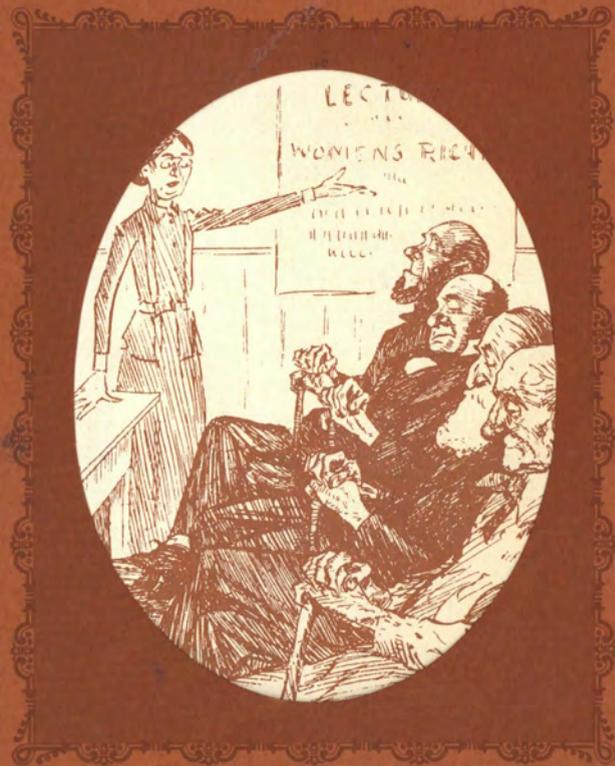


PITZER COLLEGE BULLETIN

1972-73





VOLUME X, NUMBER I, AUGUST 1972

Published quarterly by Pitzer College, Claremont, California.
Entered as second class matter on November 8, 1963, at the
Post Office at Claremont, California 91711, under the Act of
August 24, 1912.

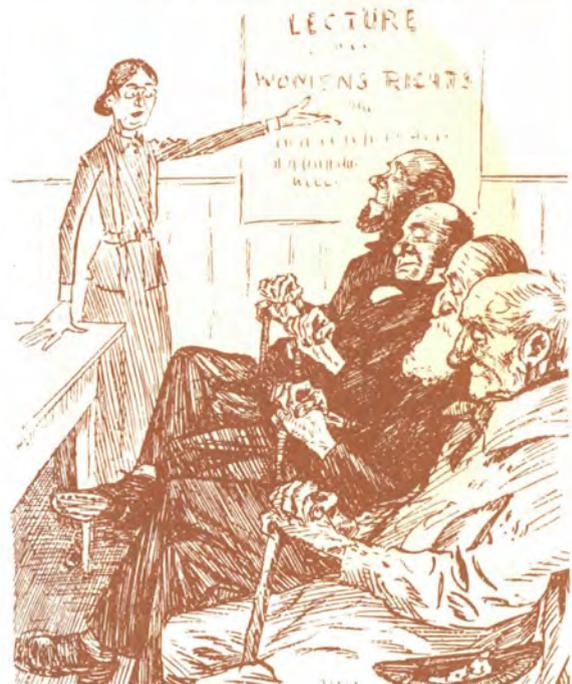
The Equal Employment Opportunity goals of The Claremont
Colleges are the responsibility of each staff and faculty member
in assuring that employment applicants will not be discrim-
inated against because of race, creed, color, sex, or place of
national origin.

PITZER COLLEGE BULLETIN
1972-73 CATALOG

Drawings throughout the catalog are from 1899-1904 issues of *Punch* magazine, and are reproduced here by permission of the publishers.

ILLUSTRATED QUOTATIONS.

(One so seldom finds an Artist who realises the poetic conception.)



"The rude forefathers of the hamlet sleep." Gray.
1901.



LETTER FROM THE PRESIDENT

Why do people select one college rather than another? Why has Pitzer College proven to be right for a wide variety of able, young people?

First, Pitzer College is a center where opposites are held together. We adhere to the best of the traditions of liberal arts colleges while striving to be innovative. We are continually developing new programs and re-thinking the allocation of resources to achieve even more fully a center of learning.

We have some venturesome, new programs. We are not as experimental as some of our students would like us to be, and not as traditional as most of our sister institutions. We are trying to have some of the best of both of these worlds.

Pitzer is a college which emphasizes the behavioral and social sciences, though it is not exclusively a social sciences college. As one of a cluster of colleges, known as The Claremont Colleges, we are able to offer specialization along with a wide exposure to the liberal arts and sciences.

Pitzer College is small and plans to remain small. We have about thirteen students per faculty member, and our average class size is under twenty-five, which means that there is considerable opportunity for student/faculty

interaction on a one-to-one basis. Direct student/faculty contact outside the classroom is something the student usually has to initiate, but for those who want it, it is there.

