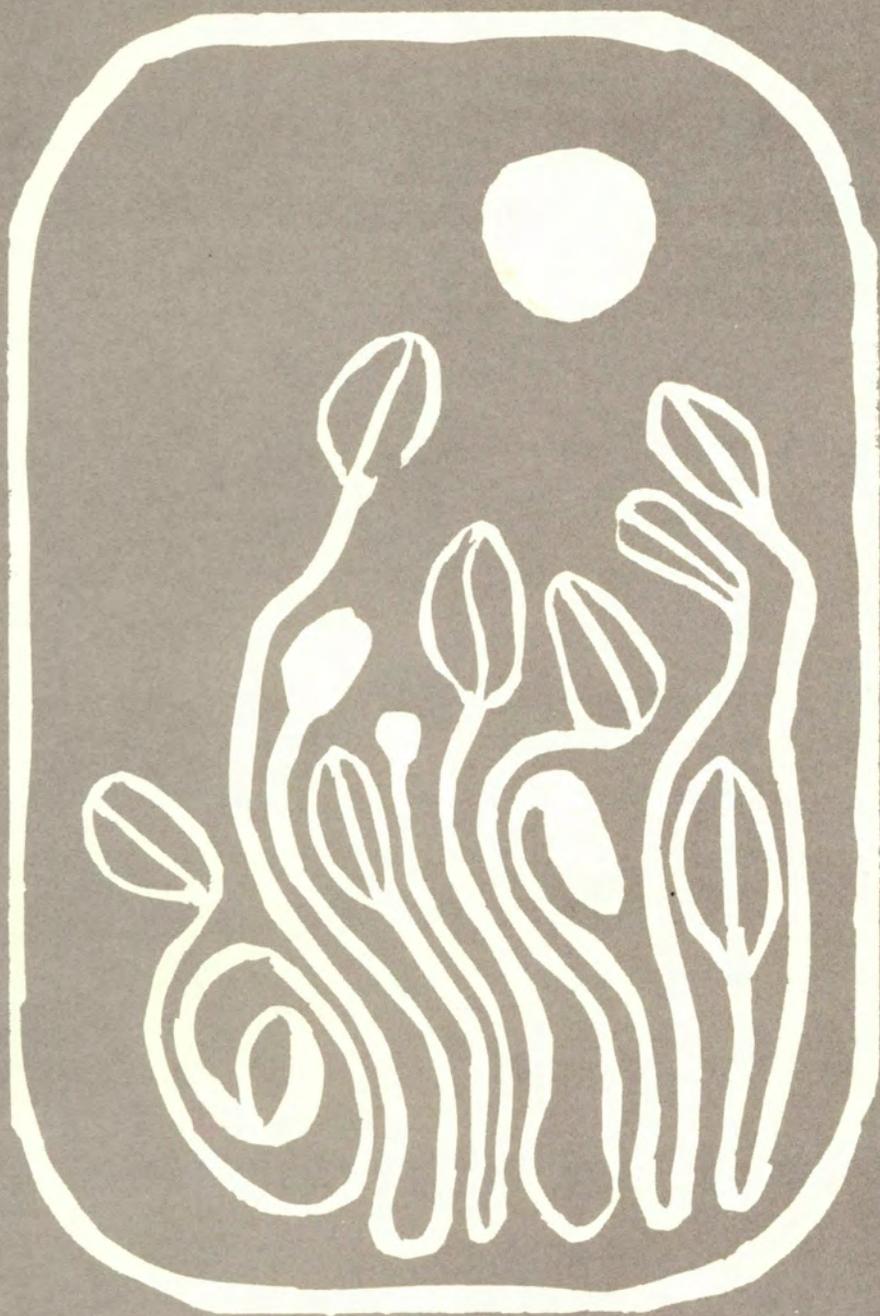




PITZER COLLEGE BULLETIN
1971-72 CATALOG



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OPEN LETTER FROM THE PRESIDENT

“What is Pitzer like? How is it different from other colleges I am considering or have decided against? Why should I decide to go there?” There are no easy answers to these recurrent questions asked by new or prospective students.

From my one-year experience as President, I can say that Pitzer is almost a bellwether of our present society—searching for constructive change, anticipating human and environmental problems, in a setting of self-criticism, so that none of its educational programs are rooted in the cement of antiquated theories.

This is what Pitzer seems to me to be.

We hope this catalog gives the realistic impression that we are constantly struggling for a sense of purpose and a distinctive character. Our very lack of structure may inhibit the development of a sense of community so many of us would like to see, but on the plus side, we are an institution that is becoming, not one that is in being.

A large proportion of our students are still uncertain about what they will do after college, and many are searching for what it is they want from college. Most place a high value on freedom and privacy, and we offer, within the constraints of dormitory life, a great deal of both. Our faculty is comparatively young and is struggling constantly for answers to the question of how to



reach students and how to make their subject matter important to life in the America of the 1970's.

Pitzer is an open place where the usual barriers between students, faculty, administration, and trustees are either non-existent or minimal. There is a student voice in every phase of college governance; indeed, I would assert that there is probably no other institution where students can play a greater role in the running of the college than at Pitzer.

We are a small college with about 675 students. This means smaller classes and a degree of student/faculty contact simply not possible at large institutions. Since teaching is the primary responsibility of our faculty, individual faculty members are constantly developing new courses and new methods for improving the quality of our offerings. We are trying to be as innovative and experimental as possible and trying to make this a different kind of college.

For those of you who want considerable structure and externally imposed discipline in your education, Pitzer may not suit you. If you want the freedom to pursue your own interests, to work closely with and not under individual faculty members, and to participate in the building and governing of a college still to enter its adolescence, Pitzer could well be the answer for you.

Robert H. Atwell

AN OPEN LETTER FROM A FACULTY MEMBER

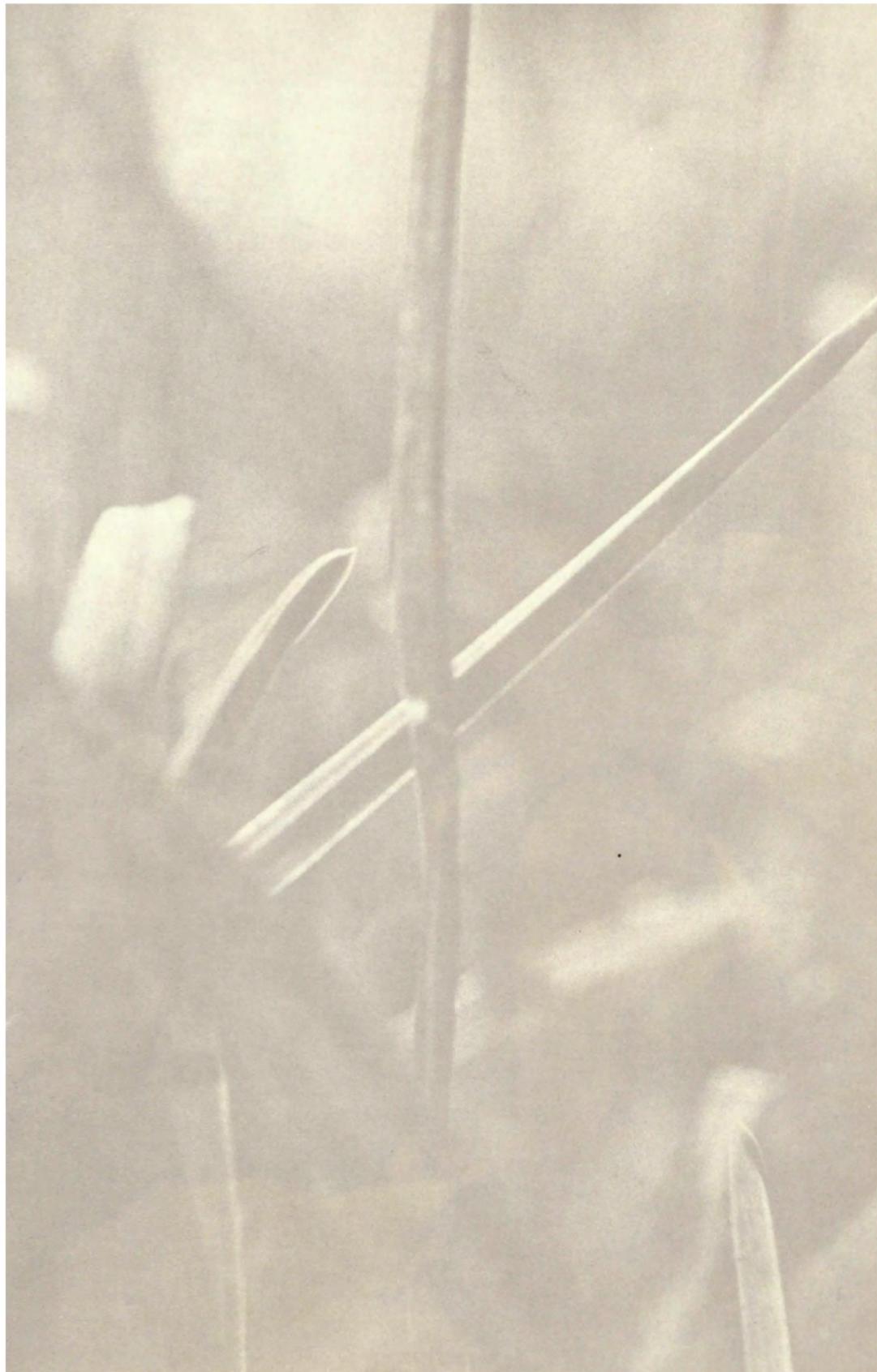
As I compose this brief missive on sabbatical in distant Greece, I can't help wondering whether the brilliant luminosity of fair Attica has dulled or heightened my perception of Pitzer College. Nothing daunted, as I believe the customary phrase runs, there occurs to me a singularity about Pitzer—I do not term it a virtue though I personally believe it to be such—a singularity which it may be profitable to describe. In this I refer not to Pitzer's exultant willingness to innovate...real or imagined..., nor to its intense drive to invest every life-form on campus with decision-making capability, nor to its near ritualistic urge to scrutinize its own workings with the passing of every solstice. I allude, rather, to its extraordinary malleability.

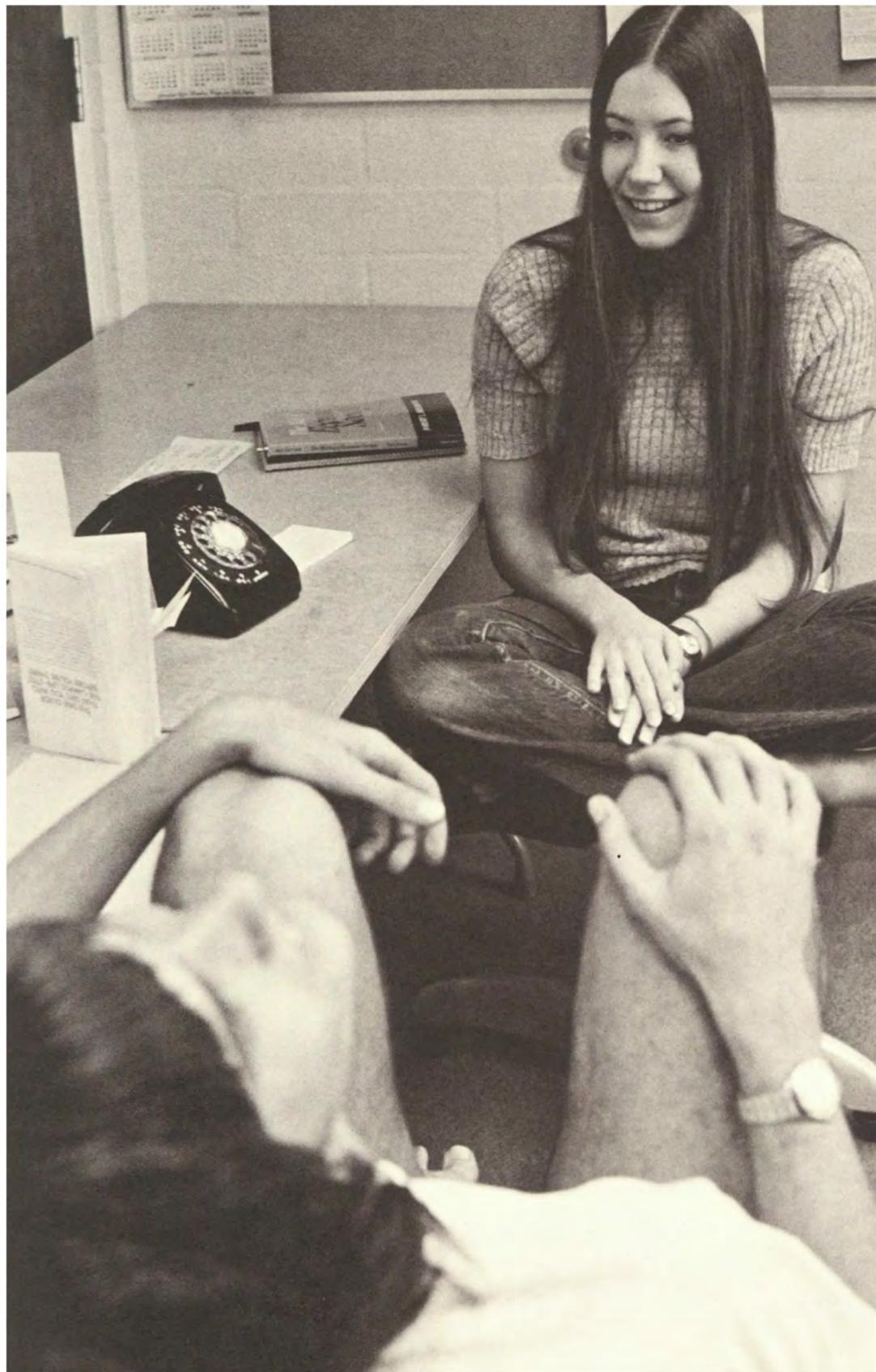
It is this malleability which permits, say, one student to pursue unharried a standard and dogged course of studies arranged in familiar and canonic steps—overcoming each degree of difficulty before moving on to the next prescribed level. That student, in reflecting upon the college, will feel that he has in every way led the admirable and time-honored existence which he would have expected from any liberal arts institution with Claremontian pretensions. For him Pitzer had pliantly become precisely what he obliged it to become and what he had every right to expect it would become.

Yet another student, choosing to fashion a very different order of things, might have arranged some equally praiseworthy path which bore only the dimmest relationship to his colleague's pedagogical orthodoxy. His library may have become the field and stream of some distant society or the ineffable press of a neighboring subculture. His view of Pitzer, in consequence, is likely to be startlingly different.

What has occurred in each instance, in fact, is that the College has closed gently around each student and molded itself softly but unmistakably to his academic postures. So it is that when a student at Pitzer draws away for a moment to regard what he thinks is the fixed image of his college, he discovers in actuality his own contours and a Pitzer shaped in astonishingly high relief to the true variety and intensity of his own intellectual fervor. This, I submit, is more than a beguiling singularity and will be worth recalling when, inevitably, each of you draws back to reflect upon Pitzer some time in the coming year.

Stephen L. Glass
Athens, 1971





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 second year as a coeducational, liberal arts college, Pitzer continues to place curricular emphasis on the social and behavioral sciences.



In eight 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 challenges.

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 and hopes in the future to expand the age range of students for even more diversity. As a residential college, Pitzer provides a double learning experience—undergraduates learn much from each other as well as from professors and the larger community.

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.

"As a college with a social sciences emphasis, it seems to me that a much closer link between Pitzer College and other institutions in society is needed."



Through regular courses, opportunities for work and study away from the campus are a part of the instructional process at Pitzer College. More are being developed to enable students to test classroom theories against "real" world situations.

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.

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.

In 1970-71, another group worked and studied 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, with a dining center, a coffee shop ("The Pit"), and the Harry Buffum Founders Room. 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, and the late Harry Buffum, founding members of the Board of Trustees; the Brant family, 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. 25,000) 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 three 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, cinema 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. Chancellor, Howard R. Bowen. This is the central coordinating institution of the group. It owns and operates such joint facilities as library, auditorium, theater, business office, health service, bookstore, religious center, and centralized utilities. It also holds adjacent undeveloped land and is responsible for establishing new colleges.

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.

Claremont Graduate School, founded in 1925. President, Barnaby C. Keeney. Enrollment, 1200. The Graduate School offers advanced work in humanities, mathematics, biological and social sciences, fine arts, and education. It grants doctor's and master's degrees.

Scripps College, founded in 1926. President, Mark H. Curtis. Enrollment, 550. 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. 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 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, 400. Harvey Mudd is a coeducational college of engineering and science stressing human values. 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, 675. It is a coeducational, liberal arts college with emphasis in the social and behavioral sciences, offering concentrations in 24 areas.

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

Honnold Library for The Claremont Colleges. A system of libraries containing nearly 700,000 volumes and subscribing to 3,000 periodicals. Besides the central library, named for the late William L. Honnold, the system includes Denison Library at Scripps College, Sprague Library at Harvey Mudd College, the science libraries at Pomona College, and Seeley W. Mudd Library adjoining Honnold. The central library 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 and staff 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.

Office for Special Academic Programs — Center for Continuing Education. The Office for Special Academic Programs is supported by Scripps, Pomona, the Claremont Graduate School and Pitzer. Its advisory service, the Center for Continuing Education, is available to men or women wishing to resume their education at the collegiate, graduate or post-graduate level. This advisory service is the prospective students' contact with a staff which carefully plans realistic programs for degree study and works with the faculty members of the college 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 in Harper Hall, 160.

The Institute for Educational Computing. Equipment available to faculty and students of The Claremont Colleges includes a time-sharing DEC PDP-10 at the institute (located on the Pitzer campus) and a batch processing IBM 360/40 operated by Pomona College. Terminals are at each college. Time and services are also available at UCLA on its IBM 360/91.

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.

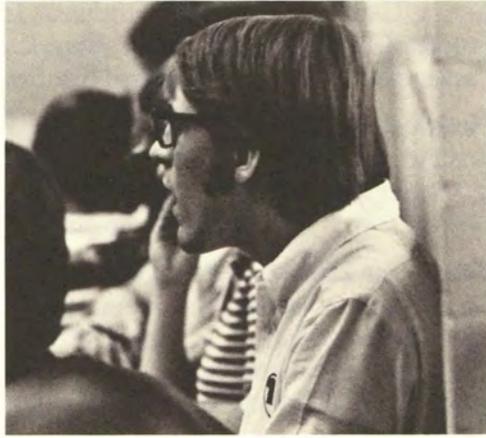
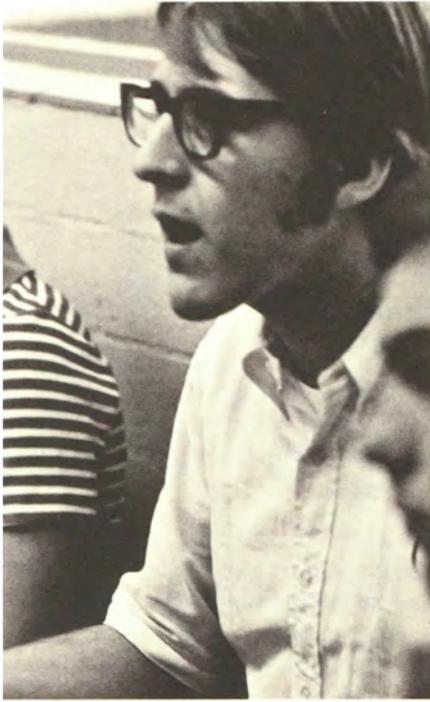
Human Resources Institute. The Human Resources Institute was established in 1969 for the purpose of developing leadership among Claremont Colleges students. Its three units are the Black Studies Center, the Mexican American Studies Center, and the Center for Urban and Regional Studies.

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.

"Academic performance in the form of collecting, consuming and regurgitating information has, and should have, a subordinate place in the Pitzer curriculum."



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, pub-



"I think that new faculty should not advise new students, that the advising of new students is probably too important and too delicate to be entrusted to most of us, and that this function should be concentrated in a Board of Advisors consisting of people who are pretty good at this sort of thing."

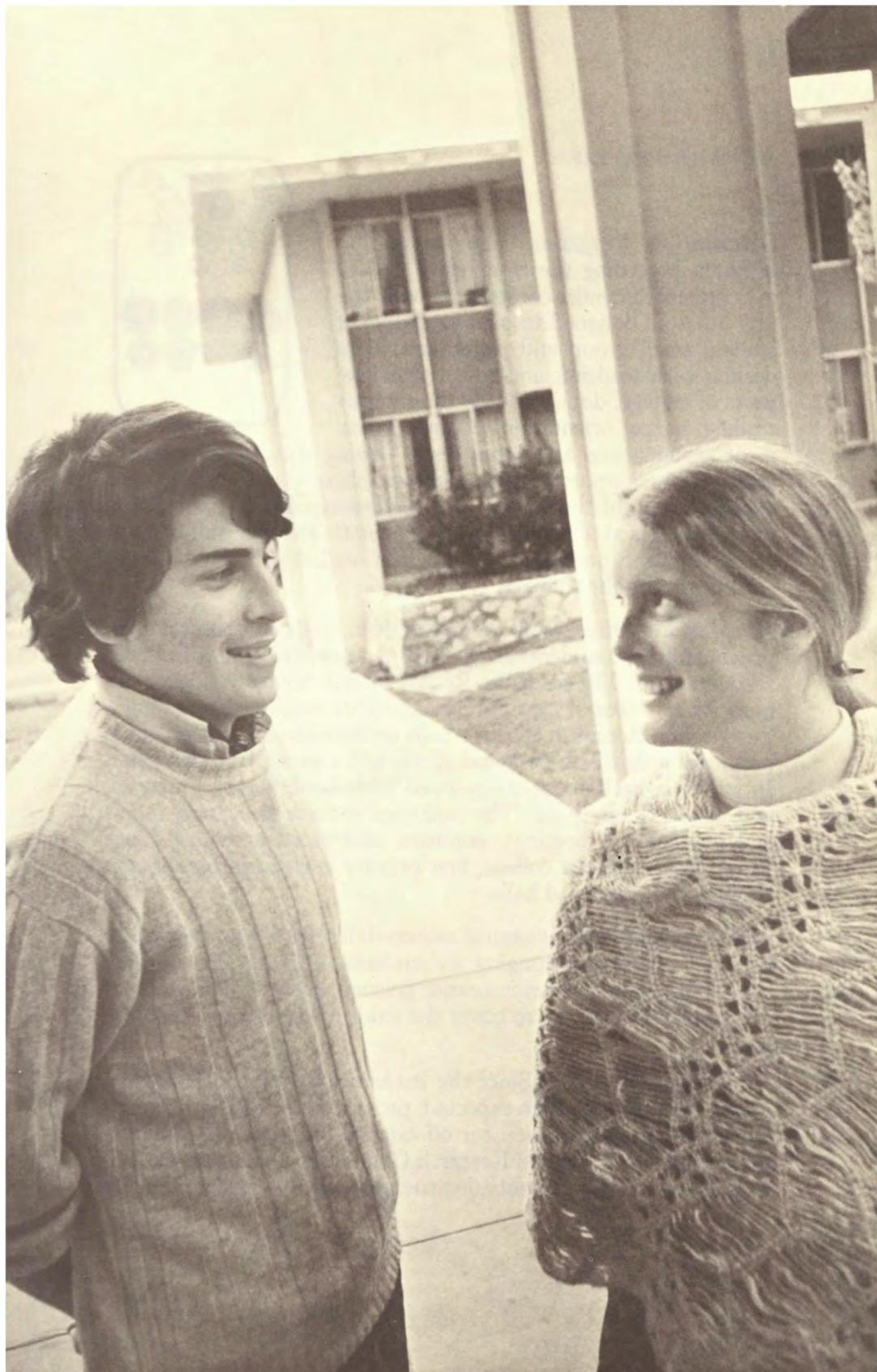
lications, and orientation of new students. To facilitate even greater community participation in academic policy-making, the faculty voted to place at least one student on all faculty committees.

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.

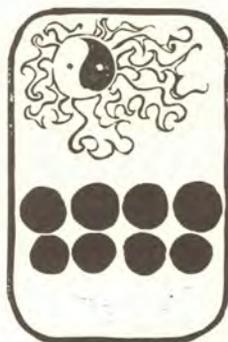
In order to develop a more workable Community Government, a Constitutional Commission of students, faculty, administrators, and trustees has been appointed to examine the present governmental structure and make recommendations for its modification.

Community participation in community affairs is further encouraged through the assignment of two students and two faculty members to each standing committee of the Board of Trustees. Each has voting privileges.



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.

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.



"The academic part of "community" has been definitely more successful than the social. Very few students leave Pitzer dissatisfied with their classes."

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

The campus ministry at Pitzer College and The Claremont Colleges is a ministry shared by every member of the college communities. It is an ecumenical ministry which welcomes the ideas, questions and participation of all students and faculty. The college chaplains represent various religious traditions but are available to work with everyone. Opportunities for worship, informal study, community services, retreats and workshops are offered by the Office of the Chaplain and the college chaplain of The Claremont Colleges. McAlister Center for Religious Activity houses the chaplains' offices, a large meeting room, meditation chapel, library and offices for the Volunteer Services Center, Claremont Draft Counseling Center and the Ombudsman.

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*; *The Re-Entrant*; a literary magazine, *Snollygoster*; a yearbook, *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.

Cultural Events. A traditional part of college life on the Claremont Colleges campus is the offering of the Artist Course which is comprised of four concerts a year. The concerts are held in Bridges Auditorium, the largest collegiate auditorium on the West Coast, seating 2,581 people. The auditorium was built in 1932, a gift of Mr. and Mrs. Appleton Shaw Bridges in memory of their

daughter Mabel Shaw Bridges who passed away in 1915 while attending Pomona College.

Tickets for the individual concerts are available to students of The Claremont Colleges in a special student section at \$1.50 per seat. Other seating available at \$1.00 off regular price. These tickets are available on Student Reservation Days that are held approximately one week prior to the concert. A student body card must be presented as identification at the Central Box Office which is located at Bridges Auditorium.

The Green Room on stage left of Bridges Auditorium is open to students and friends on most occasions to greet the artist. Students are urged to avail themselves of this opportunity. Artist Course events for the 1971-72 season are as follows:

All programs at 8:15 p.m. unless otherwise stated.

Los Angeles Chamber Orchestra.....	November 20, 1971
Los Angeles Philharmonic Orchestra.....	February 26, 1972
Vladimir Ashkenazy, pianist.....	February 7, 1972
Jamaican Folksingers	May 6, 1972
(Zubin Mehta, conducting)	

Two special events will be offered during the 1971-72 season.

Tickets are obtained in the same manner as for the Artist Course.

The special events are:

Van Cliburn, pianist—3:00 p.m.....	October 31, 1971
Julian Bream, guitarist—8:15 p.m.....	March 14, 1972

The Central Box Office, located at the west portico of Bridges Auditorium, handles the tickets for all college events, including the Artist Course, Special Events, Four College Players, Pomona College Drama Productions, and student-sponsored events. The Central Box Office is also a Ticketron outlet for many concerts and legitimate theater productions for the greater Los Angeles area. Box office hours: 9:00 a.m. to 4:00 p.m. Monday through Friday.



AN OPEN LETTER FROM THE DIRECTOR OF ADMISSIONS AND FINANCIAL AIDS

Dear Friends and Friends-to-be:

I offer this letter within the context of the catalog in order to describe my perceptions of the admissions process. I hope that a letter, as such, will underscore the first thing about our program — that is, our determination to make considerations of admission and aid as personalized, individualized, and humanized as possible.



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 decisions, to be carried out by me and my staff. Criteria for admission include the secondary school record, test scores of the College Entrance Examination Board or the American College Testing Program, 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 your record as a prospective student should show sufficient preparation to do college level work. A college preparatory course usually includes four years of English; two or more years of work in science, social science, and mathematics; and three or more years of language study.

