streets when a cop tells me to? Why should I leave the president's office of the college when told to? Why should I do my assignment in this class? The answers to these questions require an understanding of fundamental issues in social philosophy. To sketch the outlines of both questions and answers, we shall examine basic social values such as freedom, equality, justice and the public interest. Then, in order to deal with the issues within the context of education, we shall discuss the concept of education, the teacher-student relationship, conceptual models of educational institutions, and the relationship between social values and the problem of obedience and obligation in education. Since the instructor believes that philosophy is not a spectator sport and that it requires participation by the student in writing, the course will meet as a discussion class one day a week; the next meeting during the week will be in small groups where the participants will exchange essays on an assigned topic. From time to time the instructor will meet with each group, read the essays, and comment on them. Shortly after Thanksgiving the class will stop meeting on a regular basis, and each student will undertake a substantial writing project. This course is especially designed for students who have no previous training in philosophy. Fall Semester. t.th. 10 and 1 hour arranged. Mr. Spitzberg.
- 4a **Workshop in the Philosophy of Education.** We shall discuss the most interesting issues in the philosophy of education: for example, models of educational situations, epistemological underpinnings of learning theory, the teacher-student relationship, the role of education in reforming or revolutionizing society, and the institutional implications of a philosophical analysis of education. No more than ten students, each with substantial background in analytical philosophy, will be admitted to this workshop. Messrs. Bogen, King, and Beckner will participate in the course on a regular basis. Prerequisite: consent of instructor. Half-course, second half of semester. Fall Semester. t. 9-11. Mr. Spitzberg.
- 5 **Introduction to Formal Logic.** This course will introduce the student to basic techniques of formal logic. The student is expected to achieve enough facility to feel relaxed in the use of formal logic, and will be exposed to philosophical issues raised by the subject, and to its application to some traditional philosophical problems. Formal logic is one of the most characteristic and impressive intellectual developments of this century. It provides a powerful tool for philosophical analysis, as well as a model of clear and rigorous yet deeply intuitive thinking. The course will treat sentential and first order predicate calculus with identity, and selected topics in traditional philosophy. Spring Semester. m.w.f. 4:15-5:00.

- 113 Philosophical Psychology: Freedom and Action.** What is it to do something? Can men act freely? An examination of some of the great wealth of philosophizing which these questions have produced over the past fifty or so years. Prerequisite: one introductory philosophy or logic course. Fall Semester. t.th. 1:15-2:30. Mr. Bogen.
- 131 Philosophy of the Natural and Social Sciences.** A philosophical examination of the nature of scientific enquiry. The first part of the course will be concerned with problems common to the natural and social sciences: the structure of theories; the logic of explanation and prediction; the definition of scientific terms; the nature of scientific innovation; and the application of mathematical systems. The second part will focus on special problems involved in the behavioral sciences: the distinction between human action and animal behavior; the alleged subjectivity of history and the social sciences; functionalism; statistical explanation; and the use of models. Spring Semester. m.w. 1:15-2:30. Mr. Beckner.
- 132G Oriental Philosophies.** Spring Semester. Time arranged. Mr. Hutchison.
- 152 Conversations in Philosophy, Politics, and Public Policy.** We shall undertake an analysis of important issues in political philosophy and then attempt to integrate the insights of analytical political philosophy into a discussion of public policy issues. The first four weeks of the term we shall meet as a class discussing modern philosophical essays about concepts such as freedom, equality, justice, public interest and representation. Then we shall divide into a few small seminar groups of about five members, which will investigate in depth a specific area of interest: for example, one seminar group might deal with problems arising from different accounts of property; another might consider the contribution which such analysis might make to the solution of problems in public education. These seminar



groups will meet regularly throughout the term, but only from time to time with the instructor. However, each group will regularly report to the instructor in writing. Also, during most of the term, each student will write tutorial papers for the instructor and meet with him in individual sessions. And on occasion, we shall meet as a whole class to hear progress reports from the seminar groups. During the last two or three weeks of the term, we shall meet as a class to hear formal reports from the seminar groups, to read the results of individual research projects (which each student will also undertake), and to reconsider the values and concepts analyzed at the beginning of the term.

This course will include both graduate and advanced undergraduate students. Each participant in the course will be expected to have had a course in analytical philosophy and substantial work in one of the social studies. Also, it will be helpful for students in this course to have been exposed to the instructor's method of analysis in one of his Philosophy and Social Institution courses. Students interested in the course should talk to the instructor in the fall semester of 1970, or the spring semester of 1971, so that he can advise potential members of the course in regard to appropriate preparatory work. Admission to this course will be strictly limited and will require the consent of instructor. *Two courses credit.* Spring Semester. t. 9-11 and 1:15-4:00. Mr. Spitzberg.

162G **Philosophy of Law.** Fall Semester. w. 1:30-3:45. Mr. Louch.

170, 171 **Special Studies in Philosophy.** Directed independent study of a philosophical topic of the student's choice. Intended primarily for majors, but open to some non-majors. Prerequisite: consent of instructor. Both semesters. Time arranged. Mr. Bogen.

See also catalogs of Claremont Men's, Harvey Mudd, Pomona, and Scripps Colleges.

## POLITICAL STUDIES

- 20 **Introduction to Comparative Government and Politics.** An introductory study of the setting of politics (geographical, economic, social, and cultural factors) in relation to the governmental systems of selected Western and non-Western countries. Primarily for freshmen and sophomores. Fall Semester. t.th. 10 and 1 hour arranged. Mr. Marquis.
- 25, 26 **History of Political Philosophy.** This is a year-long course surveying the major ancient and modern responses to the perennial issues of politics: justice, freedom, equality, the good society, the state, responsibility. Included will be Plato, Aristotle, the Bible, Augustine, and Aquinas as well as Machiavelli, Descartes, Hobbes, Hegel, and Marx. The first semester is not a prerequisite of the second, but is strongly recommended. Both semesters. m.w. 1:15-2:30 Mr. Murphy and Miss Nickel.
- 30 **Introduction to International Relations.** An introduction to the nature of politics, law, and organization on the international level. Theories and concepts of world politics will be examined in the light of diplomatic history of the nineteenth and twentieth centuries. Fall Semester. t.th. 2:45-4:00. Mr. Zachrisson.

- 70 **Politics '70.** This course will provide the student with an opportunity to participate in and critically examine the campaigns and elections of the fall of 1970. Each student will be encouraged to work actively in the campaign of a California candidate during the first half of the term and will be given the time to work full time for a candidate running for office in California during the last ten days before the November election. A committee of students participating in the course will systematically investigate opportunities for student workers in the various campaigns and will assist each student in finding a place. The formal class meetings will focus on topics related to the elections: political science topics such as campaign organization, opinion polling, and campaign finance; issue-oriented topics such as the Indo-China War, education, and environmental pollution. From time to time professional politicians and candidates will join the class discussion. Students will be expected to keep a comprehensive journal on their political activities and to write a critical analysis of the campaign, with which they are associated. The class will begin with a campaign colloquium immediately prior to the first formal class and will continue through an election post mortem in the middle of November. One-half course credit. Fall Semester. t. 4:00-5:30. Mr. Spitzberg.
- 75CC, **Chicano Politics.** (For description, see Mexican American Studies.) Both semesters. t.th. 1:00-2:30. Mr. Cuellar.
- 76CC
- 85a, b **Seminar and Internship in Administration.** This course will concentrate on the major theories and concepts concerning the structure and functioning of organizations, public administration, personnel practices, decision-making, and small group dynamics. Students will be instructed in the major methods of observing and analyzing formal organizations. They will write essays in which they are called upon to use the general theoretical framework presented in class in order to understand the organizations in which they are serving their internships. Enrollment limited to students in the Administrative Internship Program. Each semester. th. 7. Mr. Enos and Mr. Doku.
- 90 **The Asian American Experience in the United States.** This course examines the experience of the Asian American in the United States. Emphasis will be placed on the roles of the Chinese American and Japanese American on the West Coast from 1849 to the present. Topics to be discussed include the effects of the media on the Asian American, community politics, cultural traditions, and race relations. Fall Semester. m.w.f. 9. Mr. Marsh.
- 91 **Modern East Asian International Relations.** The emphasis of this course will be on the period since 1945 and will explore relations between China, Japan, and Korea and will also include the roles of the two outside actors—the Soviet Union and the United States—in East Asia. A number of topics will be explored. Some of these are: the occupation of Japan, the Marshall Mission to China, the Korean War and the mystique of MacArthur, the China lobby, The United States-Japanese Mutual Security Treaty, the Taiwan question, and the containment of China. Spring Semester. m.w.f. 9. Mr. Marsh.
- 100 **Contemporary American Problems: The City.** An examination of recent responses by the various levels of government to such perennial urban issues as poverty, education, unemployment, housing, and health. Included will be an

analysis of (1) the political history of these issues, (2) suggested alternatives for their amelioration, and (3) the political role of the city in a nation of cities. Open to freshmen with consent of instructor. Mr. Murphy. (Not offered in 1970-71)

- 101 **Environmental Policy.** Problems of environmental quality (e.g., air and water pollution); their causes and effects; strategies of environmental control; the interplay of political, economic, and technological factors. Attention will be given to case studies, field work, and implications of environmental problems for a general theory of the modern state. Prerequisite: Natural Sciences 10 or 61 (or equivalent) taken previously or concurrently, a course in American government, and consent of instructor. Spring Semester. t. 1-4. Mr. Rodman.
- 103 **Politics and Science.** The American government is the greatest single supporter of the scientific revolution and the development of technology in the world. This course examines the extent to which the scientific enterprise has become identified with the ends of the government, the ramifications of vast public expenditures for research and development, and the future of this increasingly intimate relationship. Spring Semester. m.w.f. 10. Mr. Murphy.
- 115 **Religion and Politics.** A comparative examination of the "religious factor" in relation to political behavior in the U.S., Britain, and Western Europe. Open to sophomores, juniors, and seniors. Mr. Marquis. (Not offered in 1970-71)
- 120 **Freedom and Oppression: Southern Africa.** The course will examine the domestic and international politics of the states of southern Africa. Particular attention will be paid to the social, economic, and historical determinants of political options. Among the problems to be considered are the following: minority rule in Rhodesia and South Africa, the status of South West Africa, the hostage states of Botswana, Lesotho and Swaziland, liberation movements in Angola and Mozambique. This is a half-course and will meet during the first eight weeks of the term. An additional half-course of independent research may be arranged with the instructor. Fall Semester. t.th. 10 and 1 hour arranged. Mr. Zachrisson.
- 121 **Comparative Politics of Education.** An examination of the interrelationships of politics and secondary and higher education in the United States, Britain, and selected continental European countries. Spring Semester. t.th. 10 and 1 hour arranged. Mr. Marquis.
- 126G **The Communist World I.** Fall Semester. m.w.f. 11. Mr. Neal.
- 127G **The Communist World II.** Spring Semester. m.w.f. 11. Mr. Neal.
- 130 **International Law and Organization.** The course will consider alternative approaches to world peace through international legal and institutional means. The nature and function of the United Nations and selected regional organizations will be discussed with particular reference to problems of economic and social development. Prerequisite: Political Studies 30 or consent of instructor. Spring Semester. m.w. 2:45-4:00. Mr. Zachrisson.
- 135 **The Politics of Mass Society.** An analysis of the various concepts of mass society and mass politics as developed in the writings of de Tocqueville and Ortega y Gasset on the one hand, and in those of Marx, Weber, Mannheim, and Fromm on the other. The question as to whether mass society can be considered as a dis-

tinctive social organization which produces anti-democratic movements will be examined by comparing aspects of the social structure and the politics of the United States with those of the Soviet Union and selected European countries. Open to sophomores, juniors, and seniors. Mr. Marquis. (Not offered in 1970-71)

- 136 **The Nature of Revolution.** An examination of the concept of revolution as seen and developed by writers living in revolutionary times, including historical figures such as Galileo and Locke, as well as contemporary writers such as Fanon and Marcuse. Prerequisite: consent of instructor. Fall Semester. m.w. 2:45-4:00. Miss Nickel.
- 136CC **Politics of the Black World.** (For description, see Black Studies.) Fall Semester. m.f. 1:45-3:15. Mr. Dalizu.
- 137 **The Third World in International Politics.** The class will discuss the role of the developing states of Africa, Asia, and Latin American in the international system. The problem of conflict among the third world states and between them and the developed countries will be examined in the light of contemporary political, economic, and military problems. Among the topics to be covered are arms control, decolonization, economic and technical assistance, military alliances, neo-colonialism, regional organizations. Prerequisite: Political Studies 30 or consent of instructor. Spring Semester. m.w. 11:00-12:15. Mr. Zachrisson.
- 137CC **Imperialism and Colonial Administration.** (For description, see Black Studies.) Fall Semester. m.w. 12:00-1:30. Mr. Dalizu.
- 138 **Seminar: African International Relations.** The seminar will examine the political and economic relations of the new African states with each other and with the rest of the world. Particular attention will be given to the regional and sub-regional organizations which have been established to promote economic and political cooperation among the African nations. The seminar is intended for juniors and seniors. Prerequisite: consent of instructor. Mr. Zachrisson. (Not offered in 1970-71)
- 138CC **Comparative Political Theories and Social Change.** (For description, see Black Studies.) Fall Semester. m.w.f. 11. Staff.
- 139 **Seminar: Contemporary African Politics.** The seminar will discuss the major issues of contemporary politics in sub-Saharan Africa. Problems of liberation movements, decolonization, nation-building, neo-colonialism, and inter-African cooperation will be examined in the context of the recent political history of selected African states. The seminar is intended for junior and senior concentrators. Admission by consent of instructor. Spring Semester. t. 7. Mr. Zachrisson.



- 139CC **Political Parties and the Black Community.** (For description, see Black Studies.) Fall Semester. m.w.f. 1. Staff.
- 140G **Public Administration and Public Policy.** Spring Semester. m.w.f. 10. Mr. Blair.
- 140CC **The Black Man in American Politics.** (For description, see Black Studies.) Spring Semester. Staff.
- 143CC **Politics of the Black Community.** (For description, see Black Studies.) Spring Semester. Mr. Dalizu.
- 145CC **International Relations of African States.** (For description, see Black Studies.) Spring Semester. Mr. Dalizu.
- 146CC **African Political Thought.** (For description, see Black Studies.) Spring Semester. Mr. Dalizu.
- 150 **American Political Thought.** An investigation of the theories of democracy, property, power, freedom, revolution, etc., put forth by influential thinkers of four major periods of American history: Revolutionary-Constitutional, Civil War, the 30's, the 60's. Prerequisite: Political Studies 25 or consent of instructor. Mr. Murphy. (Not offered in 1970-71)
- 152 **Conversations in Philosophy, Politics, and Public Policy.** (For description, see Philosophy 152) Spring Semester. t. 9-11 and 1:15-4. Mr. Spitzberg.
- 155 **The Supreme Court and the Economy.** This course views the economic decisions of the Supreme Court from 1789 to the present. Among those issues to be examined are: the commerce clause, taxation, right of contract, state and federal regulation, and anti-trust. Spring Semester. m.w.f. 8. Mr. Murphy.
- 160 **Seminar: Contemporary Political Theory.** An examination of selected writers representing contemporary versions of existentialist, positivist, Marxian, classical, and Christian political theory. Included will be Hannah Arendt, Arnold Brecht, David Easton, Herbert Marcuse, Leo Strauss, and Eric Voegelin. Prerequisite: History of Political Philosophy or consent of instructor. Mr. Murphy. (Not offered in 1970-71)
- 163 **Nationalism.** An examination of the concept of nationalism and a study of national movements as seen historically in Europe and presently in the Third World. Spring Semester. m.w. 2:45-4:00. Miss Nickel.
- 165 **The Industrial State and the Future of Politics.** An examination of the nature and assumptions of industrial society and its effect on the role and conception of politics. Miss Nickel. (Not offered in 1970-71)



- 175 **Poets and Politics.** (For description, see English 175) Fall Semester. m. 7. Mr. Zachrisson and Mr. Meyers.
- 182 **Philosophy and Social Institutions: The University.** This course will be an exercise in the philosophical analysis of the social values which should be considered in deciding what a university ought to be. This examination of social values is undertaken in the belief that one can come to understand the important concepts of social philosophy only within the framework of specific social problems and that an understanding of these concepts will illuminate the design of social institutions. Students will examine competing philosophies of education, various conceptions of the nature of a university, and the impact of specific social values on one's conception of education and educational institutions. The class will then conduct an abbreviated survey of the history of European and American higher education before turning to a series of practical problems facing universities—for example, the design of curriculum, the rights of students, the protection of academic freedom, the governance of a university, and the use of universities as instruments of social reform. The student will be asked to write two papers: the first about a concept in social philosophy; the second applying the conceptual analysis to a practical problem of the university, with special reference to The Claremont Colleges. This course will be open to sophomores, juniors, and seniors who have had introductory courses in philosophy in addition to one of the social studies. Fall Semester. t. 7. Mr. Spitzberg.
- 183 **Philosophy and Social Institutions: Urban Affairs.** This course will examine the relationship between concepts in social philosophy and the design of social institutions consistent with a possible framework of social values. Here students will face the problem of all philosopher-kings—how to develop an analytical perspective which will satisfactorily deal with the most intractable of social problems, those of the cities. The class will analyze such traditional social concepts as society, the city, equality, justice, freedom, representation, alienation, and the public interest, and see how effectively this analysis clarifies their thinking about poverty, welfare programs, urban renewal, city planning, public education, and the techniques of change—whether by reform or revolution. Students will be asked to write two papers: the first about a concept in social philosophy; the second applying the conceptual analysis to a practical problem in urban affairs. This course will be open to sophomores, juniors, and seniors who have had an introductory course in philosophy and one of the social studies. Mr. Spitzberg. (Not offered in 1970-71)
- 196CC **Comparative Black Politics: African and American.** (For description, see Black Studies.) (Not offered in 1970-71)
- 199 **Senior Seminar.** The seminar will survey the major areas of political studies including current readings, research methods, and an examination of problems central to the discipline. Fall Semester. th. 7. Mr. Murphy, Miss Nickel and others.
- 238 **Environmental Policy.** Graduate course. Consent of instructor. See Claremont Graduate School catalog. Fall Semester. f. 2-5. Mr. Rodman.
- 260 **Comparative Government.** Graduate course. Consent of instructor. See Claremont Graduate School catalog. Fall Semester. w. 2-5. Mr. Marquis.

- 273 **Comparative Politics of Education.** Graduate course. Consent of instructor. See Claremont Graduate School catalog. Spring Semester. Mr. Marquis.

See also courses listed under Government at Pomona College and under Political Science at Claremont Men's College and Harvey Mudd College.

#### **Washington Semester Program**

A limited number of Claremont Colleges students, including Pitzer students, are able to participate each semester in the Washington Semester Program conducted by American University, which affords the opportunity of intensive study of the governmental process in Washington, D.C. The major advantage offered by the program is the opportunity to witness personally the operation of the government in its many aspects, as well as to participate in the Washington Semester Seminars, which bring leading officials of the legislative, executive and judicial branches of the government together for discussions with the participating students. The selection of students is made on a competitive basis by an intercollegiate faculty selection committee, with preference given to juniors, to those whose academic programs are most suitably supplemented by the opportunities afforded by participation in the Washington Semester Program, and to those with some background of study in American national government. Application must be made during the semester preceding the semester applied for, by a date announced each semester. Interested students should consult Mr. Zachrisson.

## **PSYCHOLOGY**

The first three courses described below are designed primarily for freshmen and sophomores who have not previously taken Psychology 10 and who have a strong interest in the subject matter of the sub-field listed. Students should note carefully which upper division courses will accept these courses as prerequisites.

- 4 **Current Topics in Social Psychology.** A topical examination of major findings in the areas of interpersonal interaction, attitudes, group behavior, distributive justice, and conflict. An attempt will be made to examine the relevance of these findings to contemporary societal problems. Fall Semester. m.w.f. 1-2. Mr. Shomer.
- 5 **Current Topics in Child Development.** This course is intended as an introduction to human development for those students who have a specific interest in child growth and behavior. Selected topics will include the effects of early experience, the family and the school as socializing agents, and the process of cognitive development. Directed observations of young children will be utilized to demonstrate developmental processes. Spring Semester. m.w.f. 9. Mrs. Siebel.
- 8 **Current Topics in Personality Theory.** (Formerly Psychology 86) The purpose of the course is to examine the various theories about human personality that have developed in the past fifty years. The theories will be compared for their strengths in explaining aspects of human behavior and being empirically verifiable. Fall Semester. t.th. 1:00-2:15. Mr. Albert.