As an applicant, you will receive careful consideration. In addition to reviewing objective data such as test scores, grade point average, and breadth of high school curriculum undertaken, the Committee relies heavily on your personal statements, as well as the judgments of counselors and teachers. There are no arbitrary cut-offs for scores, grades, or class rank; no distinctions are made by religion or socio-economic background; and no geographical quotas are followed.

We seek students who can enter into the rigorous and intense academic life at Pitzer and the other Claremont Colleges. We look, therefore, for signs of intellectual growth and genuine curiosity—since Pitzer is a good place to do some “exploring.” Above all, we

want persons who will contribute to our common enterprise; we watch for compelling personal qualities. We value people who have strong likes and dislikes, who are not "activities fakes," who (for one example) may have done volunteer community work rather than joined a long list of clubs, who may (for another example) really like Mozart and football.

Here is how to apply: 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 one of your friends.

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. *Test Results.* All candidates for admission to Pitzer College are required to take either the Scholastic Aptitude Test administered by the College Entrance Examination Board or the ACT administered by the American College Testing Program. If you plan to enter in September, you should take one of the tests by December of the previous year. California residents ought to take the CEEB aptitude tests in October in order to qualify for a California State Scholarship! Also, if you plan to enter in February, you should take one of the tests by October. You must make your own arrangements for taking the tests.

Information concerning testing rules, application fees, test result reports, conduct of the tests, sample questions, special administration of the tests overseas and for handicapped students and

advice to candidates may be obtained from the testing agencies. Inquiries should be addressed to:

College Entrance Examination Board	
1947 Center Street	P.O. Box 592
Berkeley, Calif. 94704	or Princeton, N.J. 08540

or

The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

It is **strongly** recommended that candidates for admission take three Achievement Tests administered by the College Board and that one of these be the Achievement Test in English Composition. The other two are left to the candidate's choice.

Although an interview is not required for consideration for admission, prospective students are urged to visit the campus, visit classes, and talk with one of us 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.

The interviews are not judgmental; they are meant to be mutually informative—since we want to help you get to know what Pitzer in fact is, and to see the College in the light of your own expectations.

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.

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.

Pitzer College accepts **transfer students** for the sophomore and junior classes. The same credentials are required as for entering freshmen. Transcripts of all previous secondary school work and

all college work are to be submitted. Transfer students are expected to complete at least 16 courses given by The Claremont Colleges and must be registered at Pitzer College as full-time students for at least four semesters.

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 for 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 City, New York 10017.

Pitzer has opportunities for **early admission** and for **advanced-standing admission**. In seeking to stretch the usual age boundaries for college students of 17 to 22 years as well as the usual four-year school pattern, we have formulated a policy of deliberately encouraging applications from outstanding high school seniors or graduates seeking advanced standing and, too, from outstanding high school juniors and persons lacking the usual high school diploma (such as veterans, older students, etc.) who desire admission. The College will consider those prospective students who show unusual talents and whose interest, excellence, and personal maturity (as indicated by interviews, recommendations, etc.)

"I have talked with a few students about the possibility of running a traveling seminar. A group of faculty and students with skills in sociology, anthropology, ecology, botany, folklore, geology, history, film-making, photography, or whatever, would set off in Jeeps or bus for several months at a time. Hopefully they would learn about themselves and each other as well as about the projects they were working on and the country they passed through."



suggest that they are ready for accelerated work and experience; in particular, we seek those who are capable of handling successfully the academic freedom, responsibility, and emphasis on independent study found at Pitzer.

On the important subject of **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 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 help. Our funds are supportive of the goals of admissions: a student body of true quality and diversity.

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 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 acceptable 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.

Pitzer College participates in the National Defense Student Loan Program (NDSL), and the Federally Guaranteed Student Loan Program. Other Federal programs are 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. Awards 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.

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.

Financial aid for off-campus, full-time students at Pitzer will not exceed tuition and fees. Students desiring to live off-campus will have an opportunity to draw such a position, according to guidelines set by the Dean of Students' Office; students who are then granted off-campus housing will be eligible for aid to meet the costs of tuition and fees, or any needed part thereof. All off-campus students are expected to arrange for their own room and board. A limited fund is established to aid students who wish to participate in Pitzer-sponsored or approved external studies programs but need financial assistance to do so. You should realize, however, that all new students are expected to live on campus, married students excepted. Pitzer is a residential college — on purpose.

We have alumni admission correspondents located in several key cities across the country, and whenever and wherever we can, we will put you in touch with one of these persons who can tell you more about the College.

I trust that this information helps to answer your basic questions about admission to Pitzer. But asking questions is only the beginning. I look forward to working with you on this entire process. If you wake up at 2:00 o'clock in the morning wondering about some step, do not hesitate to fire off a note. I will be glad to keep in touch.

"There are those to whom place is unimportant," Theodore Roethke asserts in one of his great poems. As your own plans are

clarified, you may find Pitzer College to be a good place in which to learn and grow. And that, I think, is what admissions and financial aids are about.

All good wishes in your college plans.

Robert F. Duvall

SUPPORTING SCHOLARSHIP FUNDS

The Susan Crawford Memorial
The Canfield Foundation Scholarship
The Martha Louise Criley Memorial Scholarship
The Ebell of Los Angeles Scholarship
The J. Ford Scholarship
The Haynes Foundation Scholarship
The Sylvia Sticha Holden Scholarship
The Mabel B. Ingraham Memorial Scholarship
The Elizabeth Bixby Janeway Scholarship
The Mayr Foundation
The Ada Belle McCleery Scholarship
The Flora Sanborn Pitzer Endowed Scholarship
The Primus Inter Pares
The Esther Stewart Richards Scholarship
The Mabel Wilson Richards Scholarship
The William Rodgers Scholarship
The Annis Van Nuys Schweppe Scholarship
The George G. Stone Memorial Scholarship
The I. N. and Susanna H. Van Nuys Foundations Scholarship
The Edna McNeal Van Wart Memorial Scholarship

EXPENSES AND FEES

Comprehensive Annual Fee

for Resident Students \$4055

This fee includes: tuition, \$2500; 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 \$2655

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, less a \$100 surcharge for the year, or \$50 per semester.

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.

FEES FOR ENTERING STUDENTS

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 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 charges. This fee will not be refundable after January 1.
3. First-semester fee, \$2027.50. 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, \$2027.50. 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 individually regarding the **date** of payment and possible refund date.
6. A charge of \$100 per course will be assessed for any courses taken above the normal full academic program, which is defined as nine courses (maximum) per year. A student deciding to take an overload of courses should know that financial aid will not cover this additional tuition.

"I think this whole idea of 'The Alliance' is going to be a healthy exercise. We are going to have to articulate the value of this place to society as a whole, the relationship of the social and behavioral sciences to the business world, and hear some flack back."



FEES 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.

FEES FOR RETURNING RESIDENT STUDENTS

1. First-semester fee, \$1377.50. This fee is due on or before the day of registration and covers tuition and health and community activities, and off-campus residency surcharge.
2. Second-semester fee, \$1377.50. This fee is due on or before the day of registration and covers tuition and health and community activities, and off-campus residency surcharge.

FEES FOR RETURNING NON-RESIDENT STUDENTS

1. First-semester fee, \$1327.50. This fee is due on or before the day of registration and covers tuition and health and community activities.
2. Second-semester fee, \$1327.50. 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 \$450 to \$600 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—which the family will have to estimate.
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. Reinstatement service fee. Every student is responsible for meeting promptly any payment due the College. Anyone who fails without explanation to meet an obligation on the due date may be barred from classes. When such a student makes his/her payment, he/she is charged a \$10 reinstatement fee. Any student leaving college with unpaid financial obligations cannot be given a transcript or letters of recommendation until settlement is made. No student will be able to graduate with unpaid financial obligations.

5. Fee for students doing part-time work (less than three courses), \$375 per course.

6. Fee for auditing, no charge for regularly enrolled students carrying full programs in The Claremont Colleges. Fee for all others is \$125 per course.

7. Summer independent study, for which the student has been granted permission, \$220 per course or \$110 per half-course.

8. 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.

9. 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.

10. 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 Students' 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 or take a leave of absence 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 with the following exceptions: 1) in the case of students withdrawing because of illness within the first week of a semester following registration, full tuition may be refunded, less \$200, upon receipt of a statement from a member of the staff of The Claremont Colleges Health Service or Counseling Center; 2) in the case of students 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 such a statement. No refund of the room charge is made. Charges for board are refunded on a pro-rata basis.

WITHDRAWALS FROM COURSES

Full-time students who, before the official last day for entering classes (see college calendar, page 158) withdraw from one or more courses and thus become part-time students carrying fewer than three courses may be charged the individual course fee(s) rather than full tuition. There will be no tuition refund for full-time students who become part-time students after the official last day for entering classes.

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.



Graduation Requirements

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, the College does not impose any uniform "general education" requirement beyond the Freshman Seminar. The faculty is committed, however, to offering a curriculum which, within the broad framework traditionally associated with a liberal arts education, emphasizes social issues and social problems, the social context of human activities, and the perspectives and methodologies of the social and behavioral sciences.

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.

During orientation week, **first year students are asked to submit 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 for the junior year.

In addition to their academic advisors, students should feel free to consult Mrs. Siebel, the Special Advisor to Students, in connection with decisions about their life objectives and the relation of these to a college education, to the choice of a field of concentration, etc.

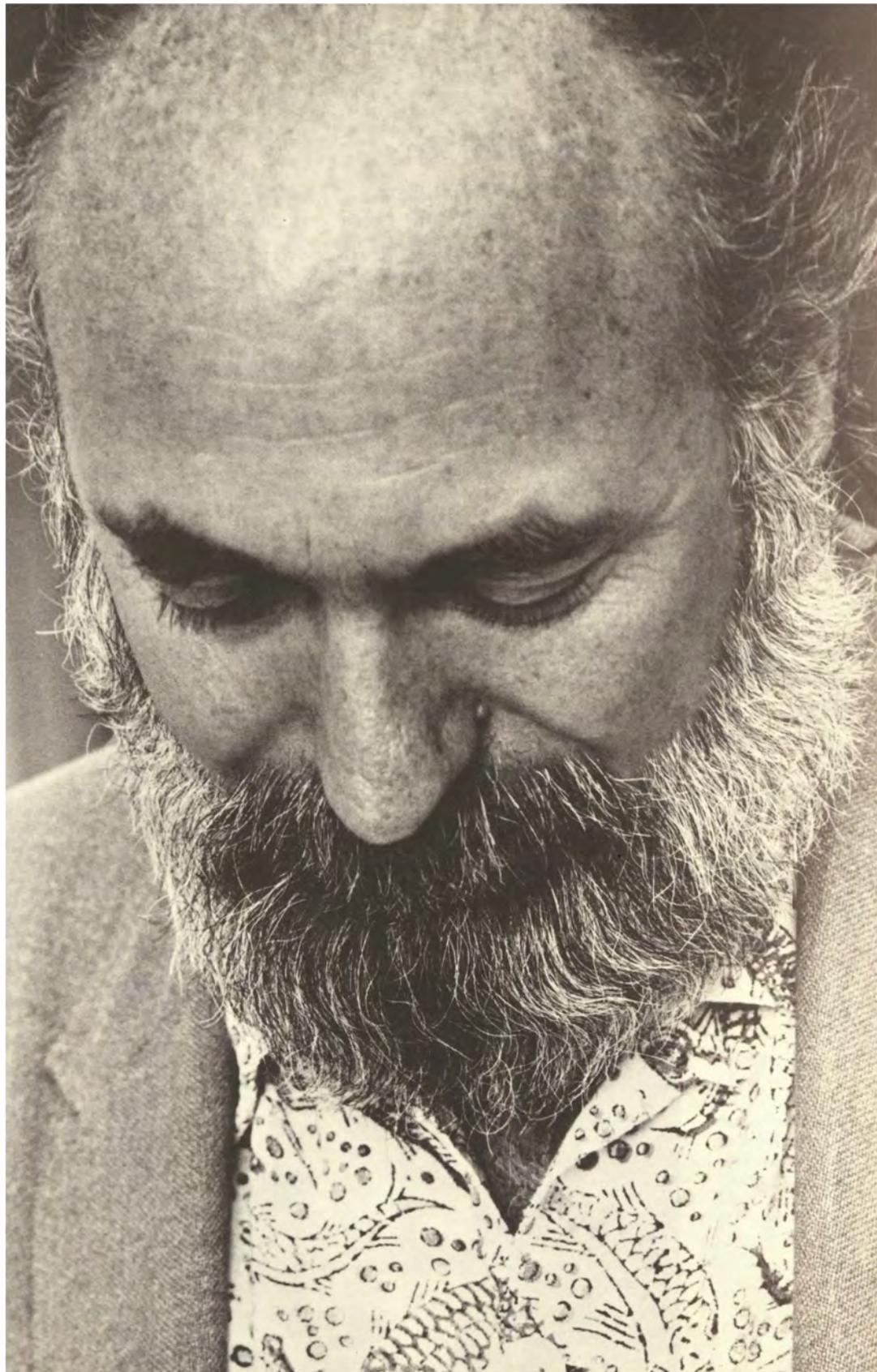
State Requirement in American History and Government.

The State of California requires that, in order to be eligible for graduation, **every student must demonstrate a basic knowledge of 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 55, 56, 157; Political Studies 40, 63, 151.

(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 Dean Schwartz.



FIELDS OF 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. A substantial part of the junior and senior years will be devoted to the concentration program.

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 two or more fields and involving some modification of the requirements must be approved by a faculty member from each field involved and then approved by the appropriate field groups of the faculty. Such approval must normally be obtained not later than the end of the student's sophomore year.

3. *Special concentrations* may be designed by students to meet their individual needs. Such a program must be approved by two faculty members (including the student's academic advisor) and by the Curriculum Committee, normally by the end of the sophomore year.

CONCENTRATION REQUIREMENTS

American Studies

Each student concentrating in American studies is required to com-

"Pitzer is more like a cork than a rock, and I think it will survive when a lot of other places sink."



plete 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.

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 normally requires seven courses or equivalents in the field beyond the freshman level. Through cooperation with Pomona College and Scripps College, many of the courses for this concentration will be undertaken through cross-registration at those institutions.

Students wishing to concentrate in the materials of art should

present a portfolio of their work to the art faculty. Those accepted by the field group will work toward competence in three different media with excellence in one. The development of a broad knowledge of art history will be essential. A senior essay and a project in a major medium presented as an exhibition will be required in the fall and spring semesters of the senior year respectively.

Students wishing to concentrate in the area of art history should normally do so with the intention of undertaking graduate studies. If you are interested in the concentration you should consult with Mr. Hertel as soon as possible in order to design an appropriate program oriented around one of several graduate approaches available in this country. The art history concentrator will be expected to demonstrate a reading knowledge of two European languages together with a fair understanding of the major periods of Western art history and of at least one area of nonwestern art history. In addition, concentrators will undertake a major research project in a specialized area of study which will constitute a significant portion of work done during the senior year. Concentration requirements may be met through conventional course channels at the several colleges and by means of Pitzer's options for sub-plots, pacts and projects. Concentrators are encouraged to undertake work in classics, literature, music, history, philosophy and studio as appropriate adjuncts to the concentration.

Students interested in art are encouraged to consider joint concentrations with one of the social and behavioral sciences through consultation with appropriate faculty representatives.

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.

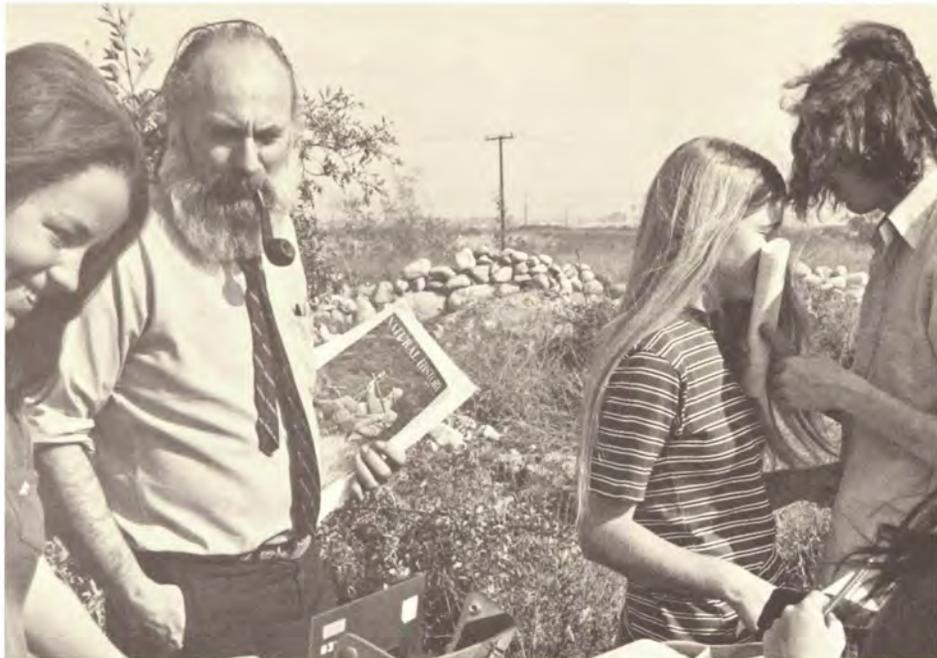
Seniors will be required to take a two-part comprehensive examination covering both their chosen field of concentration and a general examination dealing with basic problems in Asian Studies. With the permission of his advisor early in his senior year, a qualified student who wishes to do research may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

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 of senior year).



"The social sciences seem to have a special problem of seeming dull to certain potentially creative students today. It is important to make sure that the creative aspect of social science gets displayed."

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, II (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 economic theory.



"I am thoroughly impressed by the impact that certain external studies experiences have had on our students: Ireland, Appalachia, Tuscarora, all have been of great importance to the students involved. It strikes me that we might be able to set up internships in environmental studies, education, community studies, etc."



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

business cycles	international finance
comparative economic systems	international trade
econometrics	labor economics
economic development	mathematical economics
economic history	money and banking
environmental economics	public finance
industrial organization	urban and regional economics

With the consent of the economics faculty, selected courses in other fields may also be used in order to satisfy this requirement.

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 students' own choosing — history of economic thought may also be used for this purpose as an "applied" area.

Course work in principles of economics and in economic theory must be taken on a letter-grade basis; with the consent of the economics faculty, other courses may be taken on a pass/fail basis.

Honors candidates will be expected to achieve excellence in the above and to prepare an acceptable 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 the student needs 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 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

"In general, it is surprising how unimaginative most of us are with the framework at our disposal; why not teach a real blockbuster of a course worth two courses' credit?"



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. 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.

1. 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 areas of focus. These include at least one course from each of the following:



"The school has great potential for growth. My allegiance to Pitzer is in the form of adding to that growth. Perhaps sometime in the future I will feel qualified to come back and teach."

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

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 Argentina; 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, Miss Ibarra, Mrs. Sheldon, or Mr. Sharer.

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 or philosophy of science.
 - (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 'non-analytical' philosophy (phenomenology, existentialism, etc.)
 - (f) Pragmatism or recent '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 con-

struct 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 advanced 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).

Calculus I, II, III; Mathematics 111 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.

"At the moment, Community Council seems to have something of an identity problem. I find this situation sad because I believe that the concept of community government is very worthy."



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. These 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 Environmental Studies 63 and Political Studies 190.

Psychology

Concentrators in psychology must meet the following two requirements:

1. The student is expected to demonstrate competence in the following areas, either through satisfactory completion of regular course work or through other means approved by the psychology faculty:
 - (a) One introductory course in psychology. At Pitzer College the following are introductory courses in psychology: Psychology 4, 5, 8, 10, 49, 60, 71, or Social Sciences 50-51.
 - (b) Statistics. At Pitzer College the statistics sequence for psychology is Mathematics 2 (or equivalent) followed by either Mathematics 57 or Psychology 91. Psychology 91 is intended for those students who are psychology concentrators or students who are quite sure that they will be psychology concentrators. Concentrators will normally complete the statistics requirement by the end of the Sophomore year.
 - (c) History and systems in psychology.
2. The student is expected to take at least five additional advanced courses, at least two in each of the areas listed below. This requirement may be met through the satisfactory completion of regular course work or through other means approved by the faculty. One of these five courses must be a course in which the student has primary responsibility for the collection and analysis of data; such courses offered at Pitzer College are indicated by an * in the list below.
 - (a) Experimental, comparative, physiological, learning, perception, motivation, psycholinguistics, and mathematical psychology. Courses offered at Pitzer College are Psychology 60, 161*, 163, 170*, 177.

- (b) Personality, social, clinical, child, and adolescent psychology. Courses offered at Pitzer College are Psychology 43, 47, 52, 105, 110*, 145, 151, 152, 154*, 159, 181, 182*, 183*, 184*, 186*, 187*, 195*, 220*.

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.

Comprehensive examinations **may** be required for all concentrators. If required, they will normally be given during the student's senior year, after notification 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

Students who wish to graduate with a sociology concentration are expected to meet the conditions listed below. These may be met by the satisfactory completion of regular course work or by other means developed in consultation with the sociology faculty.

1. Students are expected to demonstrate an understanding of the central theories and methodologies of sociology. Regular course work consists of at least one course in sociological theory (Sociology 120, 169, or 175) and one course in sociological methods (Sociology 95).
2. Students are expected to demonstrate an understanding in four additional sociological subjects; three of these should be upper-division studies. Courses numbered above 100 are normally considered upper-division.
3. Students are expected to demonstrate an understanding of (a) the connections among the several sociological approaches and subjects they have studied, as well as (b) the connections between sociological perspectives on human conduct and perspectives on human conduct offered by other disciplines. Regular course work consists of a senior seminar which will be offered in the fall of each year.

4. Students are expected to demonstrate an understanding of elementary statistical methods. Regular course work consists of one course in statistics (Mathematics 57).

A sociology concentration which does not meet the above conditions may be designed by students in consultation with the sociology faculty. A student wishing to take courses on a credit/no credit basis as part of a sociology concentration must receive approval from both the particular course instructor and his concentration advisor.

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 appro-

priate 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.





FRESHMEN SEMINARS

Freshman Seminars are discussion courses that are limited in enrollment to fifteen students. They are distinguished from many other courses offered at an introductory level not only by their limited size but also by their pursuit of a theme or problem rather than their intent to introduce students to a specific discipline or field. Some Freshman Seminars aim to broaden intellectual perspectives, while others aim to probe an important or interesting issue in scholarly depth. Freshman Seminars are normally graded credit/no credit (unless the student and the instructor agree otherwise within the first two weeks of the class). Freshman Seminars exist for the purpose of general education and will not normally satisfy concentration requirements.

Fall Semester, 1971-72

- 1,2 The Quest.** This course will follow the personal journey of several individuals in their search to understand themselves as human beings and their place vis-a-vis nature and society and to grasp the consequences for personal action. While time, place, and circumstances change, the essential quest remains eternal. We will attempt a dialogue with such persons as Socrates, Milosz, St. Augustine, Malcolm X, Thoreau, Conrad, Luther, Dostoyevsky, Hesse, and Camus. th. 7, Miss Nickel and Mr. Rodman. (Two seminars.)

- 3 **The Necessity of Evil.** A study of Western man's concepts of sin, guilt, and evil through the ages. We will read such works as **Genesis**, Dante's **Inferno**, selections from Luther, Milton's **Paradise Lost**, Dostoyevsky's **The Brothers Karamazov**, Weiss' **Marat/Sade**, etc. t. 7, Miss Ringler.
- 4 **The Underground Man.** There comes a day sometimes in a man's life when he is no longer able or is not permitted to live in society. He goes underground. This course will study when, why, and how a man goes underground; where his 'underground' is, and how he sustains himself there. The discussions and short papers will be based on: Diogenes the Cynic, **Extracts**; Dostoyevsky, **Notes from the Underground**; Celine, **Voyage to the End of the Night**; Joyce, **Ulysses**; Camus, **The Myth of Sisyphus**; Sartre, **Nausea**; Koestler, **Darkness at Noon**; Steiner, **Treblinka**; Eamon, **White Masks, Black Faces**; Cleaver, **Soul on Ice**. th. 1-4, Mr. Senn.
- 5 **The Lotus or the Robot.** An overview of how Eastern man and Western man have attempted to solve such pressing problems as war, man's place in nature, and the relationship of man to society. Readings will be based upon comparisons of such novels and philosophical works as Heller's **Catch 22**, the **Bhagavad Gita**, and Remarque's **All Quiet on the Western Front**; Thoreau's **Walden** and the Tao Te-Ching; Camus' **The Stranger**, Mishima's **Death in the Midsummer**, Ionesco's **Rhinoceros**, and Abe's **Friends**. An attempt will be made to determine if there are ways in which the two world views are coming together through mutual impact. w. 7, Mr. Greenberger.
- 6 **Outlaws.** A study of outlaws and what distinguishes them from criminals and rebels; response to their exploits. We will examine the careers of Hareward the Wake, Robin Hood, Dick Turpin, Ned Kelly, and Salvatore Guiliano. Special attention will be given to the outlaws of the American west and Latin America, and their treatment in history and folklore. Readings may include: Cohn, **The Pursuit of the Millenium**; Hobsbawn, **Primitive Rebels**; Dolci, **Outlaws**; Womack, **Zapata**; Fielding, **Jonathan Wild**. m. 7, Mr. Cressy.
- 7 **Utopias and Utopian Literature.** Students will read and discuss several works of "utopian" literature, from St. Augustine's **The City of God**, More's **Utopia**, Bacon's **New Atlantis**, to Orwell's **Animal Farm** and **1984**, and Huxley's **Brave New World**. Discussion and written reports will relate each piece to its historical context. An effort will be made to discern common aspects of this mode of writing, its social criticism, and its expression of philosophical problems. A paper dealing with the view of the nature of man offered by one of the works will be required. At the conclusion of the semester each student will prepare an imaginary utopian document of his own. m. 7, Mr. Duvall.
- 8 **"Like Sheep to the Slaughter."** This seminar will investigate the question of responsibility for the extermination of 4-5 million Jews during World War II in Nazi Germany in the context of a larger question: to what extent can the individual in a mass society affect his own fate and that of those around him? Students will explore the validity of Hannah Arendt's thesis that responsibility must be shared by killer and killed, since both were victims of the same social forces. The exploration of facts and interpretations will be based on such materials as government documents, including those provided for the Nuremberg Trials of war criminals; diaries and interviews; articles reflecting the controversy around the Arendt publication and secondary studies by historians and other social scientists. Recent experiences with the war in Vietnam will be brought to bear on the question of conscience and public morality in the context of war and genocide. w. 7, Mr. Warmbrunn.

- 9 **Education and Human Development.** This Freshman Seminar will be conducted as an integral but special part of Education 52, Education and Human Development. Students will participate in the required two-thirds of the course work, and will utilize the optional one-third of the course work for Seminar-related activities. In addition, all Seminar members will live on the Education Corridor and participate in its activities. Seminar-related activities will include readings, weekly discussion/lecture meetings, observations and limited participation in a local elementary school. The initial emphasis in the Seminar will be upon alternatives to traditional educational methods and the relationship of educational ideas to the human potential movement. Among the readings will be Neill's **Summerhill**, Leonard's **Education and Ecstasy**, and Rogers' **Freedom to Learn**. w. 4, Mrs. Siebel.
- 10 **Understanding Television.** Students will examine the medium through a dissection of the television program. Discussion of both commercial and educational programming with regard to purpose, form, content, and effect. Exploration of creative possibilities and limitations of the medium. Readings will include: **Friendly**, **Due to Circumstances Beyond Our Control**; Minnow, **Equal Time**; Johnson, **How to Talk Back to Your Television Set**; Ellison, **The Glass Teat**; Cole, **Television**; and others. th. 1-4 and arranged, Mr. Cleveland.