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- 10 **Introduction to Psychology.** The purpose of this course is to introduce the student to psychology as it has developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition, and personality. Special emphasis is given to some of the major systems, concepts, methods, and findings in contemporary psychology. Intended primarily for freshmen and sophomores (others admitted only with consent of instructor). Fall Semester: two sections, m.w.f. 10, Mr. Shomer and Staff. Spring Semester: one section, m.w.f. 9. Mrs. Kovar.
- 43 **Public Opinion and Propaganda.** Social and psychological analyses of the phenomena of public opinion and the many forces which mold opinion. Special emphases are placed upon both the development of individual attitudes and the techniques of measurement. Spring Semester. m.w. 1:15-2:30. Mr. Shomer.
- 49 **Social Psychology.** This course will focus on the social psychological phenomena of human interaction, psychological ecology, attitude formation and change, social influence, and group processes. Intended for concentrators in Psychology. Prerequisite: Psychology 10 (may be taken concurrently). Fall Semester. m.w. 11:00-12:15. Mr. Ellenhorn.
- 55 **Child Development.** Experimental evidence pertaining to the development of the child (primarily in the pre-school) is examined and discussed in relation to selected theoretical formulations. Facets of the child's cognition, social, and emotional, and personality developments are related to his physical maturation and to the role of the socializing agent(s). Intended primarily for concentrators in psychology. Prerequisite: Psychology 5 or 10. Fall Semester, m.w.f. 9. Mrs. Siebel. Spring Semester. t.th. 1-2:15. Mr. Albert.
- 60 **Brain and Behavior: An Introduction to Comparative Physiological Psychology.** This course will emphasize the adaptive nature of man's biological heritage through a study of behavior in various species and of the integrative aspects of our nervous system. Prerequisite: Psychology 10 or consent of instructor. (See also Psychology 161.) Fall Semester. t.th. 1:15-2:30. Mrs. Kovar.
- 70 **Human Learning.** A survey of traditional and contemporary approaches to the study of human learning. Topics will include learning and forgetting, concept formation, problem solving, and the relationship between language and thought. Prerequisite: Psychology 10. Fall Semester. m.w.f. 11. Mrs. Light.
- 91 **Statistical Methods for the Behavioral Sciences.** An introduction to statistical inference and experimental design as employed in contemporary psychological research. Topics include: analysis of variance, analysis of covariance, trend analysis and prevalent non-parametric statistics. Course work will emphasize the application of sophisticated analytic techniques to a research project initiated by the student or to data obtained by professional psychologists. Half-course, second half of spring semester. Prerequisite: Mathematics 57 (half-course) and consent of instructor. Spring Semester. m.w.f. 11. Mrs. Light.
- 101CC **Race Consciousness, Mental Health, and Personality Development.** (For description, see Black Studies.) Both semesters. f. 1-4. Mr. Mavritte.

- 105 **Socialization and Personality in Cross-Cultural Perspective.** A study of the applicability of social-learning, psychoanalytic, and developmental theories to socialization practices and outcomes in non-Western cultures. Mr. and Mrs. Munroe. (Not offered in 1970-71)
- 110 **Tests and Measurements.** The course will examine the place of tests and of measurements in psychology. Some of the different types of standard psychological tests and methods of measurement will be studied empirically under the supervision of the instructor. Prerequisite: Psychology 10 and one semester of statistics or college mathematics. (Not offered in 1970-71)
- 144 **The Social Psychology of Conflict.** Interdisciplinary approaches to the development, course, resolution, and functions of conflict will be examined with the contributions of ethological, psychological, economic, and sociological points of view. Various theoretical and empirical generalizations will be viewed with respect to different levels of analysis. Prerequisite: Psychology 10. Fall Semester. m.w.f. 9. Mr. Shomer.
- 145 **Group Processes.** The class is limited to enrollment of 15 students, who will participate in an intensive laboratory group experience. Special emphasis will be placed on theories of group development, conflict, competition, and social influence. Intended primarily for psychology concentrators. Prerequisite: Psychology 10 and 49. Fall Semester. m. 7. Mr. Ellenhorn.
- 151 **Psychological Development in Infancy.** A study of developmental processes during the first two years of life, emphasizing how experiences in this period establish patterns for later development of the child. Students will investigate physical, emotional, intellectual, and social development through a review of selected literature and periodic observation of infants. Prerequisite: Psychology 55 or equivalent. Fall Semester. t.th. 10 and 1 hour arranged. Mrs. Kovar.
- 152 **Development in Later Childhood.** (Formerly Psychology 130) A study of the important, but often ignored, period in human development which begins with school entrance and concludes with the beginning of adolescence. Through consideration of empirical evidence, theoretical formulations, and direct observation, the seminar will focus upon discovering the major characteristics of the period and upon understanding the meaning of these characteristics for children and for society. Prerequisite: Psychology 55 or equivalent. Spring Semester. m.w.f. 10. Mrs. Siebel.
- 159 **Seminar in Advanced Child Development.** (Formerly Psychology 160) It is the intent of the course that students will gain an appreciation of the major areas of thought and research now developing in the field. The class format will be made up of lectures (some), readings, and reports. Some of the major topics to be examined are historical changes in viewing the child, early experience, the results of deprivations, early individual differences among newborns, types of socialization, development of self-concept, parent-child relations, and cognitive styles. Enrollment limited to juniors, seniors, and graduate students. Prerequisite: Psychology 55 or equivalent, plus at least one of the following courses: Psychology 70, 151, 152, 153CC, or 184, or consent of instructor. Fall Semester. m. 2:30-5:00. Mrs. Siebel.

- 160CC Social Psychological Aspects of Black Identity.** (For description, see Black Studies 160CC.) Both semesters. m.w. 3:30-5:00. Mr. Thomas.
- 161 Physiological Psychology.** An introduction to the physiological basis of behavior. This course will include an overview of the structure and functions of the nervous system and an investigation of the methodology and findings of current research on physiological mechanisms in perception, learning, motivation, attention. It is intended especially for psychology students with a possible interest in graduate school and for human biology concentrators. Laboratory fee \$10. Prerequisite: Psychology 10 or any biology course. See also Psychology 60.) Spring Semester. m.w.f. 10 and laboratory arranged. Mrs. Kovar.
- 163 Psychology of Perception.** (Formerly Psychology 170) A study of the sensory and cognitive aspects of perceptual processes. Emphasis will be placed on vision and audition, but the minor senses will be reviewed as well. Other topics to be studied include information theory, signal detection, psychophysical methods, perceptual illusions, and motivational influences on perception. Prerequisite: Psychology 10 or consent of instructor. Mrs. Kovar. (Not offered in 1970-71)
- 171 Advanced Human Learning.** Human learning treated from an information processing viewpoint. Topics will include attention, pattern perception, short- and long-term memory, and an introduction to psycholinguistics. Prerequisite: Psychology 70 or consent of instructor. Spring Semester. m.w.f. 10. Mrs. Light.
- 173 The Acquisition of Language.** (For description, see Linguistics 173.) Spring Semester. t.th. 2:45-4:00. Mr. Macaulay.
- 181 The Psychology of Mental Illness.** (Formerly Psychology 131.) An examination of the definitions, classification, causes and treatment of deviant behavior. The course will include epidemiological and sociological studies. Arranged field experience. Prerequisite: Psychology 10. Fall Semester. t.th. 1:15-2:30. Mr. Keith.
- 182 The Psychology of Genius and Eminence.** This course will examine selected theories and empirical information concerning the development of genius and the characteristics of eminence, including the changing meanings of the concepts over the past 75 years. Prerequisite: Psychology 10, one additional social science course, and consent of instructor. Spring Semester. t. 2:30-5:00. Mr. Albert.
- 183 The Study of Lives.** (Formerly Psychology 143) A seminar on the intensive study of individual lives as a way of understanding clinical approaches to behavior and personality configurations. Each student will write a life history on an individual person on the basis of his own interviews. Examination and supervision of interview techniques will be a focal point of the course. Seminar discussions will compare the lives under study and propose directions of inquiry. Readings will be selected according to the problems which emerge from the lives under study. Admission by consent of instructor. For juniors and seniors. Laboratory fee: \$10. Enrollment limited to twelve students. Mr. Albert. (Not offered in 1970-71)
- 184 Psychoanalytic Theories and Personality.** (Formerly Psychology 165) A critical analysis of the major assumptions, concepts, and postulates of psychoanalytic theories of personality. Attention is focused on the historical role of these



*I think the role for Pitzer this year is to make its new president feel comfortable and to understand what Pitzer is about—that it is open, and rigidity is something which should be avoided like the plague.*

theories and their contribution to an understanding of human behavior. The major focus of the course centers about the question of what each theory assumes human nature to be. Prerequisite: Psychology 10, one additional social science course, and consent of instructor. Spring Semester. m.w.f. 9. Staff.

- 185 **Neo-Psychoanalytic Theories and Research.** (Formerly Psychology 166) A continuation of Psychology 184. This course will examine the changes and the importance of the changes that have occurred in psychoanalytic theory since 1930. Non-analytic theories also will be discussed; where possible empirical research will be considered in an effort to understand the validity of the theories and the nature of future changes in personality theory. Prerequisite: Psychology 184 and consent of instructor. Mr. Albert. (Not offered in 1970-71)
- 186, 187 **Field Work in Psychology.** Supervised experience in psychology to be arranged on an independent basis with cooperating institutions. Students will be expected to enroll for two semesters and to complete an approved research project. For juniors and seniors. Prerequisite: Psychology 10, 145, 181, 191 should be completed or taken concurrently. Both semesters. Time arranged. Fall Semester, Mr. Ellenhorn; Spring Semester, Staff.
- 189CC **Social Psychology of the Black Experience.** (For description, see Black Studies.) Both semesters. th. 7. Mr. Cheek.
- 190 **History and Systems of Psychology.** A study of trends in theory and methodology as evidenced in schools of thought in psychology and in the work of major figures and the development of psychology as a field. Prerequisite: Psychology 10. Spring Semester. m.w.f. 9. Mrs. Light.
- 191 **Research Methods.** (Formerly Psychology 124) The relationships between psychological theories, techniques of data collection, and interpretation of experiments. Topics will include the nature of psychological theories and models, problems of definition, and experimenter bias. Prerequisite: Psychology 10 and 91. Fall Semester. f. 2:30-5:00. Mrs. Light.

- 197 **Pro-Seminar in Psychology.** This course is intended to allow discussion and integration of the more important hypotheses and data within various areas of psychology. The aim is (1) to keep the students up-to-date in the various fields of psychology and (2) to assist them in achieving an overview of psychology as a science and as a field of knowledge. Prerequisite: senior standing and psychology concentration. Half-course, first half of Fall Semester. m.w.f. 8. Mrs. Light.
- 198, 199 **Seminar in Independent Study.** This course is intended to give the student first-hand experience in locating meaningful problems within the literature, formulating and developing testable hypotheses and designing relevant data-collecting procedures. Both semesters. Time arranged. Mr. Albert.
- 220 **Seminar in Experimental Social Psychology.** The place of experiments in the study of human social behavior examining existing field and laboratory studies, and selected aspects of psycho-biological concomitant human social behavior. Particular emphasis on interpersonal interaction in mixed-motive situations. Graduate course; open to undergraduates with consent of instructor. Spring Semester. f. 2-5. Mr. Shomer.
- Writing Seminar No. 1,** emphasizing materials from psychology. Spring Semester. Time arranged. Mrs. Kovar.

See also catalogs of Claremont Men's, Harvey Mudd, Pomona, and Scripps Colleges.

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## RELIGION

- Religion 127, 128CC Great Ages and Ideas of the Jewish People, I and II. Both semesters. m.w. 1:30. Rabbi Sands.
- Religion 190CC History and Theology of the Black Church. (For description, see Black Studies.) Each semester. t. 1:20-2:10, th. 1:20-3:10. Staff.
- Philosophy 132G Oriental Philosophies. Spring Semester. Mr. Hutchison.
- See also Anthropology 58, Religion and Worldview. Fall Semester. m.w. 2:45. Mrs. Levine.
- Political Studies 115, Religion and Politics. Mr. Marquis. (Not offered in 1970-71)

By special arrangement with The School of Theology at Claremont, certain courses there may be taken by qualified Pitzer students with consent of the instructor.

See also the catalogs of Claremont Men's, Pomona, and Scripps Colleges.

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## RUSSIAN

Courses available at Claremont Men's College:

- 1 Introductory Russian. Fall Semester. m.w.f. 10 and arranged. Mr. Rand.
- 2 Introductory Russian. Spring Semester. Mr. Rand.

Courses available at Pomona College:

- 51 Intermediate Russian. Fall Semester. m.w.f. 11. Mr. Ulitin.  
 60 Advanced Russian. Spring Semester. Mr. Ulitin.  
 101 Introduction to Russian Literature. Fall Semester. m.w.f. 1:15. Mr. Ulitin.  
 192 Reading and Research. Both semesters. Full or half-course credit. Staff.

## SOCIAL SCIENCES

- 51 **Introduction to the Social Sciences.** This course is intended to introduce the student to the basic concepts and methods of the social sciences, especially to those with which anthropologists, psychologists, sociologists, economists, political scientists, historians, and philosophers are concerned. The course attempts to acquaint the student with social science as a unified field rather than with each of the social sciences as a separate field. Thus, cultural, social, and historical factors are considered in terms of shared concepts. The course is intended both for the students who will move on to later specialization in one of the social sciences and for the students who desire an understanding of human behavior as an integral part of their education. A two-semester course with the final grade largely determined by a comprehensive examination given at the end of the spring semester. A discussion course primarily for sophomores. Enrollment will be limited to thirty students. Both semesters. t.th. 1:15-2:30. Mr. Marquis.
- 150 **Appalachia: A Survey of a Depressed Area.** A field study course touching on economic, social, political, and cultural developments in the Appalachian region. There will be the opportunity to observe at first-hand different kinds of communities and diverse life styles. Current Appalachian problems will be studied as well as attempted solutions, including government and private programs. In addition to having basic reading materials and seminars in the field, students will be placed in various program situations or with families. Students taking this course will also be involved in independent studies—probing in more detail and depth some aspects of Appalachian life. Prerequisite: consent of both the instructor and advisor. Course fee: \$100. Fall Semester. Time arranged. Mr. Carawan.

See also courses listed under anthropology, economics, political studies, psychology, and sociology.

## SOCIOLOGY

- 25 **Men and Machines.** The social consequences of the development of technology are examined in this course. A brief survey of the history of technology will be given, but major emphasis will be on the manners in which men have restructured their lives and thoughts during periods of technological change. The ideological responses to rapidly evolving technological systems, ranging from Luddism to Technocracy, will also be examined. Spring Semester. m.w.f. 9. Mr. Volti.

- 30 **Is the Family Obsolete? A Sociological Analysis of the Family in Contemporary Society.** Is the family a universal institution fulfilling a functional prerequisite of society, or, on the contrary, is it linked historically to a given type of social structure and destined eventually to wither away? With that question as a starting point, the course will explore the relationship between the family and other institutions; special emphasis will be given to economic institutions. Contemporary attempts at changing or doing away with the family will be examined. Fall Semester. t.th. 8:00-9:30 a.m. Miss Gimenez.
- 34 **Sociology and its View of the World.** An introductory course in sociology concerned with what the discipline of sociology does, how it views in the world, its differences from and similarities to other social sciences, and the various sub-fields of sociology. We will examine the "language" of sociology ("society," "culture," "norm," "folkway," etc.), the question of sociology's existence as a science in any kind of systematic sense, and certain areas of sociological inquiry such as social organization, the sociology of power, social disorganization, and the phenomenon of social order. First priority in the course will be given to freshmen. Fall Semester. m.w.f. 9. Mr. Goodwin.
- 41 **Who Gets the Goodies? A Study of Class and Caste in American Society.** The course begins with a descriptive study of American social classes as subcultures within a larger dominant culture. The distinctive world views and life-styles of these sub-cultures will be studied. The class system will then be analyzed as a system of power in which some "have" while others "have not" the various prizes offered: wealth, respect, influence, self-esteem, and happiness. Fall Semester. t.th. 2:45-4:00. Mrs. Bell.
- 50 **Peasant Society.** (Formerly Sociology 133) This course will examine the economic and social structure of peasant societies and the dependency relationships agrarian groups have with national and international units. Special attention will be directed to past and present agrarian movements and peasant rebellions and the conditions under which they have been successful. Students may choose to investigate in greater depth a particular region or movement. Fall Semester. m.w.f. 9. Mrs. Chinchilla.
- 55 **Industrial Society.** The process of industrialization in interdisciplinary and comparative perspective. The interrelations of economic, social, and political factors are examined in distinct cases. The course considers the relevance of major theoretical approaches to economic and social changes and the relevance of the experience of advanced industrial countries to the problems of development in today's underdeveloped areas. Spring Semester. m.w.f. 1. Mr. Volti.
- 60CC **Sociology of the Mexican American.** (For description, see Mexican American Studies.) Fall Semester. t.th. 10. Mr. Sena Rivera.
- 63 **Imperialism and Colonialism.** This course will focus on the effects of imperialism and colonialism on the social structure of the mother country and its colony. After a brief review of classical theory and discussion of its applicability to modern forms of imperialism, the major part of the readings will be recent works that attempt to analyze emerging forms of dependency and control. Fall Semester. t.th. 2:45-4:00. Mrs. Chinchilla.

- 70 **Mass Culture.** Theories of folk and mass culture, leading to a general study of contemporary popular culture, including music, television, film, and language. Do people get what they want, or want what they get? Is there a distinctive "youth culture"? Spring Semester. t. 7:30-9:00 p.m. and 1 hour arranged. Mr. Spier.
- 90 **Population Control: Myth or Necessity?** This course will explore the current concern with population control. Emphasis will be given not only to the factual analysis of the problem but also to its ideological and political implications for minority groups and underdeveloped countries. Malthusian, neo-Malthusian, and Marxist perspectives will be examined. Half-course, first half of semester. Fall Semester. m. 2:45-5:00. Miss Gimenez.
- 90CC **Mexican American Social Problems.** (For description, see Mexican American Studies.) Spring Semester. Mr. Sena Rivera.
- 91 **Statistical Methods for the Behavioral Sciences.** An introduction to statistical inference and experimental design as employed in contemporary sociological research. Topics include: analysis of variance, analysis of covariance, trend analysis and prevalent non-parametric statistics. Course work will emphasize the application of sophisticated analytic techniques to a research project initiated by the student or to data obtained by professional sociologists. Prerequisite: Mathematics 57 (half-course) and consent of instructor. Half-course, second half of semester. Spring Semester. m.w.f. 11. Mrs. Chinchilla.
- 100 **Independent Study.** Students may undertake independent reading or research under any instructor who accepts them for such study. Usually papers are written, though other arrangements may be made depending on the project undertaken. Both semesters. Time arranged. Staff.
- 101 **Social Research Methodology.** The course introduces the student to the process of learning based on the problematic and empirical approach to social issues, institutions, and trends. Areas covered: the logic of scientific research; basic techniques of information gathering and analysis; interviews, questionnaires, observation, structural analysis; communication of findings. The role of the research scientist in our society. A substantial part of the course includes a closely supervised research project by each participant. Fall Semester. t.th. 10 and 1 hour arranged. Staff.
- 102 **Urban Research and Community Involvement.** This course will provide an opportunity for students who have taken Sociology 101 to apply research methods to specific research projects in the area of urban and community problems in the Greater Los Angeles Area. Students may join in ongoing research projects of faculty members or initiate projects of interest to them. The course is under the supervision of one faculty member, but individual students may seek the guidance of other instructors for special projects. Prerequisite: Sociology 101. Half-course, first half of semester. Spring Semester. w. 7. Mrs. Chinchilla.
- 103 **The Working Class: Black and White.** This course will begin with an intensive study of the American class structure, and then examine various theories and descriptive studies of the "working class," including both blue-collar and white-collar workers. Problems of the class structure within black and white communities, working class culture and its relationship to ethnic cultures, points of con-

- flict and cooperation between black and white workers, and the problems of unity versus separatism in unions will be dealt with. Prerequisite: at least one course in race or stratification. Fall Semester. m.w. 2:45-4:00. Mr. Spier.
- 105 **Sociology of Work.** This course will examine changes in the meaning of work from subsistence cultures to the present. Problems of cooperation and competition in work, occupational sub-cultures, the role of unions and professional associations, and the relation between work and leisure will be considered. Alienation from work, and the question of whether we are heading toward a "post-industrial" society without a work ethic, will be a central concern. Prerequisite: at least one course in social stratification or industrialization and consent of instructor. Spring Semester. t.th. 2:45-4:00. Mr. Spier.
- 106 **Seminar: Social Change in Industrial Society.** The tracts of social movements, including reformism, civil disobedience, and violence, cannot be understood without first studying the historical context in which they occur. This seminar will proceed from an analysis of problems of power in industrial society to a study of several important periods of social upheaval, particularly in American and British labor history. The aim will be to understand contemporary movements in the light of historical experience. This seminar is intended for students with some background in industrialism and social change. There are no specific course prerequisites, but consent of the instructor is absolutely required. Spring Semester. w. 7:30. Mr. Spier.
- 108 **Social Structure and Economic Development in Latin America.** The course examines Latin American social structure and politics in relation to the problem of economic development and social change. Prerequisite: introductory economics and sociology, or consent of instructor. Fall Semester. m.w. 1:15-2:30. Mrs. Chinchilla.
- 110 **The Social Implications of Language Variation.** (For description, see Linguistics 110) Fall Semester. t.th. 9 and 1 hour arranged. Mr. Macaulay.
- 115 **Population and Society.** This course will examine population, its elements and processes as well as its relationship to selected areas of the social structure; e.g., the family, stratification, religion, etc. Prerequisite: two courses in sociology. Both semesters. t.th 10 and 1 hour arranged. Miss Gimenez.
- 120 **Communities and Utopias: A Sociological Approach.** The community will be interpreted within the context of industrialization with an aim toward identifying the Utopian conceptions of such thinkers as Comte, Spencer, Marx, Veblen, Durkheim, Weber, Tonnies, Cooley, Redfield, Parsons, Tolstoy, Faulkner, Eliot, Huxley, Orwell. Prerequisite: one course in sociology or consent of instructor. Fall Semester. m.w.f. 11. Mr. Goodwin.
- 122 **Colloquium on Education.** Students will be given assignments as assistants to teachers in a variety of elementary and junior high school situations. They are expected to spend 6-9 hours a week in the school. The course will meet once a week to hear speakers and discuss problems relating to education, with special emphasis on poor children and minority children, and the relationship of the school system to the poor. Students will be asked to prepare a journal of observations based on their classroom experiences. Prerequisite: consent of instructor. Spring Semester. t. 7-9 p.m. Mrs. Bell.