Spring Semester, 1971-72

- 11, 12 **Politics and Literature.** A cross-cultural study of political novels. The political novel will be considered from several perspectives; as an expression of ideology and of values; as a witness to political change; as an instrument of political change. Novels to be read include: Turgenev, **Fathers and Sons**; Dostoyevsky, **The Possessed**; Conrad, **The Secret Agent**; Serge, **Memoirs of a Revolutionary**; Malraux, **Man's Fate**; Silone, **Bread and Wine**; Grass, **Cat and Mouse**, Mailer, **Armies of the Night**. t. 7, Mr. Marquis and Mr. Atwell. (Two seminars.)
- 13 **The Madness of Civilization.** When one stubbornly hopes that it is more difficult for many persons to be wrong over long periods of time than for the lone individual to be mistaken, ethnography suggests that this remains more a hope than a reality. It is entirely possible that the majority of human beings have been consistently wrong on some points throughout history. The wisdom of culture is no more tried and true than that of the madman, the seer, the poet, the intellectual, or any other social reject, and may also be biologically fraudulent. One kind of reality is not superior to another, merely more communicable at a given time in history. "Human kind cannot stand very much reality" and can only stand that which it can acceptably transmit. Readings will be chosen from: Putney and Putney, **Normal Neurosis: The Adjusted American**; Laing, **The Politics of Experience** and **The Bird of Paradise**; Girardoux, **Mad Woman of Chaillot**; Frisch, **The Fire Raisers**; Freud, **Civilization and Its Discontents**; Willoya and Brown, **Warriors of the Rainbow**; LaBarre, **The Human Animal**; Gogol, **Diary of a Madman**; Dostoyevsky, **Notes from the Underground**; Foucault, **Madness and Civilization**; Eriksson, **Wayward Puritans**. th. 7, Mrs. Levine.
- 14 **Animals and Men.** A brief look at some of men's attitudes towards animals as reflected in literature, fables, myths, legends, folklore, children's stories, etc. The course will look at such subjects as anthropomorphism, animal law, the hunter and the hunted, pets, zoos, animal language, and symbolism. The authors to be read include Aesop, Virgil, Chaucer, Mandeville, Gilbert White, Walton, Kipling, Kenneth Grahams, Beatrix Potter, D. H. Lawrence, Faulkner, Hemingway, T. H. White, and Gerald Durrell. w. 7, Mr. Macaulay.

- 15 **Shorter Russian Fiction.** Selections, in translation from the work of major nineteenth and twentieth century Russian writers, such as Gogol, Dostoyevsky, Turgenev, Tolstoy, Chekov, Gorky, and Zoshchenko, will be read and discussed in connection with such themes as good and evil, man and society, the outsider, etc. m. 7, Mr. Meyers.
- 16 **Conflict and Cooperation.** 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. t. th. 9:40, Mr. Shomer.
- 17 **"True Womanhood".** The seminar will analyze the various definitions of "true womanhood" despite the continuing secondary social status accorded the female sex. The changing roles and images of woman will be explored, through the personal testimony of American women who either accepted, manipulated, or challenged the sexual conventions of their times. Readings will include novels and autobiographical works by such women as Jane Addams, Emma Goldman, Zelda Fitzgerald, and Mary McCarthy. w. 7, Miss Ryan.

"We have done away with requirements, and I believe that this action was correct. However, we can have control over curriculum by deciding what sorts of courses we want to offer and what ought to constitute various concentrations in a social sciences college."



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 required 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 (accompanied by a written evaluation) or with a letter grade. Independent study forms may be obtained from the Registrar's Office.

Independent study forms for one course credit or more must be filled out, signed, and filed with the Registrar by the last date for entering classes in the semester in which the credit is to be given. Students registering for independent study after that date cannot receive more than half-course credit for work during that semester; forms for this must be filed by the end of the ninth week of the semester.

"Innovation which gets faculty and students out of the classroom and into the community is to be encouraged. We should lead each other out of the protective sub-environments of home, school, and college."



SPECIAL PROJECTS

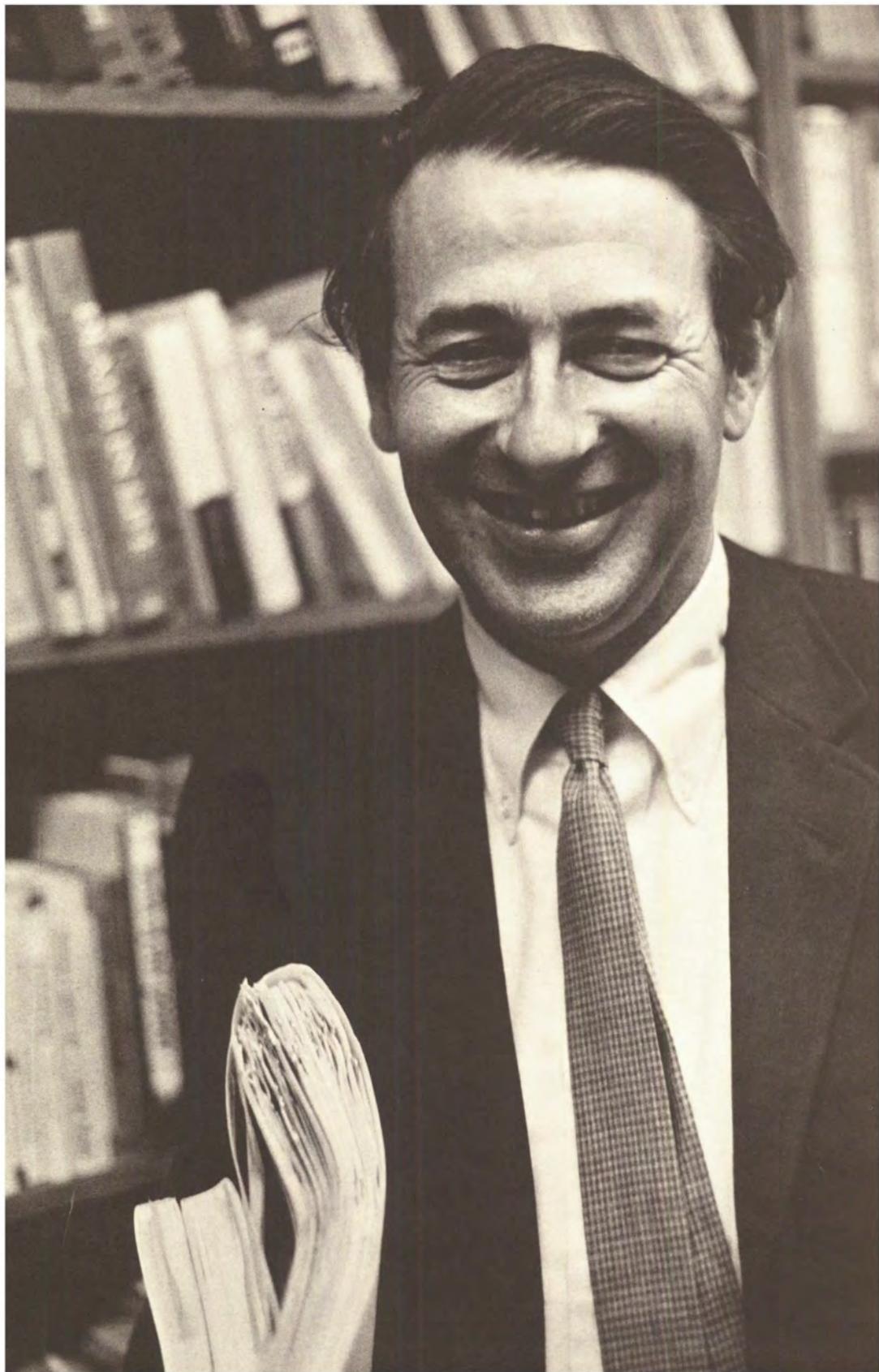
Special Projects are intensive directed studies, some of them involving field work away from the campus, which are scheduled for the January or May Project Periods. Special Projects may be for no credit, half-course credit, or one course credit, depending on the degree of participation, and by arrangement with the instructor. Deadlines for registration for Special Projects are: December 1 for January Projects, April 3 for May Projects.

January Projects (January 5-31)

- 1 **Logical Positivism** as an example of the effects of the development of formal logic on twentieth century philosophical thought. Intended mainly for students who have had a course in formal logic. Mr. Rubin.
- 2 **Topics in the study of behavior.** This is intended for only a very few advanced students in philosophy or psychology. Mr. Bogen, Mr. Rubin, and selected psychologists.
- 3 **Special project on a philosopher** to be announced. We will pick a philosopher who can be brought to Claremont during the last week of the term, read his or her works intensively, and discuss them with him or her. Topics and philosopher to be chosen by the students and faculty involved. No more than 10 students. Mr. Bogen, Mr. Rubin, and Mr. King.
- 4 **Symposium in anthropological fieldwork.** Readings, discussion and practical experience in anthropological field work. Designed for students who either are planning or who have completed fieldwork projects. If circumstances permit, the symposium will be held in conjunction with an actual anthropological fieldwork project. Mr. Sharer and Mrs. Levine.

"We cannot achieve coherence as an institution by talking among ourselves. We have to turn ourselves inside out to find out what's right about us as well as our shortcomings."





- 5 Two weeks of intensive directed reading and discussions devoted to **North American Indians** of a particular area, chosen by the student, followed by actual fieldwork in that area. Work to culminate in a project report incorporating the results of readings, discussions, and research. Mrs. Miller.
- 6 **Society and Landscape in Europe.** Since the time of Tawney's famed injunction that economic historians should take to their boots, scholars have looked to the landscape as well as to the archives for evidence of past conditions and historical change. The European landscape, particularly the countryside of England and France, yields impressive evidence of cultivation, fortification and settlement through most of human history. This project will relate maps, pictures and aerial photographs to archaeological evidence and the more familiar historical narrative in an attempt to understand man's impact on his environment. **The Making of the English Landscape** by W. A. Hoskins will be required reading. Students taking History 125 in the Spring are strongly urged to participate in this project. One half-course credit. Mr. Cressy.
- 7 **Interdisciplinary workshop in observation.** Observation as utilized by social scientists, creative writers, and/or artists, practitioners in journalism or medicine, etc. The study and practice of the functions and techniques in various fields (running records, field reports, anecdotal records, interactional analyses, clinical evaluations, experimental assessments, etc.). Active experience with various techniques; stress on both similarities and differences. May lead to larger/longer "mode of inquiry" course, since "observation" of one kind or another underlies the acquisition of all knowledge. Mrs. Siebel.
- 8 **The Sociology of Happiness.** A workshop in which students not enrolled in Sociology 164a may join the project of planning a course. (See the information sheet on Sociology 164a, obtainable from Mrs. Vlastos, Faculty Secretary in Fletcher Hall.) Mrs. Bell.
- 9 **Education in Britain: A Philosophical, Social and Political Analysis.** Through this special project, students will be given an opportunity to study the educational system in Great Britain from pre-school through adult education. Students will visit educational institutions, governmental agencies, and meet with individuals involved in education in Britain. The participants in this special project will also meet with the instructor in a seminar twice weekly. Each student will be expected to write a research essay. There will be a special tuition charge of \$150, as well as the expense of travel and room and board. The instructor will arrange travel and accommodations. It is recommended that participating students complete introductory courses in philosophy, comparative politics, economics, and psychology prior to participating in this project. Enrollment limited to 25. A minimum enrollment of 12 students will be required, or the project will be cancelled. Registration deadline: December 1, 1971. One course credit. Prerequisite: registration in this project will require the permission of one of the following faculty members: Mr. Marquis, Mr. Bogen, Mr. Rodman, Miss Nickel, or Mrs. Siebel. Project directed by Mr. Spitzberg.
- 10 **Intensive Intermediate French.** (See French 53INT)

May Projects (May 8-June 3)

- 1 **Archaeological Field Techniques.** Includes readings, discussions, and practical sessions in excavating. If circumstances permit, a one-week field project will be conducted in the Mojave Desert. Mrs. Miller.
- 2 **Special Project in Ethics.** For students enrolled in Philosophy 116; open to other students with consent of instructor. Mr. King.

EXTERNAL STUDIES

External Studies are of several types: (1) Field Work programs directed by Pitzer faculty away from Claremont; (2) Independent Study programs arranged with faculty at Pitzer but pursued away from Claremont; (3) Programs of Study pursued at other academic institutions under the supervision of faculty there. Arrangements for receiving academic credit and/or financial aid vary with the program, and interested students should consult the information sheet on External Studies available from the Registrar's Office.

The following list includes only field work programs directed by Pitzer faculty away from Claremont during the academic year 1971-72. Cost estimates are approximate and students should consult the Registrar or the faculty director for details.

- 1 **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. Mr. Carawan.
- 2 **Pitzer Semester in France.** Students with competence in the French language and an interest in French culture and history as well as social science subjects which may appropriately be studied in Paris may apply to spend the spring semester 1972 on the Pitzer Semester in France. The program, under the resident direction of Mlle. Claude de Cherisey, will offer the possibility of taking courses at the University of Paris and tutorials given by French professors especially for members of the Pitzer program. Field work will also be arranged in the provinces which will allow the students to gain a more complete understanding of the French milieu. A special course fee of \$200 will be charged to participating students. Registration deadline: November 1. For further information, see Mr. Zachrisson.
- 3 **Education in Britain: A Philosophical, Social, and Political Analysis.** (See Special Projects, No. 9)
- 4 **History, Pre-History, and Folklore of Pre-Industrial Europe.** (See History 125)
- 5 **A Study of Work Alternatives.** (See Sociology 157)

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

The designations (I), (II), and (III) refer to scheduling options:

I—Option 1 course: classes for 12 weeks, plus course-related project or reading period.

II—Option 2 course: an intensive course covering in 12 weeks the material ordinarily covered in 15 weeks, leaving the January or May Project Period free for a Special Project after completion of the course.

III—Option 3 course: classes run the whole semester.

ANTHROPOLOGY

- 10 The Development of Man.** An examination of man and his origins. Studies the techniques by which archaeologists investigate the question of man's physiological and cultural origins. Considers man's biological background as known from fossil finds. Discusses what can be learned from living primates which might parallel early man's social behavior. Traces man's physical and cultural evolution from two million years ago to the emergence of the first agricultural civilizations. Fall, m.w.f. 10, Mr. Sheets. Spring, m.w.f. 12, Mrs. Miller. (I)
- 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 t.th. 9:40, Mr. Munroe. Spring m.w. 1:15, Mr. Crystal. (I)
- 58 Religion and World View.** (Not offered in 1971-72)
- 64 The Family.** Mrs. Levine. (Not offered in 1971-72)
- 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, m. 7, Mr. Sheets. (I)
- 69 The Culture of the Americans.** Contemporary culture of the United States viewed as one case in the sample of world societies. Cross-cultural perspective gained through study of model and extreme patterns around the world and through location of American culture in the world distribution. Particular attention given to cross-cultural generalizations and to attempts to apply these to the United States. Spring, m.w. 11 and one hour arranged, Mr. Munroe. (I)



"It would be nice if each dormitory would adopt some social project that combined academic fieldwork with doing some good in the world."

- 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, m.w. 1:15 and one hour arranged, Mr. Sharer. (II)
- 77 **Peoples of Europe.** How they look from the outside and how they look from the inside and the problem of how we know. (During January, this course will combine with Political Studies 20, Introduction to Comparative Government and Politics, in order to focus on the relationship between anthropology and politics.) Fall, t.th. 2:45-4, Mrs. Levine. (I)
- 80 **Indians of North America.** Mrs. Miller. (Not offered in 1971-72)

- 83 Cultural Ecology.** A survey of the effects of environmental factors on culture and behavior will be presented early in the semester. After assimilating these materials, the student will, in consultation with the instructor, design a project on some aspect of the environment-behavior relationship. Spring, m. 2:45-5, Mr. Munroe. (I)
- 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, t.th. 9:40, Mr. Crystal. (I)
- 91 Physical Anthropology.** Mr. Sharer. (Not offered in 1971-72)
- 105 Socialization and Personality in Cross-Cultural Perspective.** (See Psychology 105), Mr. and Mrs. Munroe.
- 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, t.th. 9:40, Mr. and Mrs. Levine. (I)
- 117 Third World Urbanization.** Mr. Crystal. (Not offered in 1971-72)
- 120 Seminar in Human Evolution.** Mr. Sharer. (Not offered in 1971-72)
- 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, t.th. 8:20, Mrs. Miller. (I)
- 133 Mind and Matter.** An imagining of the relationship between the artist and the artifact or who is Levi-Strauss? And is he a hero? Prerequisite: consent of instructor. Fall, th. 7-10 p.m. and arranged, Mrs. Levine. (II)
- 140 Primitive Classification.** Mrs. Levine. (Not offered in 1971-72)
- 144 Anthropological Film:** A review of ethnographic film contributions, approaches, and techniques open to a limited number of students by consent of the instructors. Individual film projects will be initiated during the course and completed during the project period in May. Spring, t.th. 1:15-4 and arranged. Mr. Crystal and Mr. Cleveland. (I)
- 150 Revitalization Movements.** Mr. Sharer. (Not offered in 1971-72)
- 160 Seminar: The Primates and Human Evolution.** A study of the non-human primates and what they can tell us about ourselves—in terms of our physiological and behavioral origins. Students will do independent research and present papers to the class. Prerequisite: Anthropology 10 or consent of instructor. Spring, t. 12, th. 7, Mrs. Miller. (I)
- 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; Anthropology 68 recommended. Fall, t. 7 and arranged, Mr. Sharer. (II)

- 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, t. 7 and arranged, Mrs. Levine. (II)
- 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, m.w. 4 and arranged, Mr. Sharer. (II)
- 179 **Seminar: Psychological Anthropology.** Advanced inquiry into applications of psychological concerns such as ecology, kinship, needs and institutions, and religion. Students will be invited to assist in the analysis and interpretation of data gathered in East Africa. The seminar is designed primarily for junior and senior concentrators in anthropology and psychology. Spring, w. 2:45-5:30, Mr. Munroe. (I)
- 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, w. 7 and arranged, Mrs. Miller. (II)
- 187 **Field Work in Anthropology.** Practical field work in anthropology, normally for upper-division anthropology concentrators. Prerequisite: consent of the Anthropology field group. 1-4 courses credits. 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.

Writing Seminar. Spring, time arranged, Mrs. Miller.

See also: Classics 120, **Greek Art and Archaeology**, Mr. Glass.

Classics 121, **Classical Mythology**, Mr. Glass.

History 125, **History, Prehistory, and Folklore of Pre-Industrial Europe**, Mr. Cressy.

See also Mexican American Studies:

80CC, **Ancient Civilizations of Aztlan: The Chicano Perspective**, Mr. Jose Cuellar

104CC, **Social Sciences and the Chicano**, Mr. Jose Cuellar.

132CC, **Urbanism, Urbanization, and the Chicano**, Mr. Jose Cuellar.

170CC, **Seminar: Social Sciences and the Chicano**, Mr. Jose Cuellar.

See also the catalog of Pomona College

ARCHAEOLOGY (See Anthropology and Classics)

ART

The Art curriculum at Pitzer consists of two major learning tracks. These tracks are functionally interrelated by means of team teaching and flexible scheduling. One track is The Plot, a coordinated study of basic concepts, history, forms and techniques in western art. The Plot is intended for students with a general interest in Art History and/or the materials of art. Sub-Plots represent opportunities for specialization in Art History and by means of an "open studio"; particular forms and materials of art. The second track is referred to as Pacts. These are contractual agreements between students and Art faculty members for variable periods of time dealing with specific areas and methods of study relevant to the student's needs at a particular point in time. Pacts may be construed as substitutes for existing channels such as the mini-course, half-course, double-course, Independent Study and Directed Projects.

With regard to the assignment of credit: The Plot will be considered as one course credit. Sub-Plots will normally be

"I share the feeling that 'not enough happens' at Pitzer and in Claremont, though I am periodically shocked to realize how much actually is going on."



considered as one course credit, but as with Pacts, may be taken for variable credit determined by negotiated written agreements with the Art faculty. A conventional total-hours-instruction-content scale will be utilized for determination of credit. Registration "labels" for the various learning opportunities in the Art curriculum are printed inside the circles of the Pitzer Art Area Curricular Pictogram, for example, "Major Monuments, Major Forms," "Drawing," "Nonwestern Art, Tribal," "Carving and Construction," etc. Pacts are labeled during negotiations for a given contract. Footnotes indicate meeting times and list Projects available under the Pitzer Scheduling Option Calendar for 1971-72. Students who have questions or require advising should consult Mr. Hertel and/or Mr. Parks.

(See Art Pictogram opposite)

See also Black Studies:

- 111CC, **African American Artists: The Early Period**, Mrs. Lewis.
- 112CC, **African American Artist: 1930's to the Present**, Mrs. Lewis.
- 144CC, **Art Media in Relation to the Black Community**, Mrs. Lewis.
- 190CC, **Contemporary Black Arts**, Mr. Crouch.

See also the catalogs of Pomona and Scripps Colleges.

ASIAN LANGUAGES

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

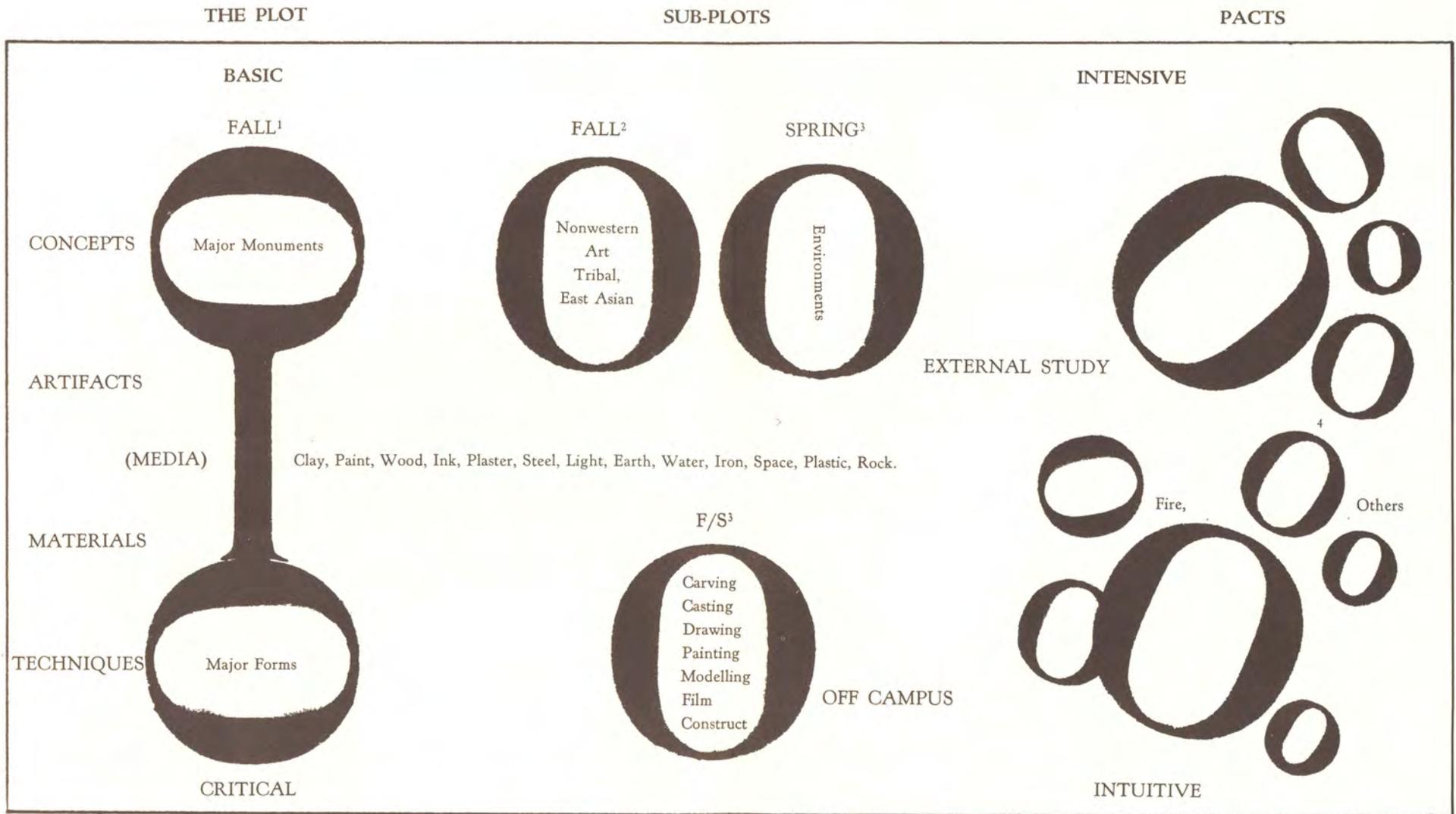
CHINESE LANGUAGE AND LITERATURE

Courses available at Pomona College:

- 1 Intensive Elementary Chinese. Two courses credit. Fall, m.w.f. 10, t.th. 11-11:50, m.t.w.th. 1:15-2:05 and one hour arranged, Staff.
- 10 Confucian Biography: Life and Personality in China. Spring, Mr. Haeger.
- 51 Intensive Intermediate Chinese. Spring, Staff.
- 85 Advanced Spoken Mandarin. Spring, Mrs. Chang.
- 87 Chinese Composition. One-half or one course credit. Both semesters, time arranged, Staff.
- 101a, b Classical Chinese. Both semesters, m.w.f. 11, Mr. Hayden.
- 146 Literary and Artistic History of Later Imperial China. Spring, Mr. Hayden.
- 193 Sinology. Both semesters, time arranged, Mr. Haeger.



PITZER ART AREA CURRICULAR PICTOGRAM



FOOTNOTES

1. m.f. 1:5.
2. Amerindian and Africa, odd years, m.w. 9:00; Chinese Painting, even years, m.w.f. 10:00.
3. w. 1:15-3:15 and arranged.
4. Option No. 2 Projects: Project Period I, Mr. Parks: Apprentice Sculpture; Project Period II, Mr. Hertel: Personal Space Workshop.

- 194 Senior Research. One-half or one course credit. Both semesters, time arranged, Staff.
- 195 Reading and Research. One-half or one course credit. Both semesters, time arranged, Staff.

JAPANESE

- 1a, b (G) Elementary Japanese. Both semesters. Fall, m. 9, t.th. 8:20, w.f. 8, w.f. 10, Mr. Jones.
- 101a, b (G) Intermediate Japanese. Both semesters. Fall, m.w.f. 11 and t.th. 9:40, Mr. Jones.
- 201a, b (G) Advanced Japanese. Both semesters. Fall, m. 10f w.f. 9, t. 1:15, Mr. Jones.

BLACK STUDIES

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

COMMUNICATIONS

- 193CC Propaganda Techniques.** This course explores (1) the elaborate propaganda machinery available to the government for the socialization of people with an emphasis on its effects on each ethnic group: Blacks, Chicanos, Asian Americans, Southern "crackers," etc.; (2) how this process can be countered and reversed and the resources used to educate people to their real needs; (3) how the people organize to meet those needs. It further explores new channels for communications as well as utilizing the existing mass media channels. Fall, m. 7:00-9:45 p.m., Mr. Robinson.
- 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 will its writers 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 presentation of this course. Spring, m. 7:00-9:45 p.m., Mr. Robinson.

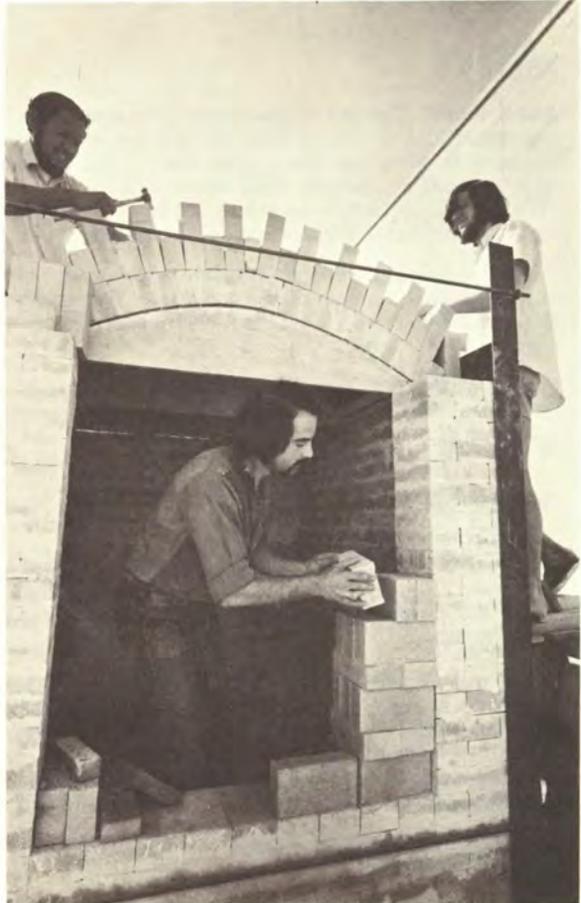
ECONOMICS AND BUSINESS

- 94CC Economic History: The Role of the Blacks 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, t.th. 9:40, Mr. Nwacukwu.
- 96CC Economics of Pocket Underdevelopment: The Ghetto.** The course emphasizes the various factors retarding economic progress in ghetto areas and the methods by which necessary changes can be affected. To be dealt with in detail are agrarian problems, measures for agricultural development, roles for large and small industries, growth of local entrepreneurship, market problems, financial institutions and mobilization of funds, role of government and economic planning. Several case studies will be utilized. Fall, t.th. 12:00, Mr. Nwacukwu.

119CC Economic Problems of the Third World. A theoretical comparative study of the economic concepts of capitalism, communism and socialism. The level of development-of the "Third World": namely Asia, Africa and Latin America. The relationship between them and manufacturing, trade and shipping, movements of capital and foreign aid. The use of international publications, national statistics and United Nations studies in evaluating the above relationship. The course will also focus particularly on the Black worker under colonial rule and in the American labor market; and big busines, financial institutions, and the minority market. Spring, f. 1-3, Mr. Nwacukwu.

EDUCATION

120a,bCC The Death Machine: A Study of Public Education. Course on introducing Black Studies into the elementary and high school curricula. Analyzing specific problems faced by minority groups within the school system, including decentralization vs. community control; politics of the school system—who actually has the power and makes the decisions: IQ and achievement tests and the tracking system. Both semesters, th. 7-10 p.m., Miss Bracy.



ENGLISH

- 41CC Expository Writing, Critical Reading, and Basic Research.** Analytical reading and detailed discussion of fictional and expository texts, extensive expository writing based on the reading, and basic library research. Refining the skills of expository writing will be the main goal of the course. For freshmen. Enrollment limited to 20. Fall, m.w. 2:45-4, Mrs. Jackson.
- 91CC Introduction to Black American Literature.** 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. The course will emphasize close criticism of the works through class discussion, lectures, paper writing, and some library research. For freshmen and sophomores. Both semesters. t.th. 1:15-2:30, Mrs. Jackson.
- 159 Definitions of Self in the Modern American Novel.** Mrs. Jackson. (See English 159, Pitzer College.)
- 178 Seminar: Two Voices from Mississippi: William Faulkner and Richard Wright.** Mrs. Jackson. (See English 178, Pitzer College.)

HISTORY

- 1a,bCC Black World.** The aim of this course is to synthesize the various strands in Black experience and to convey their relatedness and interdependence with particular reference to literature, humanities, history and folklore, economics and political, sociology and psychology. This course will be team taught by specialists in the above fields, and supplemented by readings, seminars and relevant research. Prerequisite: any other BSC courses. Both semesters, t.th., time to be arranged, Staff.
- 51CC 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. Prerequisite: any other Black History courses. Fall, m.w.f. 9, Mr. Prince.
- 52CC Survey of Black History from 1865 to Present.** A survey course of the history of Black Americans in the United States. Reconstruction, the post-reconstruction period, World War I, the 30's, World War II, and the civil rights movement. Prerequisite: 51CC or consent of instructor. Spring, m.w.f. 9, Mr. Prince.
- 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-political-economic relations and tensions between Blacks and Whites in an effort to understand the present racial crisis in America. Spring, t.th. 9:40, Mr. Prince.
- 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. Fall, t.th. 9:40, Mr. Prince.
- 131CC Islamic Civilization.** (See Pomona College Catalog.) Fall, t.th. 8:20, Mr. Biller, and Mr. Dwyer.



"I would like to envisage the possibility of a Mead Hall seminar or a Sanborn mini-course springing up on some topic or other, as students and faculty interact."

- 132a,bCC Tropical Africa.** The first semester traces that continent's history from the earliest times through the period of the slave trade; the second semester deals with exploration, partition, colonization and independence. The purpose of this course is to analyze and assess the elements of African societies which make the story of the last two centuries one of struggle and survival, of resistance and resurgence. Both semesters, m.w.f. 8, Mr. Dwyer.
- 165CC Black American Folklore.** A study of the myths, legends, tales, songs, superstitions, proverbs, customs, and other traditional lore of New World Blacks with special emphasis on the folklore of those in the United States of America. Fall, time arranged, Mr. Brewer.
- 190CC Seminar in Black Oral History.** An examination of oral history, techniques and analysis. Students will be required to tape and analyze interviews with individuals that bear upon the history of Blacks in the United States. Note: Open to students who have done previous work in Black History or folklore, or consent of the instructor. Spring, m.w.f. 10, Mr. Prince.

HUMANITIES

- 111CC African American Artists: The Early Period.** This course will trace the development of the art of Black people in the United States from the period of Slave Art through the Harlem Renaissance. Attention will be given to the role of social factors in determining form and content. Fall, t.th. 10-11:30, Mrs. Lewis.
- 112CC African American Artists: 1930's to the Present.** An examination of the works of Black artists from the WPA period to the present will be the purpose of this course. Frequent visits to galleries and studios exhibiting the works of Black artists will be supported and encouraged. Spring, t.th. 10-11:30, Mrs. Lewis.

- 144CC Art Media in Relation to the Black Community.** A conceptual approach to functional media for the express purpose of exploring and disseminating significant ideas expressive of Black Community. Spring, time arranged, Mrs. Lewis.
- 151CC Black Theatre Workshop.** The purpose of this course will be to deal with the techniques of theatre, 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 instructor. Both semesters, m.w.f. 3:15, Mr. Crouch.
- 90CC The Role of Music in Political Movements Since 1920 in the U.S.** This course will deal with music as a major political influence—beginning with life styles and evolving to new or different ideologies which develop into social movements. Spring, m.w.f. 1, Mr. Crouch.
- 91CC Sentimentality and Nostalgia as the Basic American Social Structure.** This course will show how nostalgia and sentimentality predict decadence and fascism by stabilizing creations as idealities (e.g. Shamrocks=Irishmen, Mazuzas=Jews, Chitlins=Negroes). Spring, m.w.f. 2, Mr. Crouch.
- 190CC Contemporary Black Arts.** Students assigned to read music essays. Lectures on problems of improvisation. Identification of general African principles in Black American music. General definition of basic principles and styles of improvisational approach. Listening and reading to examine the historical and contemporary importance of American Black Music, and the great influence it has had on Black American writing. Emphasis will be on music appreciation and literature. Fall, m.w.f. 1, Mr. Crouch.

LANGUAGES

- 102CC Introductory Swahili I.** An introduction to an African Bantu language. The first semester deals with an introduction to basic structure of the language and usage. A short cultural background and geographical usage is given. Also there are tapes used in lab sessions to help with pronunciation and sentence usage and structure. Fall, m.t.w.th. 9, Mrs. Senga.
- 103CC Introductory Swahili II.** Continuation of Swahili I. Spring, m.t.w.th. 9, Mrs. Senga.
- 151CC Intermediate Swahili I.** Emphasis is on the use, the grammar, fluency and other knowledge gained in Introductory Swahili in writing compositions, translations and reading. Swahili plays and sayings are used. Lab sessions for Intermediate Swahili consist of writing short plays and sharing them in class. Prerequisite: Swahili 102CC. Fall, m.t.w.th. 10, Mrs. Senga.
- 152CC Intermediate Swahili II.** Continuation of Intermediate Swahili I. Spring, m.t.w.th. 10, Mrs. Senga.
- 04a,bCC Elementary French.** Oral work in the basic structure of the French language. Reading and writing through intensive practice. All of the literature read in the course is that written in the French language by Black writers from Africa and the Caribbean. Fall and spring, m.t.w.f. 10, Mrs. Meyers.

POLITICS AND LAW

- 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, role of the military, economic and social development, neo-colonialism are among topics covered. Both semesters, m.w. 1:15-2:30, Mr. Dalizu.

- 137CC Imperialism and Colonial Administration.** A study of the growth and expansion of European powers into Africa and systems of administration they established. Emphasis is on British and French activities. Theories of imperialism are examined in the light of the acquisition of the African Empire. Fall, t. 7-10 p.m., Mr. Dalizu.
- 150a,bCC North American Institutions of Power.** This course analyzes (1) the structure and operation of government at the local, state and federal levels; (2) the distribution of power and the various institutions through which power is exercised; (3) ways in which these institutions including the Mafia, the Military, the Museums, etc., operate and affect black people; (4) methods and techniques of changing and reorganizing these institutions to be more responsive and responsible; (5) alternative institutions for fostering greater participation by blacks in determining their own destinies. An examination of past political and social movements is undertaken in order to understand contemporary liberation struggles. Both semesters, m.w. 2:45-4, 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. Spring, time arranged, Staff.
- 148CC The Third World Peoples in the U.S. and the Concept of Nationhood.** A study of the relationships between third world peoples within the United States (otherwise known as "minorities") and the ways in which they are exploited, oppressed, discriminated against. The course will analyze both the similarities and dissimilarities in the experience of Asians, Puerto Ricans, Native Americans, Chicanos and Blacks within the United States. The question of whether third world peoples constitute separate nations—given the historical definitions of what elements make up a people and a nation—will be critically analyzed. Comparisons with the experiences of the peoples of Africa, Asia and Latin America are made. Spring, time arranged, Mr. Medhane.
- 149CC Urban and Rural Guerrilla Warfare.** A study of the political, social, and military strategies employed by people in their fight for liberation. The course examines the works of Che Guevara, Mao Tse-Tung, Kwame Nkrumah, Alberto Bayo, Kim Il Sung, Lenin, Carlos Marghella, Zapata and others as well as counter-revolutionary military strategists. These works are placed in the context of the actual revolutions that took place and will include an in-depth study of two or three of those revolutions. Fall, time arranged, Mr. Medhane.
- 147CC The Black Man and the Legal System.** The effect of Court decisions in the areas of education, employment, housing, on the Black man in America and the perpetuation of racism in America's institutions. Fall, time arranged, Mr. Jones.

PSYCHOLOGY

- 101CC Race Consciousness, Mental Health, and Personality Development.** An examination of race as a psychological variable which influences cognitive development and social control in personality development. Social psychological theory and mental health constructs will provide the theoretical foundation. Students are expected to read widely in the social sciences and humanities. Fall, time arranged, Mr. Thomas.
- 160CC Social Psychology of Black Experience and Identity.** This course examines formal theory on personality formation in terms of the life style of Afro-Americans. Emphasis is devoted to the interdependence between personal characteristics, Afro-American culture and the social conditions which foster Blackness as a per-

sonality construct. Group membership, role factors and situational determinants as social norms are explored around the distinctiveness of the Black Experience. Special attention is given to cultural blindness and cultural bias as the value system by which social scientists operate. Spring, time arranged, Mr. Thomas.

SOCIOLOGY

- 140CC Community Organization: Theory and Practice.** Spring, time arranged, Staff.
- 141CC Black Cultures and White Myths.** Spring, time arranged, Staff.
- 176CC Sociology of Black History.** This course is an experiment in sociological theory. Its purpose is to attempt a systematic sociological elaboration of the history of Black people in America. By reading and discussing various literature (primarily, though not limited to, sociological and historical work), we shall attempt to: (1) identify aspects of a uniquely Black social theory; (2) establish a framework for viewing Black-White relations in America as a confrontation between two conflicting social structures; and (3) categorize the literature on (and by) Black people in America within a sociological framework (probably a modified version of the sociology of knowledge perspective). Prerequisites: 2 courses in sociology and a familiarity with Black history or consent of instructor. Spring, f. 1-4, Mr. Goodwin.

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 students an elementary reading knowledge of the Latin language. (Offered at Scripps College in 1971-72)
- 51a, b Intellectual History of Greece and of Rome.** Both semesters, m.w. 3:15-4:05 and one optional conference section, Messrs. Palmer, Howe, Carroll. (Intercollegiate course)
- 58a 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. Fall, m.w.f. 11, Mr. Glass. (III)
- 120 The Roman Letter.** Readings from the letters of Cicero and Pliny. An examination of the epistle as a literary genre. Spring, m.w.f. 11, Mr. Glass. (III)
- 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. Fall, t.th. 1:15-2:30, Mr. Glass. (I)
- 121 Classical Mythology.** A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Spring, t.th. 1:15-2:30, Mr. Glass. (I)
- 170 The Roman Historians.** A careful study of Roman historiography, primarily through readings in Livy, Tacitus, and Sallust. (Offered at Pomona College in 1971-72)



- 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. (Offered at Scripps College in 1971-72)
- 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 1971-72)
- 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. Both semesters, time arranged, Staff. (See also History 12.)

COMMUNICATIONS

- 100 **Seminar in Still Photography.** This is a practicum/seminar approach to still photography as a means of communication. Comparison of class work with work of professionals. Emphasis on photojournalistic approaches to specific communicative problems. Study of design, composition, equipment, camera technique, lighting, darkroom, etc. For students with limited experience in photography. Student must provide equipment and supplies; darkroom(s) available. Prerequisite: consent of instructor. (Note: this course continues through both semesters with one full course credit given for completion of the year. No credit or enrollment for only one semester.) w. 1-2, Mr. Cleveland. (I)
- 144 **Anthropological Film.** (See Anthropology 144.) Mr. Cleveland and Mr. Crystal. (I) See also: Black Studies 180CC, **Blacks and the Communications Media**, Mr. Robinson.
Black Studies 193CC, **Propaganda Techniques**, Mr. Robinson.

DRAMA (Joint Offering with Scripps, Claremont Men's and Harvey Mudd Colleges)

- 149a, b **Theory of Dramatic Production.** Study of the theory and processes of modern play production. Practical work in the fundamentals of acting, directing, and producing, covering flexible and conscious control of focal and bodily expression, the understanding of staging principles, and the problems of production. The class work will culminate in the production and presentation of a play. Each member of the class will be expected to participate in the production in some capacity. Open to freshmen with permission of the instructor. Fall, m.w.f. 1:15-3:05, Mr. Swan. Spring, time to be arranged, Mr. Swan.
- 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. Fall, m.w.f. 11, Mr. Swan. Spring, time arranged, Mr. Swan.
- 154a, b **Costume and Scenery.** Basic principle of design as applied to the visual aspect of the theatre. Translation of design into visual form. (a) Theory and practice of scene design, approach to research, dramatic analysis and methods of scenic design. (b) Study of historical costume and the interpretation of theatrical costume through research, analysis and application. Both semesters, time arranged, Mrs. Ellis.

See also Black Studies 151CC, **Black Theater Workshop**, Mr. Crouch.

See also the catalogs of Pomona and Scripps Colleges.

ECONOMICS

- 15 Seminar in Contemporary Economic Organization and Problems.** Mr. Botwin. (Not offered in 1971-72)
- 16 An Overview of Economic Systems: U.S.A., U.S.S.R., Europe, and The Third World.** A comparative look at prevailing forms of economic organization. The course will include an examination of major world powers and such countries as Cuba, Sweden, or Yugoslavia. This course is intended primarily for students who have no background in economics. Fall, m.w. 1:15-2:30, Mrs. Schickele. (I)
- 20 Principles of Economics: I** (Macroeconomics). The theory of the determination of the level of national income and economic activity, including an examination of the monetary system. Within this framework, such 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, Section 1, t.th. 1:15-2:30; Section 2, t.th. 2:45-4, Mr. Botwin. (III)
- 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, t.th. 1:15-2:30, Mrs. Schickele. (III)
- 30 The Economics of Socialism: Theory and Practice.** Mrs. Schickele. (Not Offered in 1971-72)
- 63 Environmental Policy.** (See Environmental Studies 63.) Mrs. Schickele and Mr. Rodman. (I)
- 101 The Dilemma of Unemployment.** A study of competing explanations of, and solutions for, the U.S. unemployment problem. Topics to be discussed include labor economics, types of unemployment, policy disagreement, the concept of human resources, the special case of women and other minorities, and hard-core unemployment. The course will also be designed to probe the question, "Is full employment the best goal for public policy?" Prerequisite: Economics 20, or 21, or consent of instructor. Spring, t.th. 1:15-2:30, Miss Simeral. (I)
- 120 Economic Development: The Poor Nations.** Mr. Botwin and/or Mrs. Schickele. (Not offered in 1971-72)
- 125 Urban and Regional Economics.** An examination of the impact of public and private sector activities on the development of urban and regional areas. Topics studied will include housing policy, public health and welfare, employment problems, and investment in education. Prerequisite: Economics 21 or consent of instructor. Fall, m.w. 2:45-4, Mrs. Schickele. (I)
- 130 Comparative Economic Systems.** This course will attempt to study and develop models of the economic organization of several nations for purposes of comparison and analysis. Europe, the U.S.S.R., and some Third World countries will be examined. The course is intended for students who already possess some background in economics. Prerequisite: one year of Principles of Economics or consent of instructor. Spring, t.th. 9:40-10:50, Mrs. Schickele. (I)

- 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. Fall, w. 7, Mr. Botwin. (I)
- 160 Economic Theory: Macroeconomics.** Mr. Botwin or Mrs. Schickele. (Not Offered in 1971-72)
- 161 Economic Theory: Microeconomics.** Mr. Botwin or Mrs. Schickele. (Not offered in 1971-72)
- See also: Black Studies 94CC, **Economic History: The Role of the Black in Africa and America**, Mr. Nwacukwu.
 Black Studies 96CC, **Economics of Pocket Underdevelopment: The Ghetto**, Mr. Nwacukwu.
 Black Studies 119CC, **Economic Problems of the Third World**, Mr. Nwacukwu.
- See also: Mexican American Studies 80CC, **Economics of Poverty**, Mr. Lara.
 Mexican American Studies 150CC, **Government Policies Toward Poverty**, Mr. Lara.
 Mexican American Studies 185CC, **Seminar: Mexican American Labor**, Mr. Lara.
 Mexican American Studies 1866, **Economics of the Barrio**, Mr. Lara.
- See also the catalogs of Pomona, Claremont Men's, and Harvey Mudd Colleges.

EDUCATION

Pitzer College does not offer a concentration in Education or a program of pre-professional training for teachers. It does offer work in the study of education as a social process which may be of interest both to the general student of society and to the person interested in teaching as a vocation. Students considering careers in teaching are encouraged to consult Mrs. Siebel.

- 52 Education and Human Development.** This course will consider the relationship of various aspects of human development (such as early experience, cognitive styles and cultural groups, among others) to individual and group education at differing development levels. Fall, m.w. 2:45-4 and one hour arranged, Mrs. Siebel. (II)
- 186, 187 Seminar: Fieldwork in Education.** Through observation, participation as an assistant to an elementary school teacher (6-10 hours per week), and weekly discussion meetings, the seminar will study the educational process. Students will be expected to enroll for two semesters, keep a journal of classroom experiences, and complete an approved final project. For sophomores, juniors and seniors. Enrollment limited to 30 students. Prerequisite: previous work in child development and/or education and consent of instructor. Both semesters, t. 3-5:30, with occasional speakers t. 7-9:30 p.m., Mrs. Siebel. (I)

157G Philosophy of Education. Fall, m. 4-6, Mr. Hallman.

170G Introduction to Public School Teaching. Spring, f. 2-5, Staff.

See also Black Studies 120a,bCC, **The Death Machine: A Study of Public Education.** Miss Bracy.

ENGLISH

- 100 Epic Changes: An Introductory Survey of Poetry in English.** Concentrating on several great heroic poems, the course will provide a survey of major poets in English, an introduction to the skills necessary for reading poems, and an analysis of the meaning of the act of reading poetry. Fall, m.w. 2:45, f. 3:15, Mr. Renner. (I)
- 107 History and Aesthetics of Film.** Students will read material which explains the technical processes of the medium and explores its aesthetic possibilities. The class will view films which show the historical development of the medium and which illustrate innovative use of its double capacity for recording and interpreting experience. Course fee, \$10. Spring, m. 7, Mrs. Houston. (I)
- 117 The Uses of Shakespeare.** After intensive reading, and while conducting extensive research, the group will produce a video-tape presentation of the moral, political, intellectual and emotional concerns of four of Shakespeare's plays. Each student should command an expressive skill in some medium, and should expect to learn several others. Prerequisite: consent of instructor. Spring, m.w. 2:45, f. 3:15, Mr. Renner. Two courses credit. (III)
- 122 The Age of Milton.** Readings cover various modes of expression drawn from seventeenth-century English literature. The focus of the course is on self-analysis in a time of intense intellectual change. Particular attention is given to Jacobean tragedy and to metaphysical poetry—with examination, also, of Bacon's empiricism, Browne's mysticism, and Burton's melancholy. The course concludes with intensive study of Milton. Spring, m. 7, Mr. Duvall. (I)

"Bright students are often bored in their senior year. I believe that nothing would be better for the intellectual climate of the College than to make a student's final year somehow the most exciting of the four. The effects, I am sure, would filter down to the other years."



- 127 **Violence as Drama.** A study of representative English plays of the Elizabethan and Jacobean periods as well as contemporary plays of Europe and the United States, with an attempt to determine whether current use of violence on the stage is based on English models. Fall, t.th. 1:15, Mrs. Levy. (I)
- 128 **Modern Drama.** A survey of the contemporary theatre from Ibsen to Albee, with emphasis on the French, English, and American plays of the last three decades. Spring, t.th. 9:40, Mrs. Levy. (I)
- 129 **D. H. Lawrence.** A study of his lesser-known novels and other writings, with emphasis on individual study and research. Fall, t.th. 12-1:10, Mr. Eisenstein. (I)
- 134 **Eighteenth Century Literature.** The course will analyze the major works in the period with particular attention to tradition, innovation, and transformations within and between genres. Students will look for the literary assumptions and values by which the eighteenth-century writers shaped their work. Fall, m.w. 2:45, Mrs. Houston. (I)
- 138 **The History and Theory of the Novel.** Mr. Renner. (Not offered in 1971-72.)
- 142 **Romantics: English and American.** Mr. Meyers. (Not offered in 1971-72.)
- 146 **The Great Tradition: A Study of the Nineteenth Century Novel.** An exploration of the themes, conditions, and artistry which contributed to the richest flowering of the English novel. The class will read such works as **Emma**, **Wuthering Heights**, **Great Expectations**, **Middlemarch**, **The French Lieutenant's Woman**, etc. One of our major problems will be to understand what the "great tradition" of the English novel comprises. Fall, t.th. 2:45, Miss Ringler. (I)
- 147 **Twentieth-Century British Novel.** A survey of the modern novel in England, with emphasis upon changing social and political attitudes in the twentieth century. Readings will include works of Hardy, Conrad, Ford, Huxley, Lawrence, Woolf, Forster, Orwell, Golding, and Amis. Fall, t.th. 9:40, Mrs. Levy. (I)
- 154 **Artists in the Novel.** A study of the relationship between the artist as novelist, standing outside his work, and his fictional artist, the character in the work. Readings will be selected from the works of Thomas Mann, James Joyce, Andre Gide, Marcel Proust, and Joseph Conrad. Enrollment limited to 15 students. Spring, t. 7, Mrs. Levy. (I)
- 158 **World Literature, Imaged or in Word, since 1945.** An exploration of renewed ways of communicating myth, ritual, ceremony, transformation. Spring, t.th. 1:15, Mr. Eisenstein. (I)
- 159 **Definitions of Self in the Modern American Novel.** Analytical reading of selected novels (one each by Anderson, Dreiser, Fitzgerald, Hemingway, Faulkner, Dos Passos, Wright, Warren, Bellow, and Williams) for an understanding of their literary and historical significance in exploring the assumptions and problems of being "an American." Some lectures, class discussion, essay examinations, papers, library research. For juniors and seniors. Fall, m.w.f. 9, Mrs. Jackson. (I)
- 163 **Jewish Literature in English Translation.** A course in Jewish literature in English translation, ranging from the work of Mendele Mocher Sforim to contemporary Israeli stories and poetry. Papers will be assigned. Spring, m.w.f. 10, Mr. Meyers. (I)
- 165 **The Damned and the Divine: Eighteenth and Nineteenth-Century American Prose and Poetry.** A study of the conflict between Puritan, Rationalist, and Transcendentalist thinkers in early American literature. The class will read Jona-

than Edwards, Benjamin Franklin, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Emily Dickinson to explore the continuing dialogue that produced the paradoxical foundations of American literary thought. Fall, t.th. 9:40, Miss Ringler. (I)

- 177 **The Self and Literature.** An examination of the persistent concern of writers in the Western Tradition to define, analyze, and embody the search for the essential self. A speculative course. Reading will include Montaigne, Nietzsche, Dostoyevsky, and Shakespeare. For juniors and seniors, others by consent of instructor. Fall, m.w.f. 10, Mr. Renner. (I)
- 178 **Two Voices from Mississippi: William Faulkner and Richard Wright.** An intensive study, exploring the relationship between cultural assumptions and problems of personal and communal existence. Reading of selected criticism, writing of original papers and a major critical essay for evaluation by all seminar members, one examination. For juniors and seniors. Prerequisite: one course in literature. Enrollment limited to 15 students. Spring, w. 7, Mrs. Jackson. (I)
- 185a **Senior Seminar: Critical Visions.** The course will deal with the ideas of the major critics from Plato to the present. It will explore various theories of critical analysis and evaluation and will require a project in practical application of critical theories. Fall, m.w.f. 11, Mrs. Houston. (I)
- 185b **Senior Seminar: The Range of Literary Experience.** Various members of the staff will explore works particularly significant to the periods, genres, or concepts of their special interest, providing students with a comprehensive view of the development and possibilities of literature. Discussion periods will follow each presentation. Spring, m.w. 2:45, Mrs. Houston and Staff. (I)
- 187a **Creative Writing: Poetry Workshop.** Enrollment limited to 15 students. By consent of instructor. Spring, w. 7, Mr. Meyers. (I)
- 187b **Creative Writing.** Both semesters, th. 7, Mr. Eisenstein. (I)

WRITING SEMINARS

- 2 **Reading and Writing Toward a Better Prose Style.** Spring, m.w.f. 11, Mrs. Houston. (I)
- 3 **Analysis and Development of Personal Prose Style.** Spring, m.w.f. 10, Mr. Renner. (I)
- 4 **Writing Seminar.** Fall, t. 7, Mrs. Levy. (I)
- 5 **Writing Seminar.** Both semesters, time arranged, Miss Callan. (I)
- 6 **Writing Seminar.** Fall, t.th. 2:45-4, Mr. Eisenstein. (I)

See also: Black Studies 41CC, **Expository Writing**, Mrs. Jackson.

Black Studies 91CC, **Introduction to Black American Writers**, Mrs. Jackson.

Black Studies 191CC, **Black Writers in World Literature**, Mrs. Jackson.