- 123 **Sociology of Collective Behavior.** A consideration of those forms of group conduct which appear to emerge without benefit of established procedures and goals. Particular attention will be paid to collective behavior which involves relatively large numbers of persons, e.g., rumor, panics, fads, crazes, riots, crowds, cults, social movements, and the like. Theories, research, and other accounts of such conduct will be examined in an effort to understand what may well be a characteristic feature of contemporary life. Members of the class are expected to collaborate as a research team throughout the semester. Fall semester. m.w.f. 10. Mr. Schwartz.
- 124 **The Social Structure of Pre-Industrial England.** (For description, see History 124) Spring Semester. m.w. 2:45-4:00. Mr. Cressy.
- 125 **The Military in American Life.** This course will explore the history of the growth of the military as a major factor in American life. We will assess the influence of the military on foreign policy, internal economic development, and the social psychology of Americans. Finally, we will examine the internal workings of American military institutions from a sociological perspective. Spring Semester. m. 2-4. Mrs. Bell.
- 130 **Women as a Minority Group.** What is the status of women in contemporary society? In what sense can women be considered a minority group? Why did C. Wright Mills refer to women as "the darling little slaves"? What are the political and sociological implications of the Women's Liberation Movement? The course will examine these and other questions from a historical and sociological perspective. Prerequisite: consent of instructor. Half-course, first half of semester. Spring Semester. t. 7. Miss Gimenez.
- 135 **Political Sociology: Comparative Elites.** After a brief review of classical elite theory, the major emphasis of the course will be on modern debates about "comparative functional elites" vs. "power elites" vs. "ruling classes," with empirical studies of elites in the United States and Latin America. Some time will be devoted to learning how to do research on the power bases of local and national elites. Spring Semester. m.w. 2:45-4:00. Mrs. Chinchilla.
- 139 **Deviance.** Consideration of major sociological and social-psychological approaches to the study of deviance. Special attention will be given to an examination of such matters as the role of rule-makers in the creation of rule-breakers; the "normality" of deviance; and the social and social-psychological uses of "disturbing" persons and conduct. Prerequisite: one course in sociology. Fall Semester. m.w.f. 3. Mr. Schwartz.
- 140CC **Community Organization Theory and Practice.** (For description, see Black Studies.) Both semesters. t.th. 7:00-8:30 p.m. Mr. Davis.
- 149 **Self and Society.** A sociological approach to the sensitivity of human behavior to social influence; the symbolic nature of human interaction; the nature of identity in various social settings; status and role as attributes of the self. Prerequisite: one course in sociology or consent of instructor. Spring Semester. m.w.f. 3-5. Mr. Schwartz.
- 150 **Bureaucracy or Anarchy?** In order to form insights into the basic problems of social organization, two polar modes of creating a social order will be examined.

The possibilities of a synthesis between these contrasting modes will be investigated. Prerequisite: two courses in sociology or consent of instructor. Spring Semester. t.th. 10 and 1 hour arranged. Mr. Volti.

- 155 **Social Change in Latin America.** This course will examine the processes of social change in Latin America as a background for the analysis and critique of the major theoretical approaches to the study of social change. Prerequisite: one course in sociological theory, or two or more courses in Latin American studies on sociology. Spring Semester. t.th. 8:00-9:30 a.m. Miss Gimenez.
- 160CC **Advanced Seminar in Sociology of the Mexican American.** (For description, see Mexican American Studies.) Spring Semester. Mr. Sena Rivera.
- 165 **Seminar: Max Weber, The Sociologist's Sociologist.** The work of Max Weber will be examined in exhaustive detail. We will look at Weber as he was influenced by others (such as Dilthey and Marx) and how he influenced others (such as Talcott Parsons and C. Wright Mills). Weber's work will be discussed under the headings of Methodology, Capitalism, Stratification, Bureaucracy, and Authority. Prerequisite: three sociology courses or consent of instructor. Spring Semester. m.w. 1:15-2:30. Mr. Goodwin.
- 169 **Sociological Theory: The Classic Tradition.** A critical examination of the social theories of Marx, Weber, Durkheim, Kant, Pareto, Mosca, and Michels. Prerequisite: two courses in sociology or anthropology, or consent of instructor. Fall Semester. m.w. 1:15-2:30. Mr. Goodwin.
- 170 **Seminar: The Sociology of Sociology.** This class will take its direction from students and teacher working as a team. A tentative suggestion is that the entire sociology faculty will participate in this seminar and will be invited, accordingly, to participate in discussions concerning the profession or occupation of sociology. The course will be an attempt to turn the sociological perspective inward on sociology and sociologists. Thus, it is hoped that we will discuss issues such as sociology as an occupation versus sociology as a profession; value neutrality—myth or reality?; is there such a thing as "a" sociology?; pure versus applied sociology, etc. The precise nature of the seminar will take its direction from specific problems which students admit to in locating themselves as "sociologists." Prerequisite: four sociology courses or consent of instructor. Spring Semester. t.th. 1:15-2:30. Mr. Goodwin.
- 185 **The Social Context of Conversations.** (For description, see Linguistics 185) Spring Semester. t.th. 1:15-2:30. Mr. Macaulay and Mr. Schwartz.
- 197 **Advanced Independent Study.** Prerequisites for this course are competence in sociological theory and methodology. Students may undertake independent study or research under any instructor who accepts them for such study. Both semesters. Time arranged. Staff.
- 215 **The Idea of Woman.** An examination of historic and emergent social views of women, with a concomitant study of women's perception of themselves. Lecture-discussion; student creative project; individual and group presentations. Evaluations built into course structure. An experimental course underwritten by the National Endowment for the Humanities. Open to junior and senior under-

graduates in The Claremont Colleges and to graduate and postgraduate students. Enrollment limited. Fall Semester. t. 9:30-12:00. Miss Brown, Mrs. Bell, and others.

**Writing Seminar No. 2**, emphasizing materials from sociology. Spring Semester. Time arranged. Mrs. Bell.

See also the catalogs of Pomona, Scripps and Harvey Mudd Colleges.

## SPANISH

In the interest of providing more sections in lower-division courses in Spanish, Pitzer, Claremont Men's, and Scripps Colleges have agreed to a combined foreign language program. Pitzer students normally enroll in courses at their own college. They will register at any of the other four colleges, including Pomona College, when the specific course needed is not offered at Pitzer.

- 1** **Introductory Spanish.** Classroom and laboratory practice to develop aural, oral, reading and writing skills. Four class meetings per week. Laboratory grammar workshop arranged. Fall Semester: at Claremont Men's College, m.w.th. 8, Mr. Corey; at Scripps, t.w.th.f. 1:15, Mr. Read.
- 10CC-11CC** **Spanish as a Native Language: Level I.** (For description, see Mexican American Studies) Both semesters. m.t.w.th.f. 2. Staff.
- 50CC-51CC** **Spanish as a Native Language: Level II.** (For description, see Mexican American Studies) Both semesters. m.t.w.th.f. 2. Miss Ibarra.
- 53** **Intermediate Spanish.** Review of grammar, continued intense practice of basic skills. Laboratory and workshop of comparative grammar arranged. Offered both semesters. Fall Semester: at Pitzer, m.w.th.f. 9, Mrs. Moolick; at Claremont Men's College, m.w.f. 11 and 1 hour arranged, Mrs. Johnson. Spring Semester: at Claremont Men's College, m.w.th.f. 8, Mr. Corey; at Scripps, m.w.th.f. 1:15, Mr. Read.
- 54** **Advanced Spanish.** Refinement of basic skills through written and oral discussion of literary texts accompanied by systematic review of grammar. Laboratory and workshops, arranged. Prerequisite: Spanish 53 or equivalent. Offered both semesters. Fall Semester: at Pitzer, m.w.th.f. 10, Mrs. Moolick; at Claremont Men's College, m.w.f. 1:30 and 1 hour arranged, Staff; at Scripps, t.w.th.f. 2:15, Mr. Read. Spring Semester: at Pitzer, m.w.th.f. 9, Mrs. Moolick; at Claremont Men's College, m.w.f. 1:30 and 1 hour arranged, Staff.
- 70** **Introduction to Hispanic Literatures.** Interpretation of literary selections with main emphasis on explication of texts. Introduction to literary theory and good style in the student's oral and written expression. Given in Spanish. Prerequisite: Spanish 53 or equivalent. Offered both semesters. Fall Semester: at Pitzer, m.w.f. 10, Miss Ibarra; at Claremont Men's College, m.w.f. 10, Mr. Corey; at Scripps, m.w.f. 11, Mrs. Lamb. Spring Semester: at Pitzer, m.w.f. 10, Mrs. Moolick; at Scripps, t.th. 10-11:30, Mr. Read.
- 116** **Nineteenth Century Spanish Literature.** Claremont Men's College. Prerequisite: Spanish 70 or equivalent. Spring Semester. m.w.f. 10. Mr. Corey.

- 120a, b **Survey of Spanish Literature.** Pomona College. Prerequisite: Spanish 70 or equivalent. One year course. m.w.f. 11. Mr. Young.
- 130a, b **Survey of Latin American Literature.** A general outline course in the history of Spanish letters in the Americas. Emphasis on movements and genres that contributed to the growth and development of literature from the sixteenth century to the present. Prerequisite: Spanish 70 or equivalent. One year course. m.w.f. 1. Miss Ibarra.
- 156 **Latin American Novel to 1930.** Scripps College. Prerequisite: consent of instructor. Fall Semester. m.w.f. 10. Mrs. Lamb.
- 160 **Mexican Literature.** An in-depth study of the most representative writers in any one genre or period in the literature of modern Mexico. Prerequisite; consent of instructor. Spring Semester. m.w.f. 11. Miss Ibarra.
- 166 **Spanish Masterpieces of the Golden Age and the Baroque.** Scripps College. Prerequisite: Spanish 70 or equivalent. Fall Semester. t.th. 10-11:30. Mr. Read.
- 170 **Cervantes.** Pomona College. Prerequisite: permission of instructor. Spring Semester. m.w. 1:15-2:30. Mr. McGaha.
- 172 **Theatre of the Golden Age.** Pomona College. Prerequisite: permission of instructor. Fall Semester. t.th. 1:15-2:30. Mr. McGaha.
- 173 **Literature of a Selected Latin American Country.** Offered in alternate years. (Not offered in 1970-71)
- 190 **Independent Study in Latin American or Spanish Literature.** Subject matter, day and time are to be arranged with the instructor. This type of course is mainly intended for students whose field of concentration is in Spanish. Prerequisite: permission of instructor.

## SWAHILI

See Black Studies.

## WRITING SEMINARS

1. **Emphasizing materials from psychology.**  
Spring Semester. Time arranged. Mrs. Kovar.
2. **Emphasizing materials from sociology.**  
Spring Semester. Time arranged. Mrs. Bell.
3. **The analysis of motion pictures as an art form.**  
Spring Semester. Time arranged. Mrs. Houston.
4. **The analysis of literary texts.**  
Spring Semester. Time arranged. Miss Ringler.
5. **The analysis and development of personal prose style.**  
Spring Semester. Time arranged. Mr. Renner.