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

ENVIRONMENTAL STUDIES

- 62 Man and His Environment.** A course in human ecology that deals with man, his origins, biological characteristics including population growth, and behavior. The course will also consider man's interactions with his environment, and an analysis of that environment. Laboratory and field projects will be available to a restricted number of students by consent of the instructor. Others will do library and independent projects. Prerequisite: high school biology or consent of instructor. (Also listed as Natural Science 62.) Fall, m.w.f. 11, Mr. Guthrie and Mr. Feldmeth. (III)
- 63 Environmental Policy.** A critique of present policies on population, pollution, natural resources, and transportation; an examination of the political and economic feasibility of some alternative ways of coping with the crisis of ecological disruption; some attention to how different systems of political economy handle their environmental problems; case studies. Prerequisite: Environmental Studies 62 or consent of instructor. (Also listed as Political Studies 63 and Economics 63.) Spring, t.th. 2:45-4, Mr. Rodman and Mrs. Schickele. (I)
- 190 The Politics, Economics, and Environmental Aspects of Water Resources in California.** (See Political Studies 190.) Mr. Jamieson.
- 191 Seminar in Environmental Studies.** An attempt will be made to bring together some of the diverse strands involved in the study of man and his environment. Primarily for concentrators in Environmental Studies, preferably in the senior year. Others admitted by consent of instructor. Fall, time arranged, Mr. Rodman and others. (I)

See also: Anthropology 83, **Cultural Ecology**, Mr. Munroe.

Economics 125, **Urban and Regional Economics**, Mrs. Schickele.

Economics 16, **An Overview of Economic Systems**, Mrs. Schickele.

Economics 130, **Comparative Economic Systems**, Mrs. Schickele.

Natural Sciences 43-44, **Introductory Biology**, Mr. Eriksen, Mr. Guthrie and Staff.

Natural Sciences 145, **Evolution**, Mr. Guthrie.

Natural Sciences 146, **Ecology**, Mr. Eriksen. (Not offered in 1971-72)

Natural Sciences 155, **Physical Science of the Environment**, Mr. Veigel.

Natural Sciences 169, **Topics in Marine Biology**, Mr. Feldmeth.

Policy Studies 100CC, **Program in Public Policy Studies**, Mr. Harrison and others.

Political Science 107 (CMC), **The Politics of Population**, Spring, Mr. Elliott.

Political Studies 219, **Topics in Recent Political Philosophy**, Mr. Rodman.

Psychology 47, **Psychological Aspects of Conservation Problems**, Mr. Robinson.

Psychology 195, **The Psycho-Environment of Work**, Mr. Ellenhorn.

Sociology 115, **Population and Society**, Miss Gimenez.

Sociology 125 (Pomona) **Political Systems and Environmental Systems**, Fall, m.w. 1:15, Mr. McPherson.

Note: A more complete listing of courses relevant to Environmental Studies is obtainable from the Registrar.

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, m.w.th.f. 10, Mr. Arie. (Scripps)

104a.bCC Elementary French. (See Black Studies 104a,bCC). Mrs. Meyers.

- 53 Intermediate French.** Review of grammar, continued intense practice of basic skills. Laboratory arranged. Prerequisite: French 1 or equivalent. Fall: at Claremont Men's College, m.w.f. 9 and one hour arranged, Mr. Rand. Spring: at Scripps, m.w.f. 9, Mr. Arie; at Claremont Men's College, m.w.th.f. 9, Mr. Rand.

53INT Intensive Intermediate French. Intensive course meeting four hours daily with laboratory hour arranged, January 4-30, m.t.w.f. 10-12 and 1-3, Mrs. Klein and Mr. Senn.

- 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: at Scripps, m.t.w.f. 11, Mrs. Zauchenberger; at Claremont Men's College, m.w.th.f. 10, Mr. Rand. Spring: at Scripps, m.w.th.f. 11, Mr. Fine.

- 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: at Pitzer, t.th. 1:15-2:30, Mrs. Klein (III); at Scripps, m.w. 2:45-4, Miss Chefdor. Spring: at Pitzer, m.w.f. 10, Mrs. Klein (III); at Scripps, m.w. 2:45-4, Miss Chefdor; at Claremont Men's College, m.w.f. 10, Mr. Rand.

"We need to display more prominently the process of intellectual creation at work in all its theoretical razzle-dazzle, as well as in its grubby hard work."



- 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, m.w.f. 10 and one hour arranged, Mrs. Klein. (II)
- 105 **French Civilization and Folklore.** A study of the major developments in the arts and history of ideas in France, together with an examination of the role therein of popular culture as expressed in the narrative and physical forms of folklore. There will be individual projects based on a comparison of popular and grand traditions in a particular century. Prerequisite: French 70 or equivalent. Spring, m.w.f. 11, Mr. Senn. (I)
- 107 **Medieval Romance and Celtic Mythology.** A study of the influence of Celtic culture and mythology on the courtly romances of Chretien de Troyes and the Lais of Marie de France; in particular, the transformation of the Celtic "geish" or taboo in literature. Projects will trace mythological themes in one novel. Prerequisite: French 70 or equivalent. Fall, m.w. 1:15-2:30, Mr. Senn. (I)
- 115 **Culture and Civilization.** Prerequisite: French 70 or equivalent. Spring, m.w.f. 11, Mr. Arie. (Scripps)
- 118 **Four Novels of the Early Twentieth Century.** (Not offered in 1971-72)
- 120 **The Emergence of a New Aesthetics in French Literature.** A study of the emotions of the reader when he is confronted with reality. Author versus reader: the scientific conception of literary creation. The course will deal with the new theories of critical analysis of Condillac, Diderot, Sade, A. Artaud, G. Bataille and Blanchot. Prerequisite: French 70 or equivalent. Enrollment limited. Spring, w. 7, Mrs. Klein. (I)
- 120a, b **Survey of French Literature.** Both semesters, t.th. 1:15-2:30, Mr. Leggewie. (Pomona)
- 121 **Introduction to the Art of the French Novel.** Prerequisite: French 70 or equivalent. Fall, m.w.f. 11, Mr. Arie. (Scripps)
- 123 **Eighteenth Century Novels: Man versus Society.** (Not offered in 1971-72.)
- 124 **Quest for Liberty and Responsibility: French Enlightenment Literature.** Prerequisite: French 70 or equivalent. Fall, t.th. 2:45-4, Mr. Fine. (Scripps)
- 125 **Nineteenth Century Theatre.** Fall, m.w. 1:15-2:30, Mr. Pronko. (Pomona)
- 125 **From Symbolism to Surrealism in French Poetry.** (Not offered in 1971-72)
- 126 **Literature and Politics in France: Machines and the Cultural Revolution.** This course will examine the tensions between technology and its promises and the inner exploration for human happiness. Attention will be paid to the attempts to resolve these tensions and create the conditions for a unified vision of man. Readings will include literary figures such as Hugo, Jarry, Artaud, Apollinaire, Camus and Robbe-Grillet as well as political commentators such as Descartes, Rousseau, St. Simon, Ellul, Cohn-Bendit and Chardin. Taught in English; knowledge of French not necessary. (Also listed as Political Studies 167.) Spring, m.w. 2:45-4, Miss Nickel and Mr. Senn. (I)
- 127 **Twentieth Century Theatre.** Spring, m.w. 1:15-2:30, Mr. Pronko. (Pomona)
- 130 **Pascal and La Rochefoucauld.** Prerequisite: French 70 or equivalent. Spring, m.w. 1:15-2:30, Mr. Fine. (Scripps)
- 131 **Existentialism and the "Nouveau Roman".** (Not offered in 1971-72)

- 135 **Poesie and Liberty.** Prerequisite: French 70 or equivalent. Spring, m.w.f. 10, Mr. Arie. (Scripps)
- 137 **Blaise Cendrars et Andre Malraux: Deux temoins de leur siecle.** Prerequisite: French 70 or equivalent. Fall, m.w. 1:15-2:30, Miss Chefdor. (Scripps)
- 153 **Seventeenth Century Theatre.** Spring, m.w.f. 10, Mrs. Johnson. (Pomona)
- 170 **Renaissance Literature.** Fall, m.w. 4:15-5:30, Miss Crosby. (Pomona)
- 190 **Special Topics: Malraux, Sartre, Camus and the Existentialist Venture.** Fall, w. 7, Mr. Leggewie. (Pomona)
- 192 **Seminar.** Reading and research. Both semesters, Staff. (Pomona)
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GERMAN

- I **Introductory German.** The fundamentals of the language. Emphasis on the differences between German and English sentence structure. Three class meetings per week, additional practice in the language laboratory. Fall, m.w.f. 1:15, Mrs. Kleist Yale. (III)
- 53 **Intermediate German.** Intensive reading and speaking. Spring, m.w.f. 1:15, Mrs. Kleist Yale. (III)
- 64 **Composition and Conversation.** Emphasis on contemporary idiom. Writing and discussions concerning life in present-day Germany. Fall, m.w.f. 11, Mrs. Kleist Yale. (III)
- 70 **Introduction to Literary Analysis.** Selection from various periods of German literature. The criteria of the genres: poetry, drama, novel, and **Novelle**. Spring, m.w.f. 11, Mrs. Kleist Yale. (III)
- 106 **German Thinkers (Freud, Einstein, Weber).** Spring, Mr. Snideman. (Claremont Men's College)
- 111 **Masterpieces of German Literature.** Fall, m.w. 2:45-4, Mrs. Potter. (Scripps)
- 121 **Young Goethe and His Age.** Spring, m.w. 2:45-4, Mrs. Potter. (Scripps)
- 123 **German Literature from 800 to 1750.** Spring, Mr. Wilson. (Pomona)
- 130 **Thomas Mann: His Life and Works.** 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. Selections from his fiction and autobiographical writings. Lectures in English, readings in either German or translation. Fall, t.th. 2:45-4, Mrs. Kleist Yale. (III)
- 136 **The German Novelle.** Spring, t.th. 12, Mr. Poynter. (Claremont Men's College)
- 140a **Modern German Drama.** Mrs. Kleist Yale. (Not offered in 1971-72)
- 140b **Modern German Drama.** Mrs. Kleist Yale. (Not offered in 1971-72)
- 150a **Germany's "Angry Young Men": The Post-War Novel.** Mrs. Kleist Yale. (Not offered in 1971-72)
- 150b **Germany's "Angry Young Men".** Mrs. Kleist Yale. (Not offered in 1971-72)
- 151 **Modern German Literature.** Fall, th. 7-9:30 p.m., Mr. Brueckner. (Pomona)
- 156 **Seminar in Twentieth Century German Literature.** Spring, Mr. Brueckner (Pomona)

HEBREW

10 **Introductory Modern Hebrew I** (Fall)

11 **Introductory Modern Hebrew II** (Spring)

A beginning course designed to result in basic command of modern (Israeli) Hebrew with some knowledge of reading and writing. Step by step introduction of words to sentence formation through pattern practice and transformational drill, using audio-visual techniques. Laboratory arranged. t.th. 4-6, Mr. Harris. (III)

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. Fall, m.w.f. 9, Mr. Glass. (I)

20 **Europe from the Middle Ages to 1700.** A study of social, cultural and political movements in Europe. Special attention will be paid to the economic condition and religious aspirations of the common people. Fall, t.th. 12-1:10, Mr. Cressy. (I)

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. Fall, t.th. 2:45-4, Mr. Warmbrunn. (I)

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. Spring, t.th. 2:45-4, Mr. Warmbrunn. (I)

55 **Survey of American History, 1620-1865** (fall)

56 **Survey of American History, 1865 to the Present** (spring)

This course will focus on broadly defined stages of American historical development, integrating social, political, economic, and cultural phenomena. The first semester will emphasize the Puritan communities of the seventeenth century and the rudiments of industrialization before 1860. In the second semester special attention will be given to the rationalization of urban, industrial society in the late nineteenth century, and the emergence of a new technological order by the mid-twentieth century. In the process, students will be exposed to a variety of historical methods (from analysis of the operations of political elites to "history from the



bottom up”) and diverse historical documents (from witchcraft testimony to Hollywood movies). Either semester may be taken separately. Fall, m.w.f. 10; Spring, m.w.f. 9, Miss Ryan. (I)

- 60CC Society and Tradition in East Asia.** An introduction to elements of history and civilization in China and Japan, emphasizing the evolution of material culture, political philosophy, aesthetics and imagination. The juxtaposition of representative Chinese, Japanese and European documents will introduce the explicitly comparative study of history and culture. Three hours per week, divided irregularly between lectures and sections. Two examinations; papers optional. Fall, m.w.f. 9, Mr. Haeger and Mr. Gould. (III)
- 61CC Revolution and Social Change in Modern Asia.** An introduction to modern Asia emphasizing the disruptive encounter between the West and traditional Asian societies and the revolutionary upheavals this encounter generated. The course will examine intensively four case studies: the Meiji restoration in Japan, the Maoist revolution in China, the Gandhian movement in India and the Nationalist movement in Indonesia. Lectures and discussion. Spring, m.w. 1:15-2:30, Messrs. Duus, Rosenbaum, Smith, and Wheeler. (III)
- 125 History, Pre-History and Folklore of Pre-Industrial Europe.** A field study course investigating the succession of cultures, the continuity of settlement, historical remains and rural society of France, Italy, and England. We will be traveling through rural Europe, paying particular attention to the regions of Brittany, the Dordogne, Provence, Southwest England, and East Anglia. Reading and discussion will be coupled with visits to archaeological sites, museums, and local archives. Students will be engaged in both directed and independent study projects and will keep journals or portfolios. Four courses credit. Course fee: \$300. Enrollment limited to 20 students. Prerequisite: consent of advisor and instructor. Spring, Mr. Cressy. (III)
- 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, t.th. 2:45-4:00, Mr. Cressy. (I)

- 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." Fall, t.th. 12-1:10, Mr. Warmbrunn. (I)
- 133 **British Empire and Commonwealth, 1783 to Present.** The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and Southeast 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. Fall, 1:15-2:30, Mr. Greenberger. (Offered at Claremont Men's College in 1971-72)
- 136 **Victorian England.** This course will concentrate on the development of modern Britain from 1837 to 1901, the period of the reign of Queen Victoria. Domestic history will be the main area of focus with concern for the problems of whether or not there was a particular Victorian outlook in terms of the organization of society and worldview. Topics to be emphasized are the emergence of Parliamentary Democracy, the growth of industrialism, the rise of Britain to the position of the leading world power, and changing intellectual and social patterns. Spring, m.w. 1:15-2:30, Mr. Greenberger. (I)
- 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. Spring, t.th. 12-1:10, Mr. Warmbrunn. (I)
- 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, 11, Mr. Greenberger. (I)
- 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 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. Spring, m.w. 11, Mr. Greenberger (I)



"I suggest that we set aside a number of weekends on which we come together as faculty or sub-faculty groups to identify common interests and then proceed to set up a series of courses which we are prepared to teach in joint consultation. I foresee as one consequence a greatly heightened level of intellectual activity."

- 157 History of the Family in America.** The basic objective of the course will be to display the changes in the structure and function of the family in America from the seventeenth to the twentieth century. Special attention will also be given to (1) the role of woman as prescribed by different domestic arrangements and priorities, and (2) the adjustment of childrearing practices to social and economic exigencies of different historical periods. Both semesters: Fall, m.w. 12-1:10; Spring, m.w. 4:15-5:30, Miss Ryan. (1)
- 192 History of Women.** An exploration of the nature and potential of the generally ignored other half of "mankind" through an investigation of the changing status and roles of women in selected periods of Western history and the various myths by which societies have tried to define the role of women. Fall, t.th. 1:15-2:30, Mrs. Rodman. (1)
- 199 Senior Seminar in History.** An examination of advanced problems in history and historiography designed for the senior major. Fall, time arranged, Staff. (1)
- 122C The United States, 1815-1866,** Spring, Mr. Niven.
- 175C Modern Japan,** Spring, m.w.f. 10, Mr. Duus.
- See also Black Studies:
- 1a,bCC, **Black World,** Staff.
 51, 52CC, **Survey of Black History to 1865,** Mr. Prince.
 103CC, **Reconstruction and Its Aftermath, 1865-1900,** Mr. Prince.
 121CC, **Slavery in America, 1583-1865,** Mr. Prince.
 131CC, **Islamic Civilization,** Mr. Biller and Mr. Dwyer.
- 132a,bCC, **Tropical Africa,** Mr. Dwyer.
 190CC, **Seminar in Black Oral History,** Mr. Prince.
- See also Mexican American Studies:
- 139CC, **The Conquest to Juarez,** Mrs. Snideman.
 140CC, **Juarez to the Present,** Mrs. Snideman.
- See also: Economics 140, **The History of Economic Thought,** Mr. Botwin.
 Political Studies 25, 26, **History of Political Philosophy,** Miss Nickel.
 Sociology 142, **Life in the United States: 1940-45,** Mr. Schwartz.
- See also the catalogs of Claremont Men's, Pomona, Scripps, and Harvey Mudd Colleges.

HUMANITIES

- 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, m.w. 2:30-4:00, Mr. Carawan.

See also Black Studies 99CC, **Sentimentality and Nostalgia as the Basic American Social Structure**, Mr. Crouch.

See also catalog listings under Art, Black Studies, English, French, German, History, Music, Philosophy, Spanish, etc.

INTERNATIONAL RELATIONS (See Political Studies)

ITALIAN (Courses available at Scripps College)

- I-1 Introductory Italian.** Fall, m.w.th.f. 1:15-2:05, Mrs. Ewing.
I-53 Intermediate Italian. Spring, Mrs. Ewing.
I-54 Advanced Italian. Fall, m.w.th.f. 2:45-3:35, Mrs. Ewing.
I-70 Introduction to Italian Literature. Spring, Mrs. Ewing.
I-132 Contemporary Italian Literature. Fall, m.w.f. 12, Mrs. Ewing.

LATIN AMERICAN STUDIES

ANTHROPOLOGY

- 68 Pre-Columbian Civilization** (Pitzer).
80CC Ancient Civilizations of Aztlan: The Chicano Perspective (MASC),
88 Peoples of Mesoamerica (Pitzer).
100 Anthropology of Latin America (Pomona).
102 South American Indians (Pomona).
168 Seminar in the Civilization of the Maya (Pitzer).

HISTORY

- 135 Spain and Hispanic America: 1400-1810** (Pomona)
136 Latin America in Crisis: 1810 to the Present (Pomona).
137 Patterns of Revolution in Latin America (Pomona).
139CC The Conquest to Juarez (MASC).
140CC Juarez to the Present (MASC).
175CC The Southwest (MASC).
178 Social and Intellectual History of Modern Latin America (CMC).

POLITICAL STUDIES

- 30 **Introduction to International Relations** (Pitzer).
 137 **The Third World in International Relations** (Pitzer).
 158 (Government) **Latin American Politics** (Pomona).
 159 (Government) **The United States and Latin America** (Pomona).

SOCIOLOGY

- 107 **Literature and Society in Latin America** (Pitzer).
 108 **Social Structure and Economic Development in Latin America** (Pitzer).
 109 **Literature, Ideology and Class Consciousness** (Pitzer).
 155 **Social Change in Latin America** (Pitzer).

SPANISH

- 130CC **Survey of Latin American Literature** (MASC).
 150 **Latin American Short Story** (Scripps).
 159 **Latin American Novel Since 1930** (CMC).
 160CC **Mexican Literature** (MASC).
 173 **Literature of a Specific Latin American Country**
 A. Mexico (Pitzer)
 B. Argentina (Scripps)
 C. Brazil (Scripps)
 171 **Theater and Society in Latin America** (Pitzer).
 175 **Contemporary Poetry of Latin America** (Scripps).

LINGUISTICS

- 103 **An Introduction to General Linguistics.** An introduction to the scientific study of language. The course will be in two parts. The first part (12 weeks) will examine the systematic aspects of linguistic form and meaning in phonology, syntax and semantics. The second part (4 weeks) will be an intensive course in phonetics. Strongly advised for students who wish to enroll in Linguistics 110, 120, 155, or 173. Fall, t.th. 9:40-10:50, Mr. Macaulay. (I)
- 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. Prerequisite: Linguistics 103 or consent of instructor. Spring, t.th. 1:15-2:30, Mr. Macaulay. (I)
- 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 ma-

jors, if they wish, may concentrate on the significance of the changing pattern of language for an understanding of the literature of the past. Prerequisite: Linguistics 103 or consent of instructor. Spring, t.th. 9:40-10:50, Mr. Macaulay. (I)

- 155 **Seminar in Generative Grammar.** Mr. Macaulay. (Not offered in 1971-72)
- 173 **The Acquisition of Language.** Mr. Macaulay. (Not offered in 1971-72)
- 177 **The Psychology of Language and Thought.** (See Psychology 177.) Mrs. Light and Mr. Macaulay.
- 185 **The Social Context of Conversations.** Mr. Macaulay. (Not offered in 1971-72)
Writing Seminar No. 7. Spring, time arranged, Mr. Macaulay.

MATHEMATICS

All courses in mathematics except Mathematics 20 and 155 will include applications of computer programming on the PDP-10 Time Sharing terminals.

- 2 **Mathematics for Social Scientists.** A course outside the usual sequence of mathematics courses designed to be of special interest to social and behavioral scientists. Topics from finite mathematics, including formal logic, sets, counting, and elementary probability theory, will be covered. Two lectures and one laboratory-problem session each week. Fall. Lectures t.th. 9:40, Problem Sessions m.w. 1:15-2:05, Miss Beechler. (I)
- 20 **Analytic Geometry and Elementary Functions.** Inequalities, functions including the trigonometric functions, graphs, analytic geometry of the plane, and an introduction to limits. Prerequisite: two years of secondary school algebra and one of plane geometry. Offered in cooperation with Pomona College. Fall, m.w.f. 11, Mr. Iverson (Pitzer); Spring, Staff (Pomona). (III)
- 30 **Calculus I.** A first course in differential and integral calculus. Functions, limits, continuity, derivations, the definite integral. Prerequisite: four years of secondary school mathematics, Mathematics 20, or consent of instructor. Two lectures and one laboratory-problem session each week. Fall. Lectures t.th. 8:20-9:30, Problem Session w. 2:45-3:35, Miss Beechler. (I)
- 31 **Calculus II.** A continuation of Mathematics 30. Transcendental functions, formal techniques of integration, sequences, infinite series, Taylor's Theorem. Prerequisite: Mathematics 30, or consent of instructor. Two lectures and one laboratory-problem session each week. Spring. Lectures t.th. 8:20-9:30, Problem Session w. 2:45-3:35, Miss Beechler. (I)
- 55 **Calculus III.** Miss Beechler. (Not offered in 1971-72)
- 57 **Statistics for Social Scientists.** An introduction to descriptive statistics and statistical inference. Frequency distributions, measures of central tendency and dispersion, hypothesis testing, estimation, correlation and regression, and statistical significance. Two lectures and one laboratory-problem session each week. Prerequisite: Mathematics 2, or Mathematics 20, or consent of instructor. Spring. Lectures t.th. 9:40, Problem Sessions m.w. 1:15, Miss Beechler. (I)
- 155 **Number Theory.** Claremont Men's College. Fall, t.th. 1:15-2:30, Mr. LeVeque.
 See also the catalogs of Pomona, Harvey Mudd, and Claremont Men's Colleges.

MEXICAN AMERICAN STUDIES

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

ANTHROPOLOGY

- 80CC Ancient Civilizations of Aztlan: The Chicano Perspective.** The study of the development of religion, intellectual thought, aesthetics, and socio-economic and political systems in the ancient cultures of Aztlan with an emphasis on the implications for modern-day Chicanos. Fall, m.w.f. 9, Mr. Jose Cuellar.
- 104CC Social Sciences and the Chicano.** A survey of the major anthropological, sociological, and psychological studies on Chicanos. The primary emphasis will be on the critical analysis of the philosophical, theoretical, and methodological orientation of the investigations, as well as on the development and evaluation of alternative orientations. Prerequisite: consent of instructor. Fall, m.w.f. 11, Mr. Jose Cuellar.
- 132CC Urbanism, Urbanization, and the Chicano.** A study of Chicano rural/urban differences, including the presentation of alternative theoretical and methodological approaches for the study of the urban Chicano. A major emphasis will be on the development of individual research projects for the empirical investigation of the Chicano in an urban setting. Prerequisite: consent of instructor. Spring, Mr. Jose Cuellar.
- 170CC Seminar: Social Sciences and the Chicano.** A seminar for the intensive study of selected areas of the Chicano culture (i.e., values, attitudes, and behavior) including empirical research, data analysis, and the preparation of papers by the members of the class. Prerequisite: consent of instructor. Spring, Mr. Jose Cuellar.

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, t.th. 10, Mr. Lara.
- 150CC Government Policies Toward Poverty.** A critical examination of welfare and anti-poverty programs from an economic viewpoint. Cost-benefit analysis of income-support legislation, manpower programs, and urban redevelopment proposals. Lectures and discussions. Prerequisite: Principles of Economics, or 80CC, or consent of instructor. Spring, t.th. 10, Mr. Lara.
- 185CC Seminar: Mexican American Labor.** The seminar will focus on labor problems of the Mexican American community. Examples of areas to be covered are discrimination in hiring, minimum-wage laws, and manpower programs. Seminar discussions and papers. Prerequisite: consent of instructor. Fall, th. 1-3, Mr. Lara.
- 186CC Economics of the Barrio.** The seminar will concentrate on poverty in the urban sector. Examples of areas to be covered are rural-urban migration, income-support programs, and the economic development of the Barrio. Seminar discussions and papers. Prerequisite: consent of instructor. Spring, th. 1-3.

HISTORY

- 139CC The Conquest to Juarez**

140CC Juarez to the Present.

Major upheavals and less obvious turning points in the development of Mexico are studied in enough detail to indicate the shifting complexes of forces which have affected many heroic attempts to solve enduring social and political problems. The course emphasizes the singularity of Mexican history by placing it in a Latin-American and global perspective, by stressing a variety of patriotically "Mexican" attitudes at crucial moments. The student is asked to work with primary sources; the bilingual student will be encouraged to read in Spanish. Both semesters, t.th. 1:15-2:30, Mrs. Snideman.

POLITICAL STUDIES

75CC 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 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 discussions. Both semesters, m.w.f. 11, Mr. Alfredo Cuellar.

76CC **Advanced Seminar in Chicano Politics.** A study of the political sociology of the Mexican American experience, both in terms of theory and the experiential. Seminar discussions and individual projects. Prerequisite: consent of instructor. Fall, m.w.f. 10, Mr. Alfredo Cuellar.

180CC Research Seminar in Chicano Politics. Original research with instructor as project consultant. Prerequisite: Political Studies 75CC, 76CC, or 180CC, or consent of instructor. Spring, Mr. Alfredo Cuellar.

PSYCHOLOGY

120CC Developmental Psychology. Origins and development of growth emphasizing sensory, motor, cognitive and intellectual functions. Significant research and readings on the effects of early experience, cultural influences and socialization factors. Prerequisite: Introductory Psychology or equivalent, or consent of instructor. Fall, m.w.f. 9, Mr. Betancourt.

121CC Developmental Psychology: Laboratory. Empirical methods of investigation used in developmental psychology. A laboratory course involving group and individual research aimed at the investigation of contemporary problems in developmental psychology. Prerequisite: Psychology 120CC or consent of instructor. Spring, Mr. Betancourt.

122CC Differential Psychology. Individual differences in intelligence and personality. Biological and environmental influences and their relationship to family, sex, cultural and race differences. Prerequisite: Introductory Psychology or equivalent, or consent of instructor. Fall, Mr. Betancourt.

123CC Cultural Issues in Psychology. Selected readings and research on socialization and child-rearing practices, peer relationships, adolescent problems, and issues of adulthood in reference to the Mexican-American culture. A seminar type course designed to complement the research and field studies of Developmental Psychology 121CC. Prerequisite: Introductory Psychology or equivalent and/or Psychology 120CC. Spring, Mr. Betancourt.