## PHYSICAL EDUCATION

Physical Education at Pitzer College focuses upon the understanding and application of the fundamentals of movement through a wide variety of activities such as exercises, recreational skills, sports, and dance.

A basic goal of the physical education program is to help each student develop an intelligent, flexible program of activity based on individual needs and interests. An additional objective is to aid the student in relating the study of human movement to other disciplines and understanding the unique contribution of such study to a student's liberal education.

Pitzer participates with the other Claremont Colleges in offering a wide variety of instructional courses in physical education.

Because of the biophysical values of exercise, all students are urged to participate in some activity.

### Instructional Activities

Archery	Fitness (women only)	Lifesaving, Water
Badminton	Golf	Safety Instructor)
Basketball (women only)	Gymnastics	S.C.U.B.A.*
Body Mechanics	Ice Skating*	Tennis*
(women only)	Judo*	Track and Field
Bowling	Recreational Games	Trampoline
Dance (Folk or Modern)	Riding*	Volleyball
Fencing	Softball (women only)	Weight Training
Field Hockey	Swimming and Diving	(men only)
(women only)	(Synchronized Swimming,	Wrestling (men only)

\*Courses for which a fee is charged.

Opportunities for recreation and competition on an intramural level are made available throughout the year to both men and women.

A joint program of sports clubs is conducted with other members of The Claremont Colleges in such activities as fencing, hiking and mountain climbing, lacrosse, rugby, sailing, S.C.U.B.A., and skiing.

### Intercollegiate Athletics

Pitzer College and Pomona College women participate jointly in the Southern California Women's Intercollegiate Sports Program, and the Southern California Women's Intercollegiate Tennis League which includes competition in badminton, basketball, field hockey, softball, tennis, track and field, and volleyball.

Pitzer College men may participate on Pomona Athletic teams. The program of intercollegiate athletics includes competition in basketball, baseball, cross country, football, golf, soccer, swimming, tennis, water polo, and wrestling. Varsity teams are fielded in all sports and second teams are fielded in all where student interest makes them possible. Pomona College is a member of the Southern California Intercollegiate Athletic Conference, the National Collegiate Athletic Association, and the National Association of Intercollegiate Athletics.

A program is available within the framework of The Claremont Colleges for students with pre-professional interests in physical education. Information may be obtained from the physical education faculty. See Miss Norman.

## ACADEMIC REGULATIONS

**Residence and Course Requirements.** The satisfactory completion of thirty-two courses is required for graduation. The equivalent of four courses each semester is the normal student load; three to five courses is the permissible range. Courses, seminars, and independent study projects are designated as courses or half-courses. To be eligible for graduation in eight semesters, a student must complete an average of four courses each semester. Normally, students must be registered at least four semesters of their college years at Pitzer; it is expected that the final two semesters will be spent in a close working relationship with the faculty in the student's field of concentration. For other graduation requirements see pages 34-39.

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

**Quality of Academic Work.** Course work is normally graded A, AB, B, BC, C, CD, D, or F. Fall semester freshman seminars are normally graded on a Pass/Fail basis as CR (credit) or NC (no credit). By agreement between a student and the instructor within the first two weeks of the semester, other seminars, tutorials, and independent study projects may be graded CR/NC or by letter grade. In addition, any student may take one course a semester on a Pass/Fail basis. In order to take a course or seminar Pass/Fail, the student should obtain the instructor's signature on a Pass/Fail form obtainable from the Registrar's office. This form must be filed with the Registrar no later than two weeks after the first day of classes. The grade CR is awarded to students who do the equivalent of C work or better. In addition to a grade of CR or NC, the instructor may submit a written evaluation which is placed in the student's permanent file.

Students who elect the Pass/Fail 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 concentrations. Students are advised to check the requirements of those specific institutions or concentrations before deciding on the Pass/Fail option.

A student's Grade Point Average (GPA) is computed by adding the grade point given for each grade received (the grade of A is given 4 points, AB-3.5, B-3, BC-2.5, C-2, CD-1.5, D-1, F-0) and dividing the result by the total number of graded courses taken. In order to graduate, a student must have at least a C average (a 2.0 GPA) based on grades received in courses taken at The Claremont Colleges. Grades in courses taken elsewhere are excluded from the computation of grade averages although they may be accepted for transfer credit toward the work required for graduation.

Students who do not maintain a grade average of sufficient quality to insure eventual graduation are subject to dismissal. The faculty normally recommends the dismissal of students whose records indicate an inability to regain within a reasonable length of time a grade 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.

**Honors in Field of Concentration.** Honors in a field of concentration may be awarded to an exceptionally outstanding student as a recognition of excellence. The faculty in each field may establish special honors programs or special criteria for recommending graduation with honors. Honors are not awarded on the basis of course grades or comprehensive examinations alone, but involve also the successful completion of a thesis, a seminar, an independent study, or some other special program. Recommendations for honors are made by the faculty in a student's field of concentration and are reviewed at a meeting of the full faculty.

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

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

**Classification.** Classification is determined at the beginning of each semester on the following basis: a student who has successfully completed eight courses is classified as a sophomore; sixteen courses, as a junior; twenty-four courses, as a senior. A student should file a completed "Application to be Considered a Candidate for a Degree" form at the pre-registration prior to classification as a senior.

**Enrollment in Courses Offered by other Claremont Colleges.** Academic interchange among the undergraduate colleges and the graduate school provides opportunities for curricular enrichment and active membership in the wider community of The Claremont Colleges. Students may register on their own campus for courses open to them in the other Claremont Colleges, subject to the following conditions:

A. First semester freshmen normally register for their entire program in their college of residence. Exceptions may be made in fields of study not available in the student's own college. During the second semester, freshmen may register for one course outside their college of residence.

B. Sophomores may register for one course per semester outside the college of residence.

C. Juniors or Seniors may register for one-half of their total program in any one semester outside the college of residence.

Registrations for courses in joint programs are not considered outside registrations. Exceptions to these regulations must be approved by the Dean of the Faculty.

Intercollegiate courses designated by the letters "CC" or "G" affixed to the course number are counted as Pitzer courses.

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

**Changing Courses.** All requests to change or withdraw from courses must be made in writing to the Registrar on a special form provided by the Registrar and must be approved in writing by the student's faculty advisor. A student may withdraw without penalty from a course within the first six weeks of the semester with the written approval of the instructor and the faculty advisor. After the first six weeks students may withdraw passing (WP) if work in a course is satisfactory (D or above; C if the course is being taken Pass/Fail), or may withdraw failing (WF) if work is not satisfactory. Students may not enroll in substitute courses after the first two weeks, except by petition to the Academic Standards Committee and consent of the instructor.

**Withdrawal.** Regularly enrolled students who find it necessary to withdraw or who wish to delay their education for one or more semesters should file a notice with the Registrar. A student deciding to withdraw after January 1 or May 1 forfeits the \$100 tuition fee.

Requests for re-admission should be submitted to the Director of Admissions who will direct them to the proper committee for action.

**Leaves of Absence.** All requests for leaves of absence (with the exception of study abroad) should be submitted to the Dean of Students and approved by the Academic Standards Committee. The normal deadline for filing for leaves is April 1 for the following fall semester, and December 1 for the following spring semester. If a student on any type of leave wishes to undertake academic work and receive credit for it, the Registrar should be informed immediately. The following types of leaves may be requested:

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

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

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

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

**Leave to Study Abroad.** Studies which may best be undertaken within the setting of a foreign culture are encouraged, especially in the junior year, for students of demonstrated ability who wish to work independently upon a program planned and approved in conference with the appropriate Pitzer faculty members. Students should consult their faculty advisors and the Registrar well in advance concerning plans for study abroad. Applications for leave to study abroad are available in the Registrar's office. Completed applications should be returned to the Registrar by February 1 for review by the External Studies Committee. The Academic Standards Committee oversees the general quality of study abroad programs and makes a final recommendation to the External Studies Committee as to the student's preparedness to undertake such a program.

**Summer Independent Study.** A student, with the agreement of a faculty member, may arrange to undertake a summer independent study project, limited to the equivalent of one course. The fee for one course credit by summer independent study is \$220. A form obtainable in the Registrar's office, describing the project for the approval of a faculty member, the student's academic advisor, and the Dean of the Faculty, must be completed before the end of the spring semester examination period.

**Psychological Testing.** To aid in understanding its entering students, and to monitor the effect of Pitzer's influence on their intellectual and emotional development, Pitzer arranges for all students to respond to an attitude questionnaire, the Omnibus Personality Inventory (OPI). This instrument was designed to evaluate those intellectual and emotional characteristics which have been found to be important variables influencing the college experience. The OPI is given at least twice during the student's college experience—upon entrance during orientation and prior to graduation. If the student withdraws or asks for a leave of absence, the OPI is given prior to leaving.

Psychological testing is conducted by the staff of the Counseling Center of The Claremont Colleges. Individual results are confidential and available only to the student by personal request at the Counseling Center. Statistical evaluation and research on the changing college student is carried on by the staff of the Counseling Center and made available to Pitzer.

## OTHER REGULATIONS

As members of the Pitzer Community, students will find every opportunity to further their understanding of the values essential to community life and to develop a sense of responsibility for others, a concern for the general welfare of the

group. They will have experiences in self-direction through which to develop better self-understanding and self-discipline. When individuals fail to exercise discretion in personal affairs or fail to respect the rights of others and to live up to their obligations of the community, they will be counseled, privately and sympathetically. If they persistently fail to adjust themselves, it is presumed that they are unable or unwilling to benefit from the College, and appropriate action will be taken. The College reserves the right to dismiss a student for cause at any time.

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

**Off-Campus Housing:** Since the student population at Pitzer has grown more rapidly than expected, provisions are established for a student to gain off-campus permission. The student petitions the Inquiry and Research Committee and is granted permission only if there is not adequate space in the residence halls.

Married students need not petition for off-campus permission. Students whose families live within a 10-mile radius of Claremont need not petition to the Committee if they wish to live at home. Both married students and those wishing to live at home should contact the Dean of Students Office about their plans.

Because of the common concern of the Claremont Colleges for encouraging and supporting non-discriminatory housing practices, the Administrative Council, composed of the six college presidents, has passed a new off-campus housing policy. This policy will affect only those students who will be renting off-campus housing in Claremont and the surrounding communities.

The Claremont Colleges do not condone racial discrimination in housing. It is the policy of the Colleges that students will not be permitted to live in housing where the practice of racial discrimination has been proved. An intercollegiate committee of students, faculty, and an administrator deals with cases of alleged discrimination in student housing.