SOCIOLOGY

- 60CC Sociology of the Mexican American.** Sociological perspective of 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, Mr. Vega.
- 90CC Methodology in the Sociology of the Mexican American.** The course deals with study approaches, statistics, and computer usage in sociological investigations of Mexican American population groups. Spring, Mr. Vega.
- 150CC Mexican American Social Problems.** Analysis of cases and the consequences of poverty, crime, delinquency, family dissolution, and deviant behavior. Sociological aspects of formal institutions as they relate to the Mexican American. Comparative study involving formal institutions and other ethnic minorities. Prerequisite: Introductory Sociology, or Sociology 60CC, or consent of instructor. Fall, Mr. Vega.
- 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 will be left to their projects with the instructor as a project consultant. Prerequisite: Introductory Sociology 60CC, 90CC, 91CC, or 150CC and consent of instructor. Spring, Mr. Vega.

SPANISH

- 10CC Spanish as a Native Language: Level I.** Basic concepts of language for use in oral and written communication. For students who have some familiarity with the sound of Spanish. Prerequisite: consent of instructor. Fall, m.t.w.th. 2:30-3:30, Mr. Guajardo.
- 11CC Spanish as a Native Language: Level II.** Review of grammar and continued practice of basic skills, reading, and writing. For students with a phonetic base in Spanish language. Prerequisite: Spanish 10CC or consent of instructor. Spring, Mr. Guajardo.
- 50CC Spanish as a Native Language: Level III.** Advanced practice in written and spoken use of Spanish. For students familiar with the Spanish language. Prerequisite: Spanish 10CC, 11CC and/or consent of instructor. Fall, m.t.w.th. 3:30-4:30, Mr. Guajardo.
- 51CC Conversations, Composition and Readings.** Based on literary sources: introduction to Chicano literature. Emphasis will be on syntax, style, and idiomatic expressions. Prerequisite: Spanish 50CC or consent of instructor. Spring, Mr. Guajardo.
- 130CC Survey of Latin American Literature.** A general survey course in the history of Spanish letters in the Americas. Prerequisite: Spanish 50CC, 51CC, or Spanish 70 or equivalent and consent of instructor. Spring, Miss Ibarra.
- 160CC Mexican Literature.** An in-depth study of the most representative writers in any one genre or period in the literature of modern Mexico, literature of the Mexican Revolution. Prerequisite: consent of instructor. Fall, m.w.f. 10, 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, 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 music perception is included. No previous musical experience is required. Spring, 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 Humanities 38, **American Folk Music and Folk Life Studies**, Mr. Carawan.

See also Black Studies:

90CC, **The Role of Music in Political Movements Since 1920 in the U.S.**, Mr. Crouch.

190CC, **Contemporary Black Arts**, Mr. Crouch.

See also the catalogs of Scripps and Pomona Colleges.

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 College and Claremont Men's College)

BIOLOGY COURSES

- 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, t.w.th. 1:15-4:15, Mr. Eriksen and Staff; Spring, t.w.th. 1:15-4:15, Mr. Guthrie 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, lectures m.w.f. 9, laboratories m.t.w. 1:15-4:15, Mr. Pinnell and Staff. (III)

- 61 Science in the Modern World.** Two half-semester seminars chosen from among those offered dealing with the role of science in our world, especially the scientific aspects of problems arising from advances in our technology. Topics in astronomy, geology, energy resources, pollution, brain mechanisms, recent theories and their philosophical implications, genetic engineering, and science and society may be among the seminars offered. Check with the Science Department during preregistration for topics to be covered. Prerequisite: individual seminars may have specific prerequisites. (Students fulfilling a two semester science requirement will normally take Science 60 prior to taking this course.) Spring, lectures m.w.f. 9, laboratories (if appropriate) m.t.w. 1:15-4:15 or arranged, Mr. Sprung and Staff. (III)
- 62 Man and His Environment.** (See Environmental Studies 62.) Mr. Guthrie and Mr. Feldmeth. (III)
- 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. Laboratory fee \$10. Spring, lectures t.th. 9:40-10:50, laboratory w. 1:15-5:15 and arranged, Mr. Eriksen. (III)
- 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. Fall, lectures m.w.f. 9, laboratory m. 2:15-5:15 and arranged, Mr. Guthrie. (III)
- 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, lectures t.th. 9:40-10:50, laboratory w. 1:15-5:15, Mr. Feldmeth. (III)
- 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. Fall, lectures t.th. 8:20-9:30, Staff. (III)
- 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. Spring, lectures w. 7-10 p.m., Mr. Guthrie. (III)
- 146 Ecology.** Mr. Eriksen. (Not offered in 1971-72)
- 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: Science 43, 44 and 14, 15 or consent of instructor. Laboratory fee \$10. Spring, lectures t.th. 8:20-9:30, laboratory m. 1:15-4:15 and arranged, Staff. (III)

148 Biological Basis of Behavior. (Not offered in 1971-72)

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. Bovard: Enzymology, biological polymers, philosophy of science.

Mr. Dart: High polymer physics, astronomy, rheology.

Mr. Eriksen: Physiological ecology of aquatic invertebrates, environmental problems, limnology.

Mr. Feldmeth: Physiological tolerance of extreme environments, thermal pollution, marine biology.

Mr. Goodman: Physics and art, low temperature physics, apparatus development.

Mr. Guthrie: Paleontology, evolutionary studies, human ecology.

Mr. Klein: Particle physics, quantum mechanics, brain mechanisms.

Mr. Merritt: Spectroscopy, catalysis of organo-metalics.

Mr. Pinnell: Non-metalic and organo-metalic compounds, NMR, and infrared spectroscopy.

Mr. Sprung: Gas-phase kinetics, photo-chemistry, physical organic chemistry.

Mr. Veigel: Photochemistry, kinetics of inorganic reactions.

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

160 Immunology. Miss Mathies. (Not offered in 1971-72)

164 Vertebrate Paleontology. Mr. Guthrie. (Not offered in 1971-72)

165 Limnological Problems. Mr. Eriksen. (Not offered in 1971-72)

167 Thermo-Biology. Mr. Feldmeth. (Not offered in 1971-72)

"We should build on our strengths, resolving some of the remaining contradictions as we go; but I think we should beware of assuming that total coherence, or a perfectly clearly defined, homogeneous character, should be our goal."



- 168 Biology of Insects.** Mr. Eriksen. (Not offered in 1971-72)
- 169 Topics in Marine Biology.** A seminar course dealing with current topics in the field of marine biology. Emphasis will be placed upon major areas of the field to familiarize students with recent theory and experimental investigations in ecological aspects of marine science. Specific subjects will be handled by extensive examination of the literature followed by oral student presentations and discussions. Prerequisite: Introductory Biology, Ecology or consent of instructor. Spring, lectures th. 1:15-4:15, Mr. Feldmeth. (III)
- 177 Biochemistry.** (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 investigations culminating in the writing of a senior thesis and carried out under the supervision of a faculty member. A year-long course, with the grade for both semesters given at the end of the spring semester. Hours arranged, Mr. Guthrie and Staff. (III)
- See also the catalogs of Pomona and Harvey Mudd Colleges.

PHYSICAL SCIENCE COURSES

- 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, lectures m.w.f. 8, laboratories m.t.w. 1:15-5:15, Mr. Sprung and Mr. Bovard. (III)
- 15 Systematics of Chemical Reactions.** The principles of chemical reactivity in organic and inorganic systems will be examined in the light of kinetics, equilibrium, mechanism of reactions and stereochemistry. Prerequisite: Science 14 or equivalent. Laboratory fee \$10. Spring, lectures m.w.f. 8, laboratories m.t.w. 1:15-5:15, Mr. Pinnell and Mr. Sprung. (III)
- 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 permission of instructor. Laboratory fee \$10 per semester. 30 Fall Semester, 31 Spring Semester, as a two-semester sequence. Lectures m.w.f. 11. Laboratories: Fall, w.th. 1:15-4:15; Spring, m.t. 1:15-4:15, Mr. Goodman. (III)
- 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. Lectures m.w.f. 11. Laboratories: Fall, m.t. 1:15-4:15, Mr. Merritt; Spring, w.th. 1:15-4:15, Mr. Klein. (III)
- 60 Principles of Natural Science.** (See Biological Science Courses)
- 61 Science in the Modern World.** (See Biological Science Courses)
- 62 Man and His Environment.** (See Environmental Studies 62)

- 101 Theoretical Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisite: Science 34 and Calculus II. Laboratory fee \$10. Fall, lectures m.w.f. 11, laboratory w. 1:15-4:15, Mr. Klein. (III)
- 102 Electricity and Magnetism.** Fields, potential, D.C. and A.C. circuits and applications of Maxwell's equations. Prerequisite: Science 34 and Calculus III preceding or accompanying the course. Laboratory fee \$10. Spring, lectures m.w.f. 11, laboratory t. 1:15-4:15, Mr. Merritt. (II)
- 104 Electronic Instrumentation.** Theory and practice of electronics in scientific instrumentation, developed through the use of the Malmstadt-Enke text and equipment. This course constitutes the laboratory for 102, but may be taken separately for half-course credit with permission of the instructor. Prerequisite: Science 34. Laboratory fee \$10. Half course. Spring, laboratory t. 1:15-4:15, Mr. Merritt. (III)
- 116 Chemistry of the Covalent Bond.** A detailed examination of selected organic and inorganic reaction systems involving the covalent bond, including natural products, polymers, and organometallic compounds. Prerequisite: Science 15 or equivalent. Laboratory fee \$10. Fall, lectures m.w.f. 10, laboratory th.f. 1:15-5:15, Mr. Boward. (III)
- 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, electron treatment of conjugated systems, electronic and nuclear magnetic resonance. Prerequisite: Science 15 and 34. Laboratory fee \$10. Spring, lectures t.th. 9:40-10:50, laboratory th. 1:15-5:15, Mr. Veigel. (III)
- 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: Science 121. Laboratory fee \$10. Fall, lectures t.th. 8:20-9:30, laboratory th. 1:15-5:15, Mr. Veigel. (III)
- 152 Independent Study in Science.** (See Biological Science Area Courses.)
- 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. Spring, lectures m.w.f. 9, Mr. Veigel. (III)
- 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 student's range of laboratory experience and will be tailored to each individual's level of competence. Prerequisite: Science 121, 122. Fall, arranged, Mr. Pinnell. (III)

"In our own way we have reflected the ethos of 'participatory democracy,' 'encounter groups,' and other trends of our founding decade, though most of us are Whigs who shrink from the excesses of the tides we ride."



- 159 Spectroscopy and Structure.** Mr. Merritt and Staff. (Not offered in 1971-72)
- 162 Advanced Physical Chemistry.** Elements of statistical mechanics and statistical thermodynamics. Prerequisite: Science 121-122 (Joint Science Department) or Chem 161 (Harvey Mudd College and Pomona College). Offered in cooperation with Harvey Mudd College and Pomona College. Half course—First half of Spring semester. Mr. Barr (Harvey Mudd College). (III)
- 163 Advanced Physical Chemistry.** Applications of symmetry and group theory in chemistry. Prerequisite: Science 121-122 (Joint Science Department) or Chemistry 51 (Harvey Mudd College) or Chemistry 158b (Pomona College) or consent of instructor. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, second half of fall semester, Mr. Fass. (III)
- 166 Chemical Physcis.** Special topics in theoretical and advanced experimental kinetics. Prerequisite: Chemistry 162 or consent of instructor. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, second half of spring semester, Mr. Fass. (III)
- 171 Organic Synthesis.** Prerequisite: one year of organic chemistry. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, first half of fall semester, Mr. McKay. (III)
- 172 Structure Determination.** Prerequisite: one year of organic chemistry. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, first half of spring semester, Mr. Allen and Mr. Pinnell. (III)
- 173 Advanced Organic Laboratory.** Prerequisite: one year of organic chemistry and consent of instructor. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, second half of fall semester, Mr. Allen and Mr. Hansch. (III)

- 174 **Physical Organic Chemistry.** Prerequisite: one year of organic chemistry. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, second half of spring semester, Mr. Hansch. (III)
- 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: Science 116 or organic chemistry, introductory biology and consent of instructor. Spring, lectures m.w.f. 10, Mr. Bovard. (III)
- 178 **Biophysics.** Mr. Dart. (Not offered in 1971-72)
- 185 **Advanced Inorganic Chemistry.** Selected topics in inorganic structure, bonding and dynamics. Prerequisite: Science 121-122 (Joint Science Department), or Chemistry 158ab (Pomona College). Offered in cooperation with Pomona College. Half course, first half of fall semester, Mr. Pinnell and Mr. Veigel. (III)
- 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, hours arranged, Staff. (III)
- See also the catalogs of Pomona and Harvey Mudd Colleges.

PHILOSOPHY

- 1 **Introduction to Problems of Philosophy.** An introduction to philosophic problems and methods for students who have done no previous work in philosophy except logic). Readings will be from traditional and modern philosophers. They will focus on questions concerning the existence of God, and our knowledge of physical objects. Enrollment limited to 25 students. Fall, m.w. 1:15-2:30, Mr. Rubin. (I)
- 2 **Philosophical Classics.** An introduction to methods and problems of philosophy through an examination of some short works which have come to be considered classics: Plato's **Theatetus** (theory of knowledge), Berkeley's **First Dialogue** (perception), Kierkegaard's **Fear and Trembling** (philosophy of religion and ethics) and Bertrand Russell's theory of descriptions (philosophy of language). For students who have done no previous work in philosophy, or who would like to do further introductory work. Enrollment limited to 25 students. Fall, t.th. 1:15-2:30, Mr. Bogen. (II)
- 5 **Introduction to Formal Logic.** An introduction to some techniques of reasoning in formal languages. Students are 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 traditional philosophical problems. The course will treat sentential and first order predicate calculus with identity. No previous study of philosophy required. Enrollment limited to 25 students. Spring, m.w.f. 1:15, Mr. Rubin. (II)
- 112 **Topics in Ancient Philosophy.** A study of two dialogues in which Plato says nearly incredible things about knowledge, perception, Being, Non-Being, negation, Sophists, and other intellectual excitements. Prerequisite: one introductory course and logic, or consent of instructor. Fall, t. 3:30, Mr. Bogen. (II)
- 114 **Philosophical Psychology: The Mind-Body Problem.** An examination of some views concerning the difference between mind and body including Descartes' philosophy and criticisms of it. Prerequisite: consent of instructor. Spring, t. 2:45-4, Mr. Rubin. (I)

- 115 Philosophy of Language.** A study of some contemporary attempts to develop a theoretical framework within which to talk about the meanings of words and sentences. Arguments to show that such frameworks are impossible will also be discussed. Prerequisite: one introductory course in philosophy or logic, and consent of instructor. Fall, m.w.f. 2:45, Mr. Rubin. (I)
- 116 Ethics.** A systematic study of the justification of moral judgments. Primary topics are the challenge of moral skepticism, value, the good life and life styles, the principles of right and justice, freedom, determinism, and moral responsibility. Enrollment limited to 25 students. Spring, t.th. 1:15-2:30, Mr. King. (II)
- 122 British Empiricism.** Some philosophers have believed that human knowledge must be explained in terms of our ability to have sensations, and that sensations must be explained in terms of the ability of the mind to entertain ideas. The theories of three such philosophers—Locke, Berkeley, and Hume—will be discussed in this course. Prerequisite: one introductory course in philosophy or logic. Spring, m.w.f. 10, Mr. Rubin. (I)
- 160 Theory of Knowledge.** What do you see when you look at a tomato? Readings from traditional and contemporary philosophers including Aristotle, Berkeley, Austin, and Gettier. Prerequisite: one introductory course in philosophy or logic. Fall, m.w. 4:15, Mr. Bogen. (III) (Pomona College)
- 132C Oriental Philosophers.** Spring, m.w.f. 9, Mr. Hutchison.
- 136G Probability and Induction.** A general view of foundational problems having to do with the ways in which beliefs and desire do and should change. The course will involve questions of such concepts as *evidence*, *utility*, *strength of conviction*, and an examination of such questions as the relation of truth to probability and relation of belief, action and desire. Students should have had one course in mathematics or logic. Fall, m.w. 11, Mr. Vickers.

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

"Most of us (faculty and students) are very conventional people with orthodox lifestyles and conventional professional expectations."



POLICY STUDIES

- 100CC Program in Public Policy Studies.** Both semesters. Time aranged. For sophomore, junior, or senior students with consent of the Program Chairman, Mr. Harrison. Application to the program must be made at the PPPS office, 120 Bonita, ext. 3788. One or two course credits.

The program fields interdisciplinary teams of students and faculty members which investigate public policy problems and write comprehensive research reports listing recommended policy alternatives. Members of the program are encouraged to communicate the results of their work to public officials and private citizens who can make or encourage decisions regarding the policy problems. Students also participate in a seminar on public policy research methodology. Past projects have included air pollution in Los Angeles, child care, low-income housing in Pomona, high school student rights, and solid waste disposal in Claremont.

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. During January, this course will combine with Anthropology 77, **Peoples of Europe**, focusing on the relationship between anthropology and politics. Fall, t.th. 2:45-4, Mr. Marquis. (I)
- 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, Miss Nickel. (III)
- 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 twentieth century diplomatic history, and particular attention will be paid to the post-1945 period. Fall, t.th. 9:40-10:50, Mr. Zachrisson. (I)
- 40 Parties, Public Opinion, and Voting Behavior.** This course will examine the electoral process in America with emphasis on the relationship among opinion, party identification, and voting behavior. Attention will be paid to the internal structure of the two parties as it bears on nominations and campaigns. Recent elections will be examined in detail with a view toward discerning trends in current American politics. Fall, m.w.f. 9, Mr. Nexon. (I)
- 63 Environmental Policy.** (See Environmental Studies 63.) Mr. Rodman and Mrs. Schickele. (I)
- 75 Quantitative Methods in Political Science.** This course will introduce students to many of the research techniques commonly used in political science. The course will deal with measures of statistical association, causal modeling, polling, use of computer-processed data, and questionnaire design. The presentation of statistical measures will be designed to give students an intuitive feel for each measure and an ability to use them in research rather than a detailed knowledge of the underlying mathematics. The section dealing with computer-processed data will involve exercises using a "canned" program. Spring, t.th. 9:40-10:50, Mr. Nexon. (III)

- 85a, b Internship in Administration.** Participants will intern in administrative offices at The Claremont Colleges, municipal governments, social welfare agencies, and local school districts. Readings in administrative theory will be assigned and members of the program will prepare a paper that relates their internship experiences to the theories presented in the readings. Enrollment is limited to students in the Administrative Internship Program. Fall, Independent Study schedules to be arranged for each participant, Mr. Jamieson. Spring, Staff.
- 100 Public Policy Studies.** (See Policy Studies 100CC.)
- 102 Mass Movements and Extremism.** Extremist mass movements have been one of the most important political phenomena of modern times. From one point of view, they are the most serious threat to the political order. From another, they are the only way to achieving a just society. This course will examine theories about the origins of such movements. Evidence drawn from studies of present and past mass movements will be examined in detail in order to validate or disprove each theory. Particular attention will be given to psychological theories. Fall, m.w.f. 11, Mr. Nexon. (I)
- 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. Fall, m.w. 4:15-5:30, Mr. Zachrisson. (I)
- 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, m.w. 2:45-4, Miss Nickel. (III)
- 137 The Third World in International Politics.** The class will discuss the role of the developing states of Africa, Asia, and Latin America 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. Fall, t.th. 1:15-2:30, Mr. Zachrisson. (I)
- 139 Seminar: Contemporary African Politics.** Mr. Zachrisson. (Not offered in 1971-72)
- 151 Representation.** Votes of legislators influence national policy in such areas as poverty, civil rights, foreign affairs, and the environment. This course will attempt to explain why legislators vote as they do. The influence on legislative votes of such groups as voters, Blacks, and business interests will receive particular attention. Political Studies 40 would provide a useful background. Spring, t.th. 1:15-2:30, Mr. Nexon. (I)
- 165 The Industrial State and the Future of Politics.** Miss Nickel. (Not offered in 1971-72)
- 167 Literature and Politics in France: Machines and the Cultural Revolution.** This course will examine the tensions between technology and its promises and the

inner exploration for human happiness. Attention will be paid to attempts to resolve these tensions and create the conditions for a unified vision of man. Readings will include literary figures such as Hugo, Jarry, Artaud, Apollinaire, Camus, and Robbe-Grillet, as well as political commentators such as Descartes, Rousseau, St. Simon, Ellul, Cohn-Bendit, and Chardin. (Also listed as French 126.) Spring, m.w. 2:45-4, Miss Nickel and Mr. Senn. (I)

- 176 Seminar: Public Opinion and Voting Behavior.** Each participant in this course will carry out a research project based on data drawn from national opinion polls administered at elections from 1952 to 1968. Enrollment will be limited to seven students. Prerequisite: Political Studies 40, or 75, or consent of instructor. Spring, t. 7, Mr. Nexon. (III)
- 190 The Politics, Economics, and Environmental Aspects of Water Resources in California.** The seminar will examine the policies and procedures of selected local water agencies in California in an attempt to determine how governmental structure, legal constraints, political considerations, and efficiency criteria affect decisions regarding water resources. Attention will also be given to environmental conditions and recreational benefits. The seminar will be limited to approximately five students who will work as a team to complete a specific research project. Field trips to California's central valley will be a part of the research effort. Prerequisite: consent of instructor. Spring, w. 3, Mr. Jamieson. (I)
- 199a Senior Seminar.** The seminar will survey the major areas of political studies including various approaches to the discipline. Fall, th. 7, Mr. Marquis and others. (III)
- 199b Senior Thesis.** Spring, Staff.
- 219 Topics in Recent Political Philosophy.** An examination of the role of the concepts of 'nature' and 'human nature' in political philosophy, with special attention to the implications of evolution, ethology, and ecology. Graduate course. Prerequisite: consent of instructor. Fall, t. 2-5, Mr. Rodman.
- 260 Comparative Government.** A comparative study of the political process in selected European countries, as well as an introduction to systematic approaches to comparative politics. Graduate course. Prerequisite: consent of instructor. Fall, w. 7, Mr. Marquis.
- 271 Intellectuals in Politics: A Comparative Study.** An examination of the role of the intellectual, both in theory and in practice, in the politics of Western and non-Western countries. Graduate course. Prerequisite: consent of instructor. Spring, w. 7, Mr. Marquis.



See also Black Studies:

- 136CC, **Politics of the Black World**, Mr. Dalizu.
- 137CC, **Imperialism and Colonial Administration**, Mr. Dalizu.
- 147CC, **The Black Man and the Legal System**, Mr. Jones.
- 148CC, **The Third World and the Concept of Nationhood**, Mr. Medhane.
- 149CC, **Urban and Rural Guerrilla Warfare**, Mr. Medhane.
- 140a,bCC, **American Institutions of Power, Legal and Otherwise**, Mr. Dalizu.

See also Mexican American Studies:

- 75, 76CC, **Chicano Politics**, Mr. Alfredo Cuellar.
- 180CC, **Advanced Seminar in Chicano Politics**, Mr. Alfredo Cuellar.
- 181CC, **Research Seminar in Chicano Politics**, Mr. Alfredo Cuellar.

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

PSYCHOLOGY

The following courses are considered introductory courses: Psychology 4, 5, 8, 10, 49, 60, 71.

- 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, m.w. 1:15-2:30, Mr. Shomer. (I)
- 5 **Introduction to Child Development.** Major topics will be the influence of early experience, maturation, and the family and school as socializing agents on the child's cognitive and personality development. Directed observations of young children may be utilized to demonstrate developmental processes. Fall: two sections: t.th. 8:20-9:30, Mrs. Munroe; t.th. 9:40-10:50, Mr. Albert. Spring: two sections: m.w.f. 10, Mrs. Munroe; t.th. 1:15-2:30, Mrs. Kovar. (I)
- 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. Spring, t.th. 9:40, Mr. Albert. (I)



- 10 Introduction to General Psychology.** The purpose of this course is to introduce the student to psychology as it has developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition, and personality. Special emphasis is given to some of the major systems, concepts, methods, and findings in contemporary psychology. Fall, m.w.f. 11, Mr. Shomer. (I)
- 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. Fall, m.w.f. 10, Mr. Shomer. (I)
- 47 Psychological Aspects of Conservation Problems.** This course will focus on problems such as overpopulation, pollution, and land use. Attitudes toward these problems and the effects of environmental conditions on behavior will be studied. Field work will include meetings with local leaders of conservation groups. The course is intended for people who are interested in and concerned about environmental problems. No prerequisites. Spring, m.w. 1:15-2:30, Mr. Robinson. (I)
- 49 Social Psychological Theories.** This course will focus on social psychological theories of human interaction, psychological ecology, attitude formation and change, social influence, and group processes. Spring, m.w. 11-12:15, Mr. Ellenhorn. (I)
- 52 Education and Human Development.** (See Education 52.) Mrs. Siebel. (II)
- 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. Students enrolled in this course may not take Psychology 161. This course can be taken in fulfillment of either the introductory requirement or the Group A requirement for the concentration, but not for both. Prerequisite: Psychology 10 or consent of instructor. Fall, t.th. 12-1:10, Mrs. Kovar. (I)
- 71 Theories of Learning.** Mrs. Light. (Not offered in 1971-72)
- 91 Psychological Statistics.** A pragmatic introduction to experimental design and collection and analysis of data in contemporary psychological research, i.e., how to decide what your data tell you once you have them. Descriptive and inferential statistics will be covered. The focus will be on analysis and interpretation of actual data collected by students. Intended for psychology concentrators. (See also Mathematics 57.) Prerequisite: Mathematics 2. Spring, m.w.f. 11 and one hour arranged, Mrs. Light. (III)
- 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. Fall, t.th. 1:15-2:30, Mr. and Mrs. Munroe. (I)
- 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: any introductory course and one semester of statistics or college mathematics. Spring, m.w.f. 9, Mrs. Munroe. (I)
- 145 Group Processes.** The class is limited to 12 students who will participate in an intensive laboratory group experience. Special emphasis will be placed on theories of group development and methods for interactional process analysis. Intended primarily for psychology concentrators. Prerequisite: any introductory course and consent of instructor. Two half-courses, first half and second half of Spring Semester. t. 7, Mr. Ellenhorn.

- 151 Psychological Development in Infancy.** Mrs. Kovar. (Not offered in 1971-72)
- 152 Development in Later Childhood.** Mrs. Siebel. (Not offered in 1971-72)
- 154 Cognitive Development.** Taking the work of Jean Piaget as its focus, this course will treat selected topics in the intellectual growth of the child. Topics to be discussed will include attention, perceptual development, concept formation, and moral development. Prerequisite: any course in child development or learning. Fall, m. 7:30-10 and laboratory arranged, Mrs. Kovar and Mrs. Light. (I)
- 159 Seminar in Advanced Child Development.** 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 5 or equivalent, plus at least one of the following courses: Psychology 71, 151, 152, 154, or 184, or consent of instructor. Spring, m. 2:45-5, Mrs. Munroe. (I)
- 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 in investigation of the methodology and findings of current research on physiological mechanisms in perception, learning, motivation, and attention. It is intended especially for psychology students with a possible interest in graduate school and for concentrators in human biology. Laboratory fee \$10. Prerequisite: any introductory psychology course or any biology course. Students enrolling in this course may not take Psychology 60. Spring, t.th. 9:40-10:50 and laboratory arranged, Mrs. Kovar. (III)
- 163 Psychology of Perception.** A study of the sensory and cognitive aspects of perceptual processes. Emphasis will be placed on vision and audition, but the minor senses will be reviewed as well. Other topics to be studied include information theory, signal detection, psychophysical methods, perceptual illusions, and motivational influences on perception. Prerequisite: one introductory course or consent of instructor. Fall, t.th. 9:40-10:50, Mrs. Kovar. (I)
- 170 Memory.** (Replaces Psychology 70.) A survey of traditional and contemporary approaches to the experimental study of human memory. Topics will include attention, short-term memory, retrieval from permanent memory, mnemonics, forgetting. Emphasis will be placed on the integration of theory and experimental research. Prerequisite: any introductory course; a course in statistics is strongly recommended. Spring, m.w. 1:15-2:30 and laboratory arranged, Mrs. Light. (I)
- 173 The Acquisition of Language.** Mr. Macaulay. (Not offered in 1971-72)
- 177 The Psychology of Language and Thought.** This course will treat selected topics dealing with language and thought. These topics include reasoning, concept learning, meaning, naming, the Whorfian hypothesis sentence comprehension, verbal coding and memory. Enrollment limited to 20 students. Prerequisite: consent of instructors. Fall, t.th. 2:45-4, Mrs. Light and Mr. Macaulay. (I)
- 181 Abnormal Psychology.** This course examines the causes and treatment of various kinds of psycho pathology. Comparisons will be made between psychodynamic and learning theory approaches to abnormal behavior. Prerequisite: any introductory course or consent of instructor. Fall, m.w.f. 11, Mr. Robinson. (I)

"Pitzer would be ideal if there were 'little Pitzers' of high school status or even elementary school status so people would know how to take advantage of opportunities offered."



- 182 The Psychology of "Genius" and Eminence.** This course will examine selected theories and empirical information concerning the development of different degrees of giftedness, creativity, and the achievement of eminence, including the changing meanings of the concepts over the past 75 years. Students are expected to conduct one research project. Prerequisite: any introductory psychology course, one additional social science course. For juniors and seniors. Spring, t.th. 1:15-2:30, Mr. Albert. (I)
- 183 The Study of Lives.** 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. Fall, w. 1:30-4 and one hour arranged, Mr. Albert. (III)
- 184 Psychoanalytic Theory.** A critical analysis of the major assumptions and concepts of major psychoanalytic theories of personality. Attention is focused on the historical role of these theories, their contribution to an understanding of human behavior, and their implications for the other social sciences. Prerequisite: any introductory course and one additional social science course. For juniors and seniors. Fall, t.th. 1:15-2:30, Mr. Albert. (I)
- 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: any introductory course and Psychology 145 and 181. Both semesters, time arranged, Mr. Robinson. (I)

- 188 Experimental Approaches to Personality.** This course deals with measurement techniques, research methods, and concepts used in the scientific study of personality. Emphasis will be placed on research and controversies related to personality theories. Prerequisite: any introductory course or consent of instructor; a course in statistics is strongly recommended. Spring, m.w.f. 10, Mr. Robinson. (I)
- 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: any introductory course. Spring, m.w.f. 9, Mrs. Light. (I)
- 195 The Psycho-Environment of Work.** Investigation of philosophies of work, models of man and methods of observation and classification will precede an intensive, on-site examination of several diverse work situations. The group will be divided into task units and each task unit will select a work environment and will act as a consultant group to the host institute. For junior and senior concentrators in Psychology, Sociology, or Environmental Studies. Prerequisite: any course in social psychology or sociology and consent of instructor. Spring, w. 2:45-4:45 and one afternoon to be arranged, Mr. Ellenhorn. (I)
- 196 Seminar in Experimental Social Psychology.** The place of experiments in the study of human social behavior. Existing field and laboratory studies and selected aspects of psycho-biological concomitants at human social behavior will be examined. Particular emphasis on interpersonal interaction in mixed-motive situations. An undergraduate course open to graduates with consent of instructor. Spring, t. 1-4 and laboratory arranged, Mr. Shomer. (I)

See also Black Studies:

- 101CC, **Race Consciousness, Mental Health, and Personality**, Mr. Thomas.
 160CC, **Social Psychology of Black Experience and Identity**, Mr. Thomas.

See also Mexican American Studies:

- 120CC, **Developmental Psychology**, Mr. Betancourt.
 121CC, **Developmental Psychology Laboratory**, Mr. Betancourt.
 122CC, **Differential Psychology**, Mr. Betancourt.
 123CC, **Psychology of Infancy**, Mr. Betancourt.

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

RELIGION

- 126CC Contemporary Jewish Thinkers**, Spring, Rabbi Sands.
129CC Wisdom Literature: Proverbs, Job, and Ecclesiastes. Fall, m.w. 1:15, Rabbi Sands.
132G Oriental Philosophy. Spring, m.w.f. 9, Mr. Hutchison.

See also: Anthropology 58, **Religion and World View.**
 Sociology 111, **New Gods and Old Demons.**

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.

RUSSIAN (Courses available at Pomona College)

- 1a,b Elementary Russian. Both semesters. Fall, m.w.th.f. 10, Staff. Spring, Staff.
 51 Intermediate Russian. Fall, m.w.f. 11, Mr. Ulitin.
 60 Advanced Russian. Spring, Mr. Ulitin.
 101 Introduction to Russian Literature. m.w. 1:15, Mr. Ulitin.
 140 Russian Literature of the Nineteenth Century. Spring, Miss Savenkov.
 146 The Golden Age of Russian Poetry. Fall, t.th. 1:15, Miss Savenkov.
 192 Reading and Research in Russian. Both semesters. Full or half-course credit. Mr. Ulitin.

SOCIAL SCIENCES

- 51 **Introduction to the Social Sciences.** (Not offered in 1971-72)
 150 **Appalachia: A Survey of a Depressed Area.** (See External Studies.)
 See also courses listed under anthropology, economics, linguistics, political studies, psychology, and sociology.

SOCIOLOGY

- 34 **Sociology and its View of the World.** An introductory course in sociology concerned with what the discipline of sociology does, how it views the world, its differences from and similarities to other social sciences, and the various subfields 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, m.w. 1:15-2:30, Mr. Goodwin. (III)
- 50 **Peasant Society.** This course will be an introduction to sociological analysis of classes and whole societies through the study of peasant groups and their dependency relationships with other classes and groups. Special emphasis will be on peasant movements and rebellions and the conditions under which they are successful, with examples from China, Europe, and Latin America. Students may choose to investigate further a specific region or movement. Fall, t.th. 9:40-10:50, Mrs. Chinchilla. (I)
- 51 **The Social History of Modern China.** This course will examine the changes in Chinese social structure from the incursion of the European powers in the eighteenth century to the present day. Particular emphasis will be placed on interrelated changes in land tenure, family structure, and governmental authority. The Chinese Revolution and the construction of a socialist society will be studied in depth. Spring, m.w. 12-1:10, Mr. Volti. (III)
- 55 **Industrial Society.** The process of industrialization in interdisciplinary and comparative perspective. The interrelations of economic, social, and political factors are examined in distinct historical 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 problem of development for the nations of the Third World. Fall, m.w.f. 9, Mr. Volti. (I)

- 57 **Sociology of the Family.** Whether the family is a universal institution or can be replaced by other social arrangements is one of the questions to be explored during this course. Through the analysis of family functions and problems in contemporary society, the student will be introduced to sociological thinking. Specially aimed at freshman students, this course has no prerequisites. Fall, t.th. 1:15-2:30, Miss Gimenez. (I)
- 67 **The Sociology of Social Movements.** This course will investigate the natural history of political and religious movements. An attempt will be made to develop generalizations about both types of movements, as well as comparisons between such different types of movements as reformist vs. revolutionary; left revolutionary vs. right counterrevolutionary; violent vs. nonviolent or unviolent. Each student will do a paper and presentation on a movement. Enrollment limited to 25 students. Prerequisite: consent of instructor. Students should submit a one-page statement of background and interests when applying. Spring, t. 2:45, Mrs. Bell. (I)
- 70 **Mass Culture.** Theories of folk and mass culture, leading to a general study of contemporary popular culture, including both media and cultural innovations "from below." Do people get what they want or want what they get? Spring, w. 7:30-9, and one hour arranged, Mr. Spier. (I)
- 94 **In White America.** This course will examine two topics: the foundations and character of racial discrimination, and the effects of racial discrimination on the dominant white American society. Course requirements include a class project that can be a research paper, written conversation, poem, play, or work of art. Students interested in executing a work of art should be prepared to display their wares to the other members of the class, just as the written projects will be read by selected other members of the class. Spring, t.th. 9:40-10:50, Mr. Marsh. (I)
- 95 **Knowledge for What? Research Methods in Sociology.** An introduction to the methods of researching the problematic aspects of social issues, institutions, and trends. The role of the research scientist in society, basic techniques of data collection (interviews, questionnaires, participant observation); and introduces the student to data analysis, with special emphasis on computer processing and tests of significance. During January, students (individually or in groups) will initiate and complete a research project. Fall, m.w. 1:15-2:30, Mr. Caporale. (I)
- 97 **Independent Study.** (Formerly Sociology 100.) Students may undertake independent reading or research with any instructor who accepts their application for such study. Usually papers are written, though other arrangements may be made depending on the project undertaken. Both semesters, time arranged, Staff.
- 102 **Urban Research and Community Involvement.** Mrs. Chinchilla. (Not offered in 1971-72)
- 103 **The Working Class: Black and White.** Mr. Spier. (Not offered in 1971-72)
- 105 **Sociology of Work.** Mr. Spier. (Not offered in 1971-72)
- 106 **Seminar: Social Change in Industrial Society.** Mr. Spier. (Not offered in 1971-72)
- 107 **Literature and Society in Latin America.** (Interdisciplinary workshop to accompany Sociology 109.) This course will consist of lectures and discussions on the theme of "literature, ideology, and class consciousness," with two professors in sociology and two in Latin American literature participating. Course open to students taking Sociology 109. One course credit. Spring, m.w. 1:15-2:30, Miss Gimenez, Mrs. Chinchilla, Miss Ibarra, Mrs. Sheldon. (I)

- 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, t.th. 2:45-4, Mrs. Chinchilla. (I)
- 109 Literature, Ideology, and Class Consciousness: Latin America.** This course will attempt to integrate literature and sociology. The materials will be drawn from several Latin American countries (special emphasis: Mexico, Guatemala, Argentina), centering around the themes of ideology and class consciousness. Students are urged to take the accompanying interdisciplinary workshop (Sociology 107). Spring, m.w.f. 9, Mrs. Chinchilla and Miss Gimenez. (I)
- 111 New Gods and Old Demons: Sociology of Religion in an Affluent Society.** This course explores the variety of collective religious experiences in technically advanced cultures. Religious connotations of major social trends in the U.S.A., such as the peace movement, ecology, hallucinogenics, racism, the communes, sensitivity groups, astrology, etc., will be evaluated with the help of concepts and models derived from the sociology of religion. The function of organized religion will also be examined. Students will be required to spend a minimum of 10 additional hours of participant observation, leading to a report on a religious group of their choice in the Los Angeles area. Spring, f. 1-3, Mr. Caporale. (I)
- 112 Seminar on Social Stratification and Cognitive Functioning.** The seminar will involve discussion and analysis of brain-sociology survey research. Discussion and evaluation of original survey data being gathered currently will be undertaken. For the early part of the course, we will read and discuss both neurological and sociological research which is pertinent to the split-brain theory. Fall, m.w. 12-1:10, Mr. Marsh. (I)
- 113 Occupations and the Economy.** A study of the history and development of work motivations, and a study of the professional labor force and attitudes toward work, particularly among professional workers. Some emphasis on labor-force economics and how that ties in with social and psychological variables. Fall, m.w.f. 10, Mr. Marsh. (I)
- 114 Social Classes.** Theories of the development of social classes; the work of Marx, Veblen, Weber, the Lynds, C. Wright Mills, Lenski, and others will be considered. What is the relationship between social class and racial and ethnic identities in the United States? Prerequisite: a willingness to read extensively and take part in field work. Spring, t.th. 2:45-4, Mr. Spier. (III)
- 115 Population and Society.** This course will examine (1) population; its structure and processes and its relationship to selected areas of the social structure; (2) population control and its political, social, and economic implications, e.g., for population control and the poor; for imperialism, and for social planning. Malthusian, neo-Malthusian, and Marxist perspectives will be examined. Prerequisite: background in sociology, environmental studies, or economics, or consent of instructor. Fall, t.th. 9:40-10:50, Miss Gimenez. (III)
- 120 Sociology and the Concept of Community.** The community will be interpreted within the context of industrialization, with the specific purpose of demonstrating its seminar role in generating sociological theory. In addition to the conceptions of such thinkers as Comte, Spencer, Marx, Veblen, Durkheim, Redfield, and others, substantive areas such as social institutions and power will also be covered, focusing upon contemporary American society. Enrollment limited to 35 students. Prerequisite: at least one course in sociology, or consent of instructor. Fall, m.w.f. 11, Mr. Goodwin. (III)

- 123 Sociology of Collective Behavior.** Mr. Schwartz. (Not offered in 1971-72)
- 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. Enrollment limited to 17. Prerequisite: consent of instructor. Students should present a short statement of their background and interests when applying. Fall, w. 2:45-4:45 and one hour arranged, Mrs. Bell. (I)
- 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? What are the political and social implications of the Women's Liberation Movement? The course will examine these and other questions from a political and sociological perspective. Fall, m.w. 1:15-2:30, Miss Gimenez. (I)
- 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; social responses to deviance; deviance and social change; the normality of deviance; the social uses of "disturbing" persons and conduct. (Not offered in 1971-72)
- 142 Wartime Life in the United States: 1940-45.** The course will explore "everyday" social reality as experienced by those who were "at home" in the United States during World War II. Students will attempt to answer such questions as: 1) How did people experience the disruption of family and friendships? 2) What did work, school, and play mean to people living under conditions of "global" war? 3) What meanings were attached to the war itself? 4) How did people perceive themselves vis-a-vis the war? Students are expected to conduct research projects which rely heavily on case study and content analysis techniques. Open to juniors and seniors with consent of instructor. Spring, f. 1-3, Mr. Schwartz.
- 149 Self and Society.** Mr. Schwartz. (Not offered in 1971-72)
- 150 Bureaucracy or Anarchy?** In order to form some 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, m.w. 2:45-4, Mr. Volti. (I)

"The main thing I have learned at Pitzer is to be self-motivating."



- 155 **Social Change in Latin America.** Miss Gimenez. (Not offered in 1971-72)
- 157 **A Study of Work Alternatives.** A field study course, which will investigate new approaches to work. Students will live in Marin County, California, and conduct a survey of innovative approaches to schools, crafts, small-scale manufacture, publication and research centers, para-professional and volunteer professional work. Completion of a group report will occupy the January Project Period. The course will require full-time work and count as four regular courses. Prerequisite: consent of instructor and advisor. Fall, Mr. Spier. (I)
- 164a **Planning and Teaching a Course: The Sociology of Happiness.** Space limitations preclude a detailed description of this course. Mrs. Vlastos, Faculty Assistant in Fletcher Hall has dittoed information sheets. Students are advised to consult them, because this course has an unusual schedule and is by consent of instructor only. Students should submit a one-page statement of background and interest in the course when applying. For upper-division students; enrollment limited to 15. Fall, m. 7, Mrs. Bell. (I)
- 164b **Advanced Seminar in the Sociology of Happiness.** Limited to students who participated in Sociology 164a, plus any who participated in the January Project. We will attempt to develop new theoretical approaches which will enable us to shed light on an area which has been generally neglected by all of the social sciences. Field research, introspective experimentation, and advanced intellectual papers will be acceptable as projects. No limit to the number of students participating. Spring, m. 7, Mrs. Bell. (I)
- 166 **Seminar in Marxist Social Theory.** Looking at Marxism neither as a humanism nor as a political ideology but as a scientific approach to the study of society, this course will present a systematic analysis of the fundamental concepts of Marxist social theory with emphasis given to their relevance for empirical research. For upper-division students; enrollment limited to 15 students. Prerequisite: consent of instructor. Spring, t.th. 2:45-4, Miss Gimenez. (I)
- 169 **Sociological Theory: The Classic Tradition.** A critical examination of the social theories of Marx, Weber, Durkheim, Kant, Pareto, Mosca, and Michels. Students are strongly encouraged to take Sociology 175, Spring Semester, as a sequel to this course. Enrollment limited to 25. Prerequisite: at least two courses in sociology, or consent of instructor. Fall, m.w.f. 9, Mr. Goodwin. (III)
- 170 **Seminar: The Sociology of Sociology.** Mr. Goodwin. (Not offered in 1971-72)
- 175 **American Sociological Theory: What Little We Have.** An extension of Sociology 169 the classical tradition. Beginning with the early Americans, such as Sumner, Ward, Giddings, Small, we shall move into the Chicago school of Park, Burgess, Cooley, Thomas Mead et al, and emerge with American functionalism *a la* Parsons, Moore, Smelser, etc. Finally, we shall look at C. Wright Mills as well as conflict theorists (Cosser and Dahrendorf) as a response to Parsons. The theme of the course is consensus vs. conflict: is a synthesis possible? Enrollment limited to 25 students. Prerequisite: Sociology 169, or four courses in sociology, or consent of instructor. Spring, m.w. 1:15-2:30, Mr. Goodwin. (III)
- 176 **The Sociology of Black History.** (See Black Studies 176CC.) Mr. Goodwin.
- 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.

- 199 Senior Seminar.** This seminar will be devoted to helping students understand the connections among the sociologies they have studied, as well as clarifying and understanding the relationship of sociology to other studies of human conduct. Prerequisite: consent of instructor. Fall, time arranged, Staff.
- 143G Organization, Society, and Individuals,** Fall, m. 1:30-4, Mr. Drucker.
- Writing Seminar No. 8.** Spring, th. 2:45, Mrs. Bell.
- Writing Seminar No. 9.** Spring, time arranged, Mr. Spier.
- See also: Mathematics 2, **Mathematics for Social Scientists**, Miss Beechler.
 Mathematics 57, **Statistics for Social Scientists**, Miss Beechler and Mrs. Chinchilla.
 History 157, **History of the Family**, Miss Ryan.
- See also Black Studies:
- 140CC, **Community Organization: Theory and Practice**, Staff.
 141CC, **Black Cultures and White Myths**, Staff.
- See also Mexican American Studies:
- 60CC, **Sociology of the Mexican American**, Mr. Vega.
 90CC, **Methodology in the Sociology of the Mexican American**, Mr. Vega.
 150CC, **Mexican American Social Problems**, Mr. Vega.
 160CC, **Advanced Seminar in Sociology of the Mexican American**, Mr. Vega.
- 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.** Instruction in basic grammar, supplemented by extensive readings and conversation on Spanish life and culture. Emphasis on mastery of oral communication as well as use of the written language. Laboratory and workshop arranged. Fall, m.w.f. 9, Miss Ibarra (Pitzer); m.w.f. 8, Mr. Corey, (Claremont Men's College); m.w.f. 2:15, Mr. Read (Scripps). (III)
- 10, 11CC Spanish as a Native Language, Level I.** (See Mexican American Studies 10, 11CC.)
- 50, 51CC Spanish as a Native Language, Level II.** (See Mexican American Studies 50, 51CC.)
- 53 Intermediate Spanish.** Review of grammar and continued practice of basic skills through extensive reading, conversation, and writing. Laboratory and workshop arranged. Fall, m.w.f. 9, Mrs. Sheldon (Pitzer); m.w.f. 10, Mr. Corey (Claremont Men's College). Spring, m.w.f. 10, Mrs. Sheldon (Pitzer); m.w.f. 9, Mr. Corey (Claremont Men's College); m.w.f. 1:15, Mr. Read (Scripps). (III)

- 54 Advanced Spanish.** Conversation, composition, and readings based on literary sources. Concentration on syntax, style, and idiomatic phrases. Laboratory and workshop arranged. Fall, m.w.f. 9, Mr. Koldewyn (Claremont Men's College). Spring, m.w.f. 9, Mr. Koldewyn (Claremont Men's College); m.w.f. 2:15, Mr. Read (Scripps). (III)
- 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 54 or equivalent. Fall, m.w.f. 10, Miss Sheldon (Pitzer); t.th. 10:30, Mr. Read (Scripps). Spring, m.w.f. 9, Miss Ibarra (Pitzer); m.w.f. 11, Mrs. Lamb (Scripps). (III)
- 105a, b Contemporary Spanish Literature.** Prerequisite: Spanish 70 or equivalent. Year course. m.w. 1:15-2:30, Miss Rusciolelli. (Pomona)
- 116 Nineteenth Century Spanish Literature.** Prerequisite: Spanish 70 or equivalent. Fall, m.w. 1:15-2:30, Mr. Corey. (Claremont Men's College)
- 120a, b Survey of Spanish Literature.** Prerequisite: Spanish 70 or equivalent. Year course. m.w. 4:15, Mr. McGaha. (Pomona)
- 130CC Survey of Latin American Literature.** (See Mexican American Studies 130CC.) Miss Ibarra.
- 150 Latin American Short Story.** Prerequisite: Spanish 70 or equivalent. Fall, m.w.f. 11, Mrs. Lamb. (Scripps)
- 159 Latin American Novel Since 1930.** Prerequisite: Spanish 70 or equivalent. Spring, t.th. 9:40, Mr. Koldewyn. (Claremont Men's College)
- 160CC Mexican Literature.** (See Mexican American Studies 160CC.) Miss Ibarra.
- 166 Medieval and Renaissance Masterpieces.** Prerequisite: Spanish 70 or equivalent. Fall, t.th. 1:15, Mr. Read. (Scripps)
- 70 Introduction to Hispanic Literatures.** Prerequisite: Spanish 54 or equivalent. Fall, m.w.f. 10, Miss Sheldon (Pitzer); t.th. 10:30, Mr. Read (Scripps). Spring, m.w.f. 9, Miss Ibarra (Pitzer); m.w.f. 11, Mrs. Lamb (Scripps). (III)
- 171 Seminar: Theater and Society in Contemporary Latin America.** Works of outstanding playwrights, with emphasis on new trends combining social commitment with experimental literary techniques in the twentieth century. Prerequisite: Spanish 70 or equivalent. Class discussions, reports and tests during the first 12 weeks of term; research, term paper as special project in last four weeks. Spring, t. 7, Mrs. Sheldon. (I)
- 173 Literature of a Selected Latin American Country.**
- A. **Mexico.** Seminar: The revolt of the 60's against The Church and government establishments as seen through Mexican literature. Prerequisite: consent of instructor. Spring, th. 7, Mrs. Sheldon. (I)
- B. **Argentina.** Prerequisite: consent of instructor. Spring, t.th. 1:15, Mrs. Lamb. (Scripps)
- C. **Brazil.** Prerequisite: Consent of instructor. Fall, t.th. 1:15, Mrs. Lamb. (Scripps)
- 175 Contemporary Poetry of Latin America.** Prerequisite: Spanish 70 or equivalent. Spring, m.w.f. 10, Mrs. Lamb. (Scripps)

- 190 Independent Study in Latin American or Spanish Literature.** Subject matter, day and time to be arranged with instructor. Course is mainly intended for students whose field of concentration is in Spanish letters. Prerequisite: Consent of the instructor.

SWAHILI (See Black Studies)

WRITING SEMINARS

Pitzer College offers a series of writing seminars taught by members of different field groups in the College to aid those students who need extra practice in the skills of reading, writing, and analysis. The seminars are limited to 10-12 students and usually meet for three hours a week. Fall seminars are open to all students; Spring seminars have a preferential enrollment for Freshmen. During the first semester, the writing ability of each freshman student will be assessed by his faculty and his advisor, and he will be urged to take a writing seminar in the second semester if the need is indicated. Seminars are offered for credit on a Credit/No Credit basis, but they do not fulfill a requirement for any major. Preferential enrollment to Pitzer students.

- 1 **Writing Seminar.** Spring, arranged, Mrs. Miller.
- 2 **Reading and Writing Toward a Better Prose Style.** Spring, m.w.f. 11, Mrs. Houston. (I)
- 3 **Analysis and Development of Personal Prose Style.** Spring, m.w.f. 10, Mr. Renner. (I)
- 4 **Writing Seminar.** Fall, t. 7, Mrs. Levy. (I)
- 5 **Writing Seminar.** Both semesters, time arranged, Miss Callan. (I)
- 6 **Writing Seminar.** Fall, t.th. 2:45-4, Mr. Eisenstein. (I)
- 7 **Writing Seminar.** Spring, time arranged, Mr. Macaulay.
- 8 **Writing Seminar.** Spring, th. 2:45, Mrs. Bell.
- 9 **Writing Seminar.** Spring, time arranged, Mr. Spier.

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 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 College 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.

ACADEMIC REGULATIONS

Registration 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 during any given semester, nine courses for any one academic year. A tuition surcharge of \$100 will be made for any course beyond that limit of nine. 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.



It is expected that the last two semesters before graduation will normally be spent in a close working relationship with faculty in the student's field of concentration.

Transfer students are expected to complete at least 16 courses given by The Claremont Colleges and must be registered at Pitzer College for at least four semesters.

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 (for fall semester classes) within seven weeks of the last day of classes, or (for spring semester classes) by the first day of the following fall semester, or by such earlier date as may be set by the instructor.

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 CR/NC basis. In order to do so, the student should obtain the instructor's signature on a CR/NC 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. Alternatively, instructors may designate certain courses as offered on a CR/NC basis, with the proviso that individual students may ask for and receive letter grades commensurate with the quality of their work. 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 CR/NC option should be advised that in some cases they may experience difficulty in transferring their academic records to other undergraduate or graduate institutions or meeting their requirements in certain concentrations. Students are advised to check the requirements of those specific institutions or concentrations before deciding on the CR/ 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 aver-

age (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 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 by the Academic Standards Committee and 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 off-campus courses 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.

"Innovations happen in the classroom all the time. Sometimes they are successful, and sometimes the class, or half the class, is mystified and frustrated."



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.

D. Exceptions to these regulations must be approved by the Dean of Faculty. Registrations for courses in joint programs are not considered outside registrations. 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 students' 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. (See also pages 36, 68.)

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 Dean of Students. (See also pages 35-36.)

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: External Studies 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 External Studies 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 Council of The Claremont Colleges, composed of the six college presidents, has passed an off-campus housing policy, affecting 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. Four 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 are available to students without charge. A charge is made for medicines, laboratory tests, and special supplies. Ten days in the Infirmary are provided each year without charge for rooms or meals; a charge of \$10.00 per day is made thereafter. Consultation and treatment by specialists in all fields can be arranged when needed. Outside consultation, hospitalization, and surgery are arranged by the Health Service, but are not financed by the College, and payment for them is a responsibility of the individual student. Health service care is available throughout the school year with the exception of scheduled Christmas and Spring vacations.

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. Premiums for coverage for the college year and for the summer are described in the brochure. Detailed information is mailed to each student, usually during August. Information is also available from the Health Service.

Medical Requirements. The medical certificate required of all applicants prior to admission includes a physical examination, a tuberculin test, an x-ray of the chest within the preceding six months, for those with a positive tuberculin test, and active immunization against tetanus.

Each academic year students who are notified by the Health Service are required to complete a tuberculin skin test and/or a chest x-ray by November 1. During the registration period, skin tests will be given by the health service staff. All positive reactors must be x-rayed yearly.

Failure to meet these requirements will result in the suspension of privileges of registration and class attendance until the requirements have been met.



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, alumni, and other friends of higher education. Also, in its third year, by virtue of its receiving full accreditation status, Pitzer College became a member of the Independent Colleges of Southern California, comprised of 14 private liberal arts institutions. Membership in the ICSC means direct support from foundations and corporations and participation in the "On Campus" television series.

Following is a list of support 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 student loan and library funds. Mrs. Jack McKee, President.

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 for Academy fellows, 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 fea-



turing the faculty of Pitzer College in such areas as anthropology, psychology, and sociology. Mrs. George Piness, Jr., Chairman.

The Pitzer Alumni, 1967. Open to all graduates of Pitzer College. In 1970-71 an Alumni Committee of volunteers was formed to carry through three basic projects — an annual fund drive, an alumni conference on campus, and a concerted effort to communicate with 450 alumni scattered all over the world. Each year the alumni program will be improved according to the wishes of the alumni themselves, with suggestions from the college community. Louise Beaudette, class of '68, Chairman.