Any housing accommodations rented or leased by a student of the Claremont Colleges must be listed with the housing office located in the central business office. Such listing is accomplished when the property owner or his agent (landlord) signs the Statement of Non-discrimination and the form is then filed with the housing office. It is the responsibility of each student living off-campus to verify that a pledge is on file for his landlord prior to registration. A student's registration for the term in question shall be deemed incomplete without the acceptable housing listing. Deliberate falsification of address to subvert this policy shall be grounds for suspension.

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

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

Registration and liability: The student is responsible for displaying the College decal which is affixed at the appropriate place on the vehicle by the Security

Department at the time of registration. At that time, the student must also furnish evidence of having liability insurance.

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

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

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

Upon registering the vehicle the student receives a booklet of information, and is responsible for abiding by the regulations contained therein. Drivers must at all times, both on and off campus, exercise particular care and consideration for the safety of themselves and others, and must comply with the State and local traffic laws.

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

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

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

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

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

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

## FACULTY

**Robert S. Albert**, Professor of Psychology, 1965. B.A., Vanderbilt University; M.A., University of Texas; Ph.D., Boston University. Assistant Professor, Boston University, Emory University, Skidmore College; Associate Professor, University of Connecticut; Consultant, Boston State Hospital; Research Associate, Harvard Medical School and Massachusetts Mental Health Center; Visiting Research Associate, Tavistock Centre, London, 1970.

**Robert H. Atwell**, President and Professor of Public Administration, 1970. B.A., College of Wooster; M.P.A., University of Minnesota. Officer, U.S. Bureau of the Budget; Deputy Chief, Community Health Center Branch, National Institute of Mental Health; Vice-Chancellor for Administration, University of Wisconsin.

**Morton O. Beckner**, Professor of Philosophy, Pomona College, 1957. B.A., University of California, Santa Barbara; M.A., Ph.D., Columbia University.

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

**Inge Bell**, Associate Professor of Sociology, 1968. B.A., M.A., Ph.D., University of California, Berkeley. Acting Assistant Professor, University of California, Santa Barbara; Assistant Professor, University of California, Irvine.

**James B. Bogen**, Assistant Professor of Philosophy, 1967. B.A., Pomona College; M.A., Ph.D., University of California, Berkeley. Teaching Assistant, Woodrow Wilson Fellow, James Sutton Fellow, University of California, Berkeley; Instructor, Oberlin College.

\***Seth Boorstein**, Assistant Professor of Chemistry, 1968. B.A., Ph.D., Harvard University; post-doctoral research, Massachusetts Institute of Technology. Assistant Professor, University of California, Riverside.

**Harvey J. Botwin**, Assistant Professor of Economics, 1967. B.A., M.A., University of Miami; M.A., doctoral candidate, Princeton University. Foundation for Economic Education (Bank of America) Fellow; Assistant Instructor, University of Miami; Instructor, Princeton University.

\***Freeman C. Bovard**, Professor of Chemistry, 1964. B.A., Pomona College; Ph.D., Iowa State College. Chemist, Shell Development Company; Research Biochemist, Stine Laboratory, E. I. DuPont de Nemours and Company; Visiting Associate Professor, School of Medicine, University of Washington; National Institutes of Health Fellowship. (On leave 1970-71.)

+**Anthony O. Boyd**, Instructor in Portuguese, 1970. M.A., Georgetown University; doctoral candidate, Stanford University.

**Rocco Caporale**, Director of Social Science Research and Special Projects and Associate Professor of Sociology, 1969. B.A., Aloisianum College, Milan; S.Th.L., De Nobili College, Poona, India; M.S.W., Tata University, Bombay, India; Ph.D., Columbia University. Instructor, Theological College, Bandra,

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**Gordon Wagner**, Visiting Artist, 1970. Studied at University of California, Los Angeles, and Chouinard Art Institute. Instructor, Valley Center of Arts, Barnsdall Art Center, Hollywood-Los Feliz Jewish Community Center, Laguna Beach School of Art and Design. Represented in many public and private collections in the United States, Mexico, and Europe.

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**Carl Uddo Zachrisson**, Assistant Professor of Political Studies, 1967. B.A., Stanford University; License es Sciences Politiques, Graduate Institute of International Studies, University of Geneva; doctoral candidate, Oxford University. Committee on Advanced Studies, Oxford University, and Cyril Foster Fund research grants; fieldwork in West and Equatorial Africa.

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#### Ford Teaching Interns

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*I think it's a really good thing that people can come together in groups without feeling this pressure to be with a date, and there are so many activities on campus you can attend comfortably without feeling conspicuous about being unescorted.*



## ADMINISTRATION

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**Virginia Brock**, Editor of Publications and News, 1964.

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**Phillip Cleveland**, Lecturer in Communications, 1970, and Television Engineer, 1969. (See faculty.)

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## PITZER SUPPORT GROUPS

In Pitzer College's short history, many concerned and interested citizens have come to its support through membership in its affiliated organizations. These include parents, alumnae, and other friends of higher education.

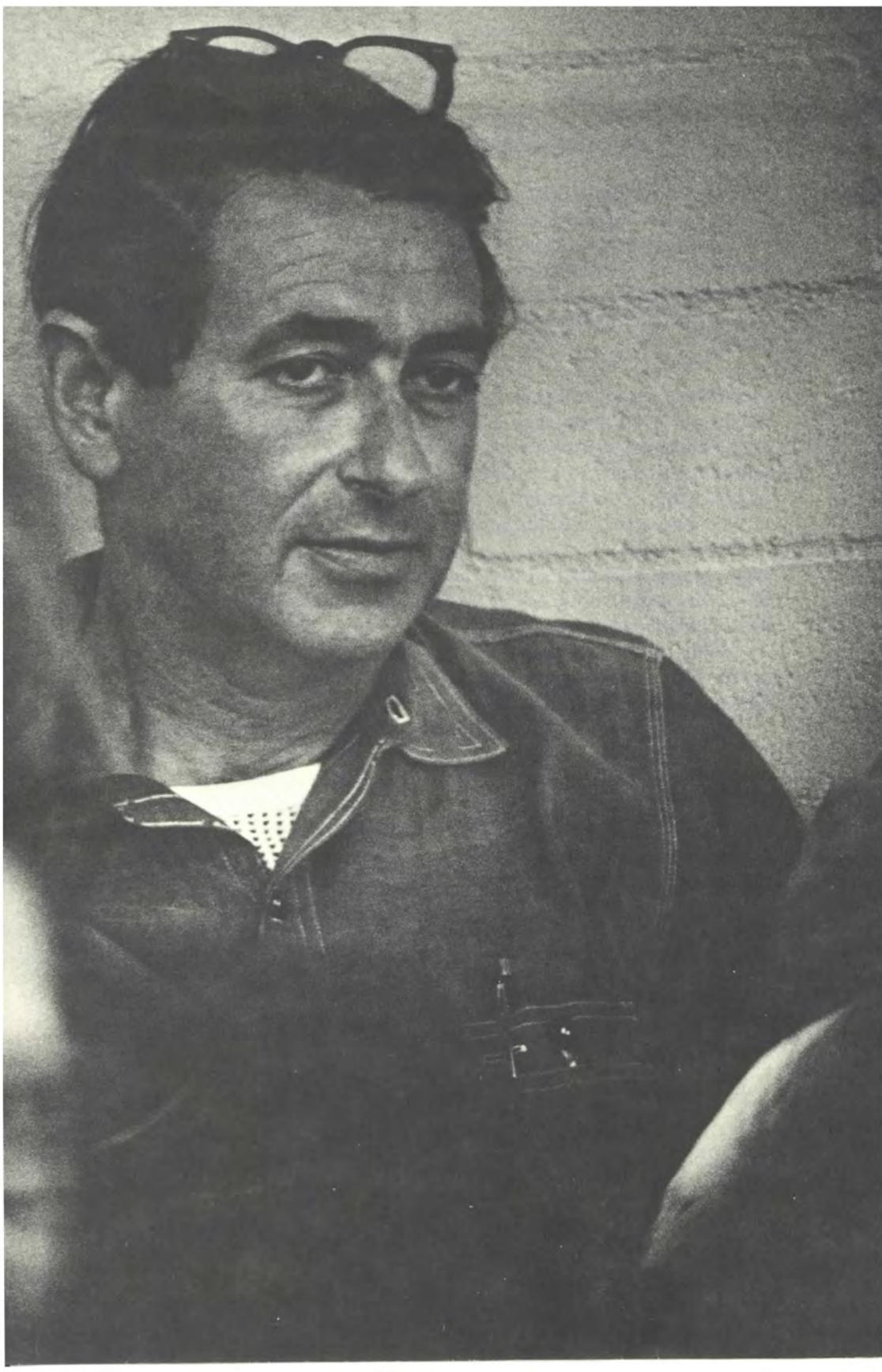
The following is a list of these organizations according to the date of their founding with a brief description of their purposes and goals:

THE PITZER COLLEGE PARENTS ASSOCIATION, 1965. Open to parents of present Pitzer students. Comprised of a Board of Officers and area chairmen across the nation. Three main events—a Parents Dinner in the fall, an area benefit in winter, and an annual meeting in the spring. Principal projects—landscaping the College, and providing scholarship and library funds.

THE ACADEMY OF PITZER COLLEGE, 1966. Open to anyone committed to quality in teaching and scholarship on the undergraduate level. Membership sustained yearly at \$100 for members, \$1,000 as an Academy fellow, with all monies given to the College's Educational Advancement Program. Three main events—a Fall Dinner, a Spring Banquet, and an annual lecture series featuring the faculty of Pitzer College in such areas as anthropology, psychology, and sociology.

THE PRESIDENT'S ADVISORY COUNCIL, 1967. Membership limited to 35, by invitation of the President, to leaders within the larger community, who can serve in an advisory capacity on matters crucial to the present and future of independent liberal education. Two orientation meetings for members, on campus in the Fall and Spring.

THE PITZER ALUMNAE, 1967. Open to all graduates of Pitzer College. Future projects and activities now in the discussion stage.



## STUDENT ROSTER

## Class of 1970

Margie Adams, *not listed*; Lynne Allyn, *Caracas, Venezuela*; Loraine Asher, *San Mateo*; Shelley Bernardo, *Redwood City*; Darlene Barrientos, *Atherton*; Clare Bly, *Riverside*; Candace Ryan Bonazzola, *Claremont*; Daphne Bowen, *Pasadena*; Barbara Bradford, *Northfield, Ill.*; Susan Brock, *Bellevue, Wash.*; Ann Elizabeth Brown, *Malibu*; Judy Bruff, *Menlo Park*; Mary J. Roberts Bruinsma, *Pomona*; Joan Butera, *Lancaster*, Melinda Byrd, *Brawley*; Janet Caffardo, *Pomona*; Sally Caldecott, *Oakland*; Margaret Carothers, *Livermore*; Mary Cavanaugh, *Littleton, Colo.*; Diana Coale, *not listed*; Linda Cole, *not listed*; Gail Cox, *Arlington, Va.*; Ann Cumberland, *Santa Maria*; Kathleen Dannreuther, *Tucson, Ariz.*; Leslie Dashew, *Santa Monica*; Ellen Detry, *Los Angeles*; Jean Ellis, *Upland*; Carolyn Emigh, *Seattle, Wash.*; Lynn Feher, *Modesto*; Susan Friedman, *Beverly Hills*; Juliette Graham, *Sacramento*; Sylvia Haas, *Boston, N.Y.*; Lynn Harris, *Los Angeles*; Leslie Havert, *Upland*; Susan Haywood, *San Marino*; Margaret Hartley, *Santa Barbara*; Monica Heilbron, *San Diego*; Valerie Hodges, *Grosse Point, Mich.*; Melissa Holmes, *Pasadena*; Kathleen Howell, *Albuquerque, N.M.*; Ann Hudelson, *Salinas*; Loren Kahn, *Los Angeles*; Linda Knowles, *Claremont*; Jennifer Kircher, *Seattle, Wash.*; Kathy Kirkwood, *Seattle, Wash.*; Jeanette Koberg, *Downey*; Betty Koo, *New York City*; Kathryn Kvapil, *Phoenix, Ariz.*; Leslie Lamb, *Portland, Ore.*; Priscilla Lambert, *Ojai*; Tamar Lane, *Los Angeles*; Marilyn Lester, *Sepulveda*; Barbara Loeb, *Meridian, Miss.*; Camille Lombardo, *La Crescenta*; Daryl McDonald, *Arcadia*; Cecelia Newmann Macy, *Claremont*; Jennifer Macy, *Fresno*; Karen Mann, *San Marino*; Nancy C. Martin, *Flossmoor, Ill.*; Nancy L. Martin, *Boulder, Colo.*; Corene May, *Oakland*; Marian McDevitt, *Portland, Ore.*; Alana McGuire, *Brea*; Karen Meub, *Atherton*; Lupe Calzada Mintz, *Upland*; Sally Miller, *Wilmette, Ill.*; Diane Minter, *Tucson, Ariz.*; Ilona Missler, *San Diego*; Nerice Moore, *San Francisco*; Virginia Moritz, *Claremont*; Diana Mosbacher, *Houston, Texas*; Valerie Von Vergen Mulheisen, *Claremont*; Henrietta Munoz, *Claremont*; Susan Nemer, *Hillsborough*; Sherry Newman, *San Antonio, Texas*; Margaret E. Newton, *San Marino*; Minh-Linh Nguyen, *Saigon, South Vietnam*; Virginia Nichols, *Arcadia*; Janet Norman, *Portland, Ore.*; Kathy Normand, *San Luis Obispo*; Susan O'Brien, *Claremont*; Margarita Ortiz, *Phoenix, Ariz.*; Georgann Pasnick, *Seattle, Wash.*; Rebecca Perkins, *Providence, R.I.*; Wylma Nunnalley Persons, *Pacoima*; Susan Putnam, *La Canada*; Lois Rees, *Diamond Bar*; Cornelia Reynolds, *Pasadena*; June Reznikoff, *San Diego*; Carol Rhine, *San Francisco*; Diane Ruotsalainen, *Seattle, Wash.*; Mary Sartorius, *Santa Barbara*; Elizabeth Shafrock, *Burbank*; Susan Shapiro, *Honolulu, Hawaii*; Janet Sheingold, *Carmel*; Marylynne Slayen, *San Diego*; Marianne Smith, *Waco, Texas*; Ann Stanton Snipper, *Claremont*;

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### Class of 1972

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### Class of 1973

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## CALENDAR

<b>First Semester:</b>		
September 18,	Friday	<i>Residence halls open for new students</i>
September 22,	Tuesday	<i>Registration for returning students</i>
September 23,	Wednesday	<i>Registration for new students</i>
September 24,	Thursday	<i>First semester classes begin, 8:00 a.m.</i>
October 5,	Monday	<i>Last day for entering classes</i>
November 13,	Friday	<i>Low grade reports due to Registrar</i>
November 25,	Wednesday	<i>Final day for withdrawal from classes without penalty</i>
November 25,	Wednesday	<i>Thanksgiving recess begins, after last class</i>
November 30,	Monday	<i>Thanksgiving recess ends, 8:00 a.m.</i>
December 19,	Saturday	<i>Christmas vacation begins after last class</i>
January 4,	Monday	<i>Christmas vacation ends, 8:00 a.m.</i>
January 21,	Thursday	<i>Last day of classes, first semester</i>
January 23,	Saturday	<i>Final examinations begin</i>
February 1,	Monday	<i>Final examinations end</i>
February 6,	Saturday	<i>First semester ends</i>

<b>Second Semester:</b>		
February 8,	Monday	<i>Registration for all students</i>
February 9,	Tuesday	<i>Second semester classes begin, 8:00 a.m.</i>
February 9,	Tuesday	<i>Registration for any students who failed to register Monday</i>
March 26,	Friday	<i>Low grade reports due to Registrar</i>
April 2,	Friday	<i>Final day to withdraw from classes without penalty</i>
April 3,	Saturday	<i>Spring vacation begins, after last class</i>
April 11,	Sunday	<i>Easter</i>
April 12,	Monday	<i>Spring vacation ends, 8:00 a.m.</i>
May 26,	Wednesday	<i>Last day of classes, second semester</i>
May 28,	Friday	<i>Final examinations begin</i>
June 5,	Saturday	<i>Final examinations end</i>
June 6,	Sunday	<i>Commencement</i>

### **Proposed 1971-1972 Opening Days**

September 17,	Friday or	<i>Residence halls open for new students</i>
September 18,	Saturday	
September 23,	Thursday	<i>First semester classes begin, 8:00 a.m.</i>

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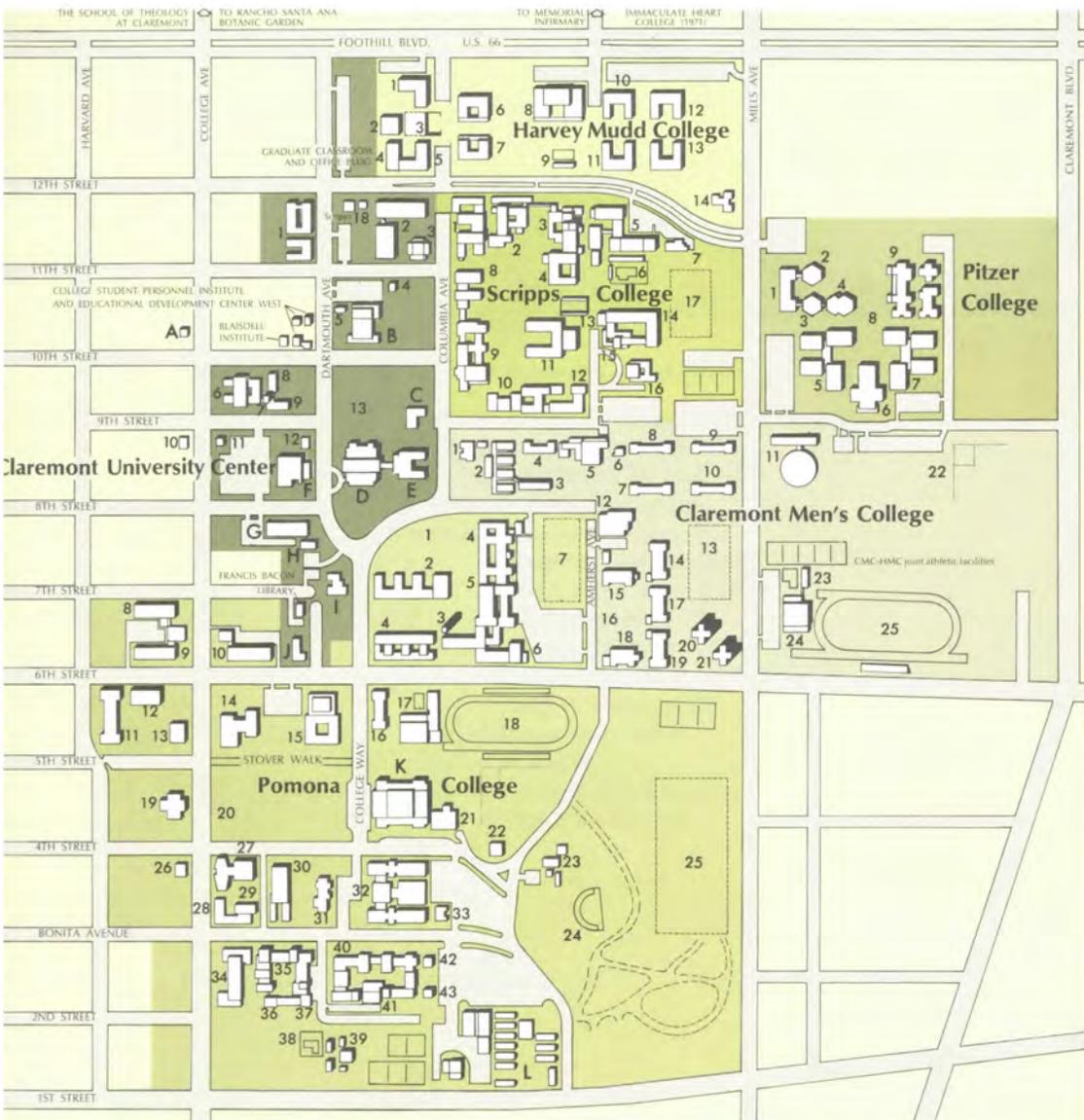
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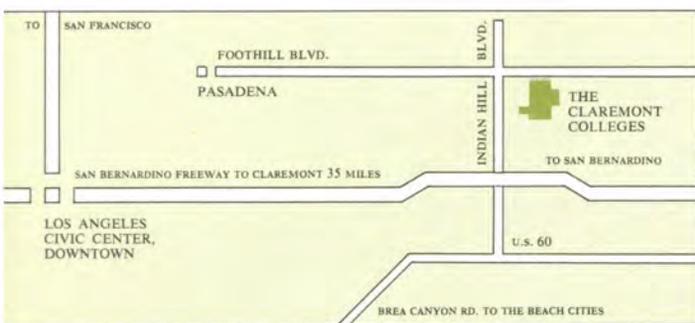


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*CAMPUS MAP  
OF THE  
CLAREMONT  
COLLEGES*

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To reach The Claremont Colleges

Major highway routes to Claremont are the San Bernardino Freeway and Foothill Boulevard (U.S. 66).

From the Freeway, turn off at Indian Hill Boulevard and drive north 1 mile to Second Street, then right 3 blocks to the Colleges. From

U.S. 66 turn into the Colleges at Dartmouth Avenue. Within The Claremont Colleges a well marked driving route, "Campus Drive,"

directs you to each college's administration building.

Strategically located roadside maps provide detailed directions.

*Quotations throughout the catalog are by members of the Pitzer community and are not comments by or about persons depicted in the photographs.*

*Photographs by Arthur Dubinsky*

*Cover design and layouts by Virginia Brock*

*Printed by Grant Dahlstrom/The Castle Press*