The Alliance, 1970. Open to business and professional people, principally in the Southern California area, who sponsor projects in the larger community and on campus with the idea of allying the expertise of the outside world with the talent and motivation of students and faculty in overcoming social problems. Membership is \$100 annually. These funds are used to sponsor projects administered through an Office of External Programs on campus. Irving X. Burg, Chairman.

FOUNDATIONS AND CORPORATIONS WHICH HAVE GRANTED FINANCIAL ASSISTANCE TO PITZER COLLEGE IN THE PAST TWO YEARS

Foundations

Canfield
 Coe
 Danforth
 Cecil B. DeMille Trust
 Educational Facilities Laboratory
 Eugene and Estelle Ferkauf
 Max C. Fleischmann
 Ford
 Hunter Grubb
 Luke B. Hancock
 John Randolph Haynes
 Hotchkis
 Ingraham Memorial Fund
 Kresge
 Ralph B. Lloyd
 George H. Mayr Trust

Giles W. Mead
Neff Scholarship Fund
Albert Penick
Mabel W. Richards Scholarship Fund
Henry and Grace Salvatori
Alfred P. Sloan
Elbridge and Mary Stuart Fund
J. N. and Susanna Van Nuys

Corporations

American Can
Atlantic Richfield
Avery Products
Avon Products
Bank of America
Buffums
Capital Investment
Carnation
Chrysler Motors
Commercial Investment Trust
Continental Airlines
Ducommun
Electronic Specialty
Esso
Firestone Tire and Rubber
General Dynamics
General Electric
Gulf Oil
John Hancock Mutual Life Insurance
Hewlett-Packard
Household Finance
Independent Colleges of Southern California
(A fund in which Pitzer shares along with 13 other private, independent institutions and which is supported by more than 200 national businesses)
International Basic Economy
McGraw-Hill
Merrill Lynch, Pierce, Fenner & Smith
Mutual Life Insurance Company of New York
North American Rockwell
Pomona First Federal Savings and Loan
Rexall Drug and Chemical

Sears
Smith, Kline, and French
Southern California Edison
Standard Oil of California
J. Walter Thompson
Tidewater Oil
Times-Mirror
Title Insurance and Trust
Trans World Airlines
United California Bank
United States Steel
Union Bank
Union Pacific
U.S. National Bank
Vita-Pact Citrus
F. W. Woolworth
Xerox



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, and 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.

***Georgeann B. Andrus**, Assistant in Biology, 1968. B.A., University of Texas; M.A., Stanford University. Teaching Assistant, Stanford University; Lecturer, San Jose City College; Instructor, San Jose City College and Citrus College.

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

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.

†**Raul Betancourt**, Instructor in Psychology, 1971. B.A., California State College, Hayward; M.A., doctoral candidate, University of California, Berkeley.

James B. Bogen, Associate 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. (On leave Spring Semester)

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. (On leave Spring Semester)

***Freeman Bovard**, Professor of Chemistry, 1955. A.B., Pomona College; Ph.D., Iowa State College. Chemist, Shell Development Company; Research Biochemist, Stine Laboratory and E. I. duPont de Nemours and Company; National Institutes of Health Fellowship; Visiting Associate Professor, School of Medicine, University of Washington.

†**Maxine Bracy**, Lecturer in Education, 1971. M.J., University of Chicago.

†**J. Mason Brewer**, Professor of Black Literature and Folklore, 1971. M.A., Indiana University; D. Litt., Paul Quinn College.



Peter A. Brier, Assistant Professor of English, 1970. B.A., Yale College; M.A., Harvard University; Ph.D., Occidental College. Instructor, Arkansas A&M College, Hunter College, Occidental College, Santa Monica City College, and California State College, Los Angeles. (On leave 1971-72)

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, India; Instructor, Assistant Professor, Manhattanville College; Research Associate, Institute of International Studies, University of California, Berkeley; Lecturer, Loyola University, Chicago; Associate Professor, St. John's University, New York; Lecturer, Columbia University.

Guy Carawan, Folklorist-in-Residence, 1968. B.A., Occidental College; M.A., University of California, Los Angeles. Fieldwork in Negro South and Appalachia; Negro heritage festivals and documentary work for SNCC and SCLC, and in the Sea Islands of South Carolina; Music Director, Highlander Schools, Tennessee; travel in USSR, China, and Europe.

† **Donald K. Cheek**, Vice President, Human Resources Institute; Director, Black Studies Center, Human Resources Institute; Lecturer in Social Psychology, 1969. M.S.W., Fordham School of Social Service; M.A., Ph.D., Temple University.

Norma Jean Chinchilla, Assistant Professor of Sociology, 1970. B.A., Raymond College; M.S., doctoral candidate, University of Wisconsin. Research Assistant, University of Wisconsin; NDEA and Fulbright Fellowships.

Phillip D. Cleveland, Lecturer in Communications, 1970; Television Engineer, 1969. B.A., California State College at Los Angeles. Public Information Officer, U.S. Coast Guard; Member, Society of Motion Picture and Television Engineers.

David A. Cressy, Assistant Professor of History, 1970. B.A., M.A., doctoral candidate, Clare College, University of Cambridge, England. Research Assistant, Tutorial Supervisor, University of Cambridge.

† **Stanley Crouch**, Instructor in English and Drama, 1969. Watts poet and playwright.

Eric Crystal, Assistant Professor of Anthropology, 1970. B.A., doctoral candidate, University of California, Berkeley. Teaching Assistant, University of California, Berkeley; Docent, Hasanuddin University, Indonesia; Research Assistant, Center for South and Southeast Asia Studies, Berkeley.

†† **Alfredo Cuellar, Jr.**, Instructor in Political Studies, 1970. B.A., University of Texas; M.A., doctoral candidate, University of California, Los Angeles. Interviewer, Mexican-American Study Project, University of California, Los Angeles; Counselor, University of California, Los Angeles.

†† **Jose Cuellar**, Instructor in Anthropology, 1971. A.A., Golden West College; B.A., California State College, Long Beach; M.A., doctoral candidate, University of California, Los Angeles.

† **Egambi F. K. Dalizu**, Assistant Professor of Politics and Law, 1970. B.S., Howard University; M.A., California State College, Los Angeles; Ph.D., Claremont Graduate School.

* **S. Leonard Dart**, Professor of Physics, 1954. B.A., Oberlin College; M.A., Ph.D., University of Notre Dame. Instructor and Research Associate, University of Notre

Dame; contract research for Armstrong Cork Company, General Tire and Rubber Corporation, and Rubber Reserve Company; Senior Research Physicist, American Viscose Corporation; Research Physicist, Dow Chemical Company; Consultant in Fiber Physics to Dow Chemical Company; Research Physicist, Los Angeles County Cardiovascular Research Laboratory, Medical Center, University of California, Los Angeles; Director, National Science Foundation Summer Institute for College Physics Teachers, Claremont (summer 1963); Chairman, Postgraduate Physics Department, American College, Madurai, South India (1967-68); Consultant, National Science Foundation Summer Institutes in India (summers 1966, 1968, 1969, 1970); Staff Physicist, National Science Foundation, New Delhi, India (1971-73). (On leave 1971-73)

***Gaston O. Daumy**, Assistant Professor of Biology, 1971. B.S., Ph.D., Louisiana State University. Laboratory Instructor, Louisiana State University.

Robert F. Duvall, Assistant Professor of English, 1965; Director of Admissions, 1969. B.A., Whitworth College; M.A., Ph.D., Claremont Graduate School, Fellow of the Intercollegiate Program of Graduate Studies in Claremont (1962-65).

†**John O. Dwyer**, Instructor in History, Pomona College, 1969. B.A., M.A.T., Yale University; doctoral candidate, Columbia University. Lecturer (summers), Shippensburg State College, Pennsylvania, and State University of New York.

Samuel Eisenstein, Associate Professor of English, 1969. B.A., M.A., Ph.D., University of California, Los Angeles. Teacher, Los Angeles city schools; Fulbright Lecturer, Tokyo University of Liberal Arts; Associate Professor, Los Angeles City College.

Lewis J. Ellenhorn, Associate Professor of Psychology, 1966. B.A., M.A., Ph.D., University of California, Los Angeles. Haynes Foundation Fellow, Assistant Professor in Residence, University of California, Los Angeles; Management Development Coordinator, TRW Systems; Human Relations Consultant, Institute of Industrial Relations, University of California, Los Angeles; Senior Psychologist-Consultant, Peace Corps; Associate, National Training Laboratory. (On leave Fall Semester)

****Joy P. Ellis**, Lecturer in Drama, 1971. A.B., graduate study, California State College, Los Angeles. Costume designer, Drama Department, California State College, Los Angeles.

Darryl D. Enos, Director, Urban and Regional Studies Center, Human Resources Institute; Assistant Professor of Government, Claremont Graduate School, 1969. B.A., Sacramento State College; Ph.D., Claremont Graduate School.

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***C. Robert Feldmeth**, Assistant Professor of Biology, 1970. B.S., California State College, Los Angeles; M.S., Ph.D., University of Toronto. Lecturer, Acting Assistant Professor, University of California, Los Angeles; Ecological Consultant, Dillinger Environmental Company.

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Martha E. Gimenez, Assistant Professor of Sociology, 1970. B.A., Montana State University; M.A., Institute of Sociology of the School of Law, University of Cordoba, Argentina; M.A., doctoral candidate, University of California, Los Angeles. Lecturer, Institute of Sociology, University of Cordoba; Research Assistant, Teaching Assistant, University of California, Los Angeles; Assistant Professor, California State College, Long Beach.

Stephen L. Glass, Associate Professor of Classics, 1964. B.A., Pomona College; M.A., Ph.D., University of Pennsylvania. Curator, Wilcox Museum of Classical Antiquities; Instructor, University of Kansas; Student Fellowship, United States Educational Foundation in Greece (Fulbright); Woodrow Wilson, Harrison, and National Foundation for the Humanities Younger Humanist Fellowships.

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

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Alan C. Harris, Lecturer in Hebrew, 1971. B.A., Columbia University; doctoral candidate, University of California, Los Angeles. Instructor, Tel Aviv University; Assistant Program Director, English Language Preparatory Division, Middle East Technical University, Ankara, Turkey; Instructor, American Language Institute, New York University.

Forest I. Harrison, Associate Professor of Education and Economics, Claremont Graduate School, 1966; Director, Program in Public Policy Studies, The Claremont Colleges, 1971. B.A., M.A., San Francisco State College; Ph.D., University of Chicago. Research Assistant, University of Chicago; Staff, summer NDEA Institutes and Department of Labor Institute, Claremont Graduate School; Visiting Lecturer, Stockholm University; Visiting Research Scholar, Wenner-Gren Center, Stockholm, University of California, Berkeley, and Institute for Educational Research, Berlin.

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

Beverle A. Houston, Assistant Professor of English, 1970. B.A., M.A., University of Pennsylvania; Ph.D., University of California, Los Angeles. Teaching Assistant, University of California, Los Angeles; Instructor, Pennsylvania State University; Lecturer, San Fernando Valley State College.

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

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Constance W. Kovar, Assistant Professor of Psychology, 1967. B.A., Mount Holyoke College; M.A., Ph.D., University of California, Los Angeles. National Institute of Mental Health Trainee in Developmental Psychology; Research Assistant, Uni-

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- Lucian C. Marquis**, Professor of Political Studies, 1966. Certificate of Graduation, Black Mountain College; Institute of Political Science, "Cesare Alfieri," University of Florence; M.A., Ph.D., University of California, Los Angeles. Associate Professor and Director of the Honors College, University of Oregon; Fulbright Lecturer, University of Exeter, England; Fulbright Lecturer, Institute of Political Science, University of Turin, Italy (1965-66 and spring 1970).
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- Bert Meyers**, Assistant Professor of English, 1967. M.A., doctoral candidate,

Claremont Graduate School. Lecturer, Claremont Men's College; Ingram Merrill Award for Poetry (1964 and 1966); National Endowment in the Arts Award (1969); author of **Early Rain** (1960) and **The Dark Birds** (1968). (On leave Fall Semester)

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Ruth H. Munroe, Associate Professor of Developmental Psychology, 1964. B.A., Antioch College; Ed. M., Ed. D., Harvard University. Research Fellow, Teaching Fellow, Laboratory for Human Development, Harvard University; Guest Lecturer, Makerere University College, Uganda; Research, British Honduras and Kenya.

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sity Museum, Philadelphia; Teaching Fellow, University of Pennsylvania; Woodrow Wilson Dissertation Fellow. (On leave Spring Semester)

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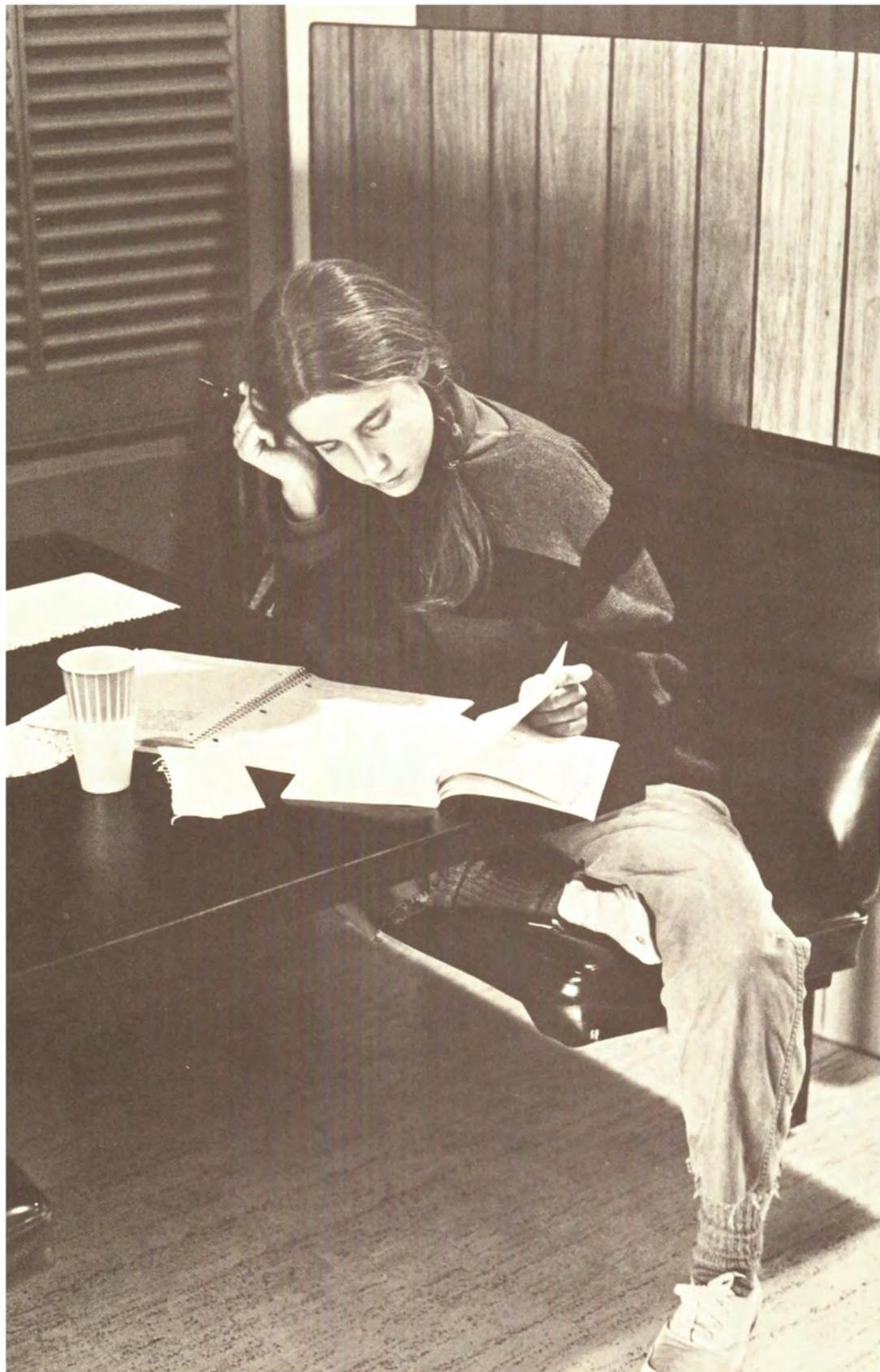
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- Carl Uddo Zachrisson**, Assistant Professor of Political Studies, 1967. B.A., Stanford University; License es Sciences Politiques, Graduate Institute of International Studies, University of Geneva; doctoral candidate, Oxford University. Committee on Advanced Studies, Oxford University, and Cyril Foster Fund research grants; field work in West and Equatorial Africa. (On leave Spring Semester)
- *Joint appointment with Claremont Men's College and Scripps College.
- **Joint appointment with Claremont Men's College, Scripps College, and Harvey Mudd College.
- †Faculty teaching in the Intercollegiate Program of Black Studies.
- ††Faculty teaching in the Intercollegiate Program of Mexican American Studies.

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ADMINISTRATION

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

* **John F. Albrecht**, Acting Executive Director, Pendleton Business Office, 1967. B.A.E., Pennsylvania State University.

Robert H. Atwell, President and Professor of Public Administration, 1970. (See Faculty)

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* **Donald K. Check**, Director, Black Studies Center, Human Resources Institute, 1969. B.S., Seton Hall University; M.S.W., Fordham University; Ph.D., Temple University. Vice President of Student Affairs and Lecturer in Social Psychology, Lincoln University.

* **Elizabeth Cless**, Director, Office for Special Academic Programs—Center for Continuing Education, 1966. B.A., Radcliffe.

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*Joint Appointment with other Claremont Colleges.

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CALENDAR

First Semester

September 18,	Saturday	<i>Residence halls open for new students</i>
September 18-22,		<i>Program for new students</i>
September 21,	Tuesday	<i>Residence halls open for returning students</i>
September 23,	Thursday	<i>First semester classes begin at 8:00 a.m.</i>
October 1,	Friday	<i>Registration for all students</i>
October 4,	Monday	<i>Last day for entering classes</i>
November 12,	Friday	<i>Low grade reports due to Registrar</i>
November 24,	Wednesday	<i>Final day for withdrawal from classes without academic penalty</i>
November 24,	Wednesday	<i>Thanksgiving recess begins after last class</i>
November 29,	Monday	<i>Thanksgiving recess ends, 8:00 a.m.</i>
December 1,	Wednesday	<i>Registration for JANUARY PROJECTS</i>
December 1,	Wednesday	<i>Tuition Deposit due—\$100.00</i>
December 18,	Saturday	<i>Christmas vacation begins after last class</i>
January 3,	Monday	<i>Christmas vacation ends, 8:00 a.m.</i>
January 5-31,		PROJECT PERIOD
January 20,	Thursday	<i>Last day of classes first semester</i>
January 22,	Saturday	<i>Final examinations begin</i>
January 31,	Monday	<i>Final examinations end</i>
February 5,	Saturday	<i>First semester ends</i>

Second Semester

February 7,	Monday	<i>Second semester classes begin 8:00 a.m.</i>
February 14,	Monday	<i>Registration for all students</i>
February 17,	Thursday	<i>Last day for entering classes</i>
March 24,	Friday	<i>Low grade reports due to Registrar</i>
March 25,	Saturday	<i>Spring vacation begins after last class</i>
April 2,	Sunday	<i>Easter</i>
April 3,	Monday	<i>Spring vacation ends, 8:00 a.m.</i>
April 3,	Monday	<i>Registration for MAY PROJECTS</i>
April 3,	Monday	<i>Tuition Deposit due—\$100.00</i>
April 4,	Friday	<i>Final day for withdrawal from classes without academic penalty</i>
May 8-June 3,		PROJECT PERIOD
May 24,	Wednesday	<i>Last day of classes second semester</i>
May 26,	Friday	<i>Final examinations begin</i>
June 3,	Saturday	<i>Final examinations end</i>
June 4,	Sunday	<i>Commencement</i>

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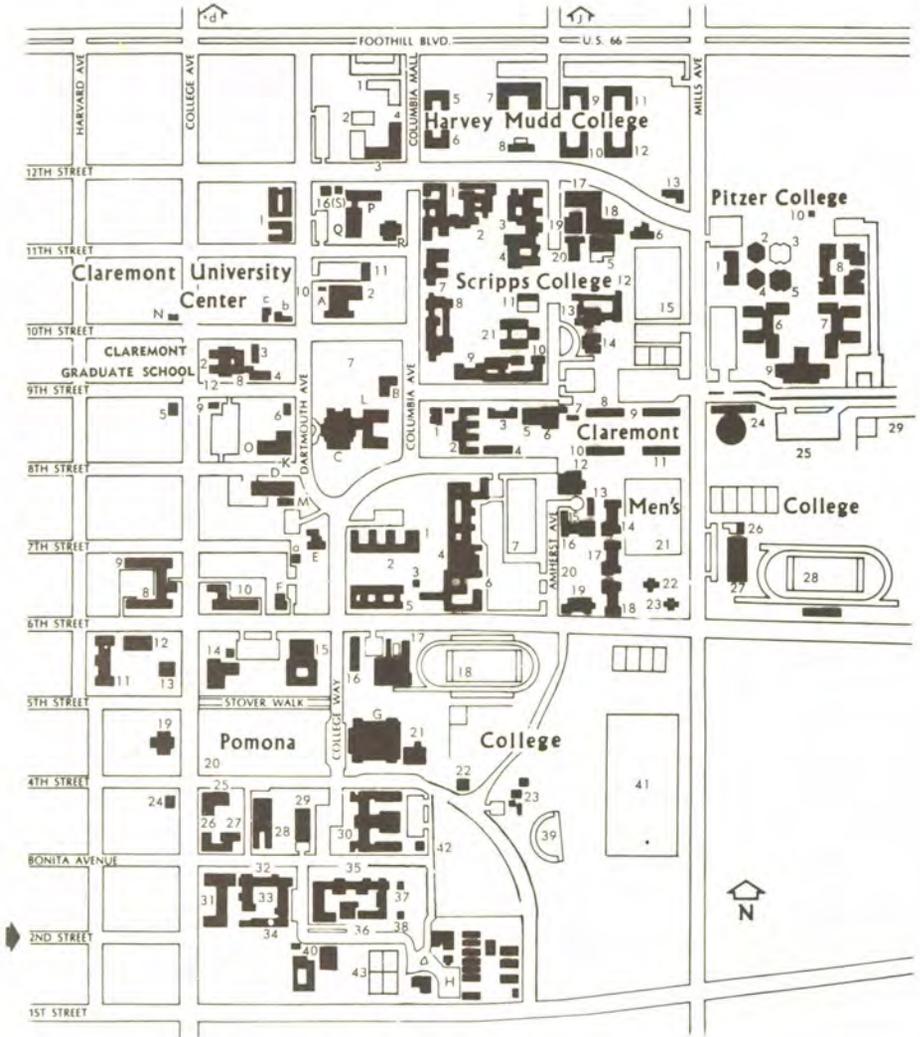
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THE CLAREMONT COLLEGES

THE CLAREMONT COLLEGES

CLAREMONT UNIVERSITY CENTER

CLAREMONT GRADUATE SCHOOL

- 1 Graduate Residence Halls
- 2 Harper Hall
- 3 Harper East
- 4 McManus Hall
- 5 Dean's House
- 6 President's House
- 7 Harvey Mudd Quadrangle
- 8 W. S. Rosecrans Tower
- 9 Institute for Antiquity and Christianity
- 10 Mexican American Studies Center of the Human Resources Institute
- 11 Black Studies Center of the Human Resources Institute
- 12 Urban Studies Center of the Human Resources Institute
- P-Q Four College Science Center and Louis T. Benezet Psychology Building
- R Baxter Science Laboratory

JOINT FACILITIES

- A Garrison Theater
- B McAlister Religious Center
- C Honnold Library
- D Pendleton Business Building
- E Faculty House
- F Baxter Medical Building
- G Bridges Auditorium
- H Maintenance Shops and Campus Security
- K Earl W. Huntley Book Store
- L Seeley Wintersmith Mudd Memorial Library
- M Counseling Center
- N Center for Educational Opportunity

CLAREMONT MEN'S COLLEGE

- 1 Atheneum
- 2 Pitzer Hall
- 3 Pitzer Hall North
- 4 Seaman Hall
- 5 McKenna Union
- 7 The Book Store
- 8 Wohlford Hall
- 9 Boswell Hall
- 10 Appleby Hall
- 11 Green Hall
- 12 Collins Hall
- 14 Phillips Hall
- 15 Beckett Hall
- 17 Berger Hall

- 18 Benson Hall
- 19 Marks Hall
- 20 Badgley Garden
- 21 Parents' Field
- 22 Fawcett Hall
- 23 Claremont Hall
- 24 Bauer Center
- 25 North Field
- 26 Voit Pool and Field House
- 27 Gymnasium
- 28 South Field

HARVEY MUDD COLLEGE

- 1 Engineering Building
- 2 Norman F. Sprague Memorial Library
- 3 Science Building
- 4 Galileo Hall
- 5 Thomas-Garrett Hall
- 6 Kingston Hall
- 7 Joseph B. Platt Campus Center
- 8 Swimming Pool
- 9 David X. Marks Residence Hall
- 10 West Hall
- 11-12 Seeley W. Mudd Memorial Quadrangle and Residence Halls
- 13 President's House

PITZER COLLEGE

- 1 Scott Hall
- 2 Bernard Hall
- 4 Fletcher Hall
- 5 Avery Hall
- 6 Sanborn Hall
- 7 Holden Hall
- 8 Mead Hall
- 9 McConnell Center
- 10 Pellissier Mall and Brant Tower

POMONA COLLEGE

- 1 Harwood Garden
- 2 Walker Hall
- 3 Smith Tower
- 4 Frary Hall
- 5 Clark Hall
- 6 Norton Hall
- 7 Athearn Field
- 8 Seaver Laboratory-Chemistry
- 9 Seaver Laboratory-Biology, Geology
- 10 Millikan Laboratory
- 11 Mason Hall
- 12 Crookshank Hall
- 13 Pearsons Hall
- 14 Holmes Hall

- 15 Edmunds Union
- 16 Smiley Hall
- 17 Memorial Pool and Gymnasium
- 18 Alumni Field
- 19 Carnegie Building
- 20 Marston Quadrangle
- 21 Renwick Gymnasium
- 22 Replica House
- 23 Observatory and Astronomy Laboratory
- 24 President's House
- 26 Montgomery Art Building
- 27 Rembrandt Hall
- 28 Bridges Hall of Music
- 29 Summer Hall
- 30 Oldenborg Center for Modern Languages and International Relations
- 31 Wig Hall
- 32 Harwood Court
- 33 Harwood Dining Hall
- 34 Olney Dining Hall
- 35 Blaisdell Hall, Mudd Hall
- 36 Gibsons Dining Hall
- 37 Brackett House
- 38 Kenyon House
- 39 Greek Theater
- 40 Gladys Pendleton Swimming Pool
- 41 Earl J. Merritt Field
- 42 Director's Residence
- 43 Women's Athletic Building

SCRIPPS COLLEGE

- 1 Grace Scripps Hall
- 2 Toll Hall
- 3 Browning Hall
- 4 Dorsey Hall
- 5 Swimming Pool
- 6 Service Building
- 7 Denison Library
- 8 Lang Art Building
- 9 Balch Hall
- 10 Music Building and Dance Studio
- 11 Margaret Fowler Garden
- 12 Kimberly Hall
- 13 Wilbur Hall
- 14 President's House
- 15 Alumnae Field
- 16 Eyre Nursery School
- 17 Frankel Hall
- 18 Routt Hall

AFFILIATED INSTITUTIONS

- a Francis Bacon Library
- c Blaisdell Institute
- d Rancho Santa Ana Botanical Garden

*Quotations throughout the catalog are from statements made by members of the Pitzer Community during a period of soul-searching on the direction of the College, and were compiled in a document referred to as the "Pitzer Papers."
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