At Pitzer College, it is helpful if you have a well-developed self-starter, and do not need a great deal of external pressure in order to learn; if you like to pursue your own interests and know what those interests are.

If you are looking for a college that will guide you toward graduate and professional study, you may look to the many Pitzer graduates who have successfully completed graduate and professional programs.

In a college with an emphasis on the human sciences, you expect to find, and will find at Pitzer, a faculty who are greatly concerned for the state of the world and the problems we face in this last quarter of the 20th Century. Ironically, those problems are not much different from the ones faced at the beginning of the century, as exemplified in the Punch drawings found in this catalog.

Pitzer is a comparatively young college, with a future to be formed. We are learning just as you are. If you want to pursue some questions with us, maybe we are right for you.

Robert H. Atwell

BEGINNING AND GROWING

Each student who receives an acceptance letter from the Pitzer College admissions office, and makes the decision to attend Pitzer, could as easily decide to go elsewhere. For Pitzer College selects only those of you with special qualifications.

As you enter Pitzer for different reasons, you remain for different reasons.

And your reasons are the story of Pitzer College.

. . . If you have an adventurous intellectual nature, you are intrigued by the reasons for Pitzer's membership in the Union for Experimenting Colleges and Universities. It is a natural union, for Pitzer's commitment to thoughtful experimentation has been a mark of its curriculum from the beginning.

. . . If you doubt that in these restless times you can stay put in one place for four years, you are attracted to the broad range of external programs which allow you to earn credits away from the campus in the outside world. Or you may elect to take a year off to explore that world which seems somehow more real, more pressing than the campus.

. . . If you aspire to broaden your intellectual horizons through graduate studies, you are heartened not only by the solid course offerings which can prepare you for successful work in a fine graduate school, but by those courses that are available through intercollegiate registration at the other Claremont Colleges. As you approach a time for decision-making regarding a graduate school, a Graduate Studies Advisor is on hand to assist you.

. . . If you plan to devote skills and energies toward alleviating social problems, you find that the college's greatest curricular strength lies in course offerings in psychology, sociology, and anthropology – the human sciences. In all, you have a choice of 24 areas of concentration.

. . . If you have ideas for research, if you believe that even as an undergraduate, you may want to develop and test your hypotheses, you are encouraged to learn that Pitzer College values undergraduate research, and will provide funds for promising projects. Because most Pitzer College faculty have special research

interests, their enthusiasm for intellectual inquiry imparts additional excitement to their classrooms.

. . . If you seek the strength of academic and personal counseling, from your freshman through your senior year; if you want contact and intellectual exchange with faculty members, you will value Pitzer's small size, which makes such relationships possible.

. . . If you want a part of the action, you are attracted to Pitzer's plan for governance. Students have a voice, along with faculty, administrators, and trustees, in every area of college life.

. . . If you are not sure of what you want from college, and from life, you learn that many others have shared and continue to share your uncertainty. You also learn that many Pitzer College alumni have gained a sense of academic and personal direction through the course of their Pitzer experience.

. . . Your reasons for choosing a college may be different from any of these. The experience you envision may be nebulous at this time; not yet articulated, but you have a feeling for the way you want to go.

Perhaps Pitzer College can help you articulate your goals and discover more fully in your own experience what you may become.



THE QUESTION OF THE HOUR
 "Wot are yer? Oxford or Cambridge?"

TEACHING AND COUNSELING

Most influential in your life at Pitzer College will be members of the faculty. The quality of their teaching, the stimulating atmosphere which they create, and their receptivity to your intellectual interests will play a major role in your successful undergraduate experiences. You will find that through these relationships, your own interests are being clarified.

Since Pitzer seeks diversity among its faculty, as it does among its students, no one word can adequately describe them. Their backgrounds, personalities, disciplines, teaching styles, and philosophical stances are very different from one another.

The following examples are not intended as representative of the 56 fulltime members of the Pitzer faculty, however they do represent some of the diversity to be found among this group.

James Bogen's reputation at Pitzer is that of a dry-witted scholar.

A colleague describes Bogen as "a man who is impatient with his colleagues and patient with his students."

Listening carefully to his students is a predominant characteristic of Bogen's teaching style. "I think the most important thing is getting students to think about something very carefully when they talk. If that happens,

the thing to do is to pay a lot of attention to what they say."

Feeling it unnecessary to tone down the tough philosophy courses he has offered at Pitzer for the past five years, he says, "As long as students don't know how hard what I ask them to do really is, they do fine.

"What's impressed me is that even in introductory courses, they do things I had trouble doing in graduate school, and some things I still have trouble with."

He teaches subjects he is actively working on, and the development of his views leads him away from sameness in his class presentation.

His interest in the late Austrian philosopher, Wittgenstein, culminated in a book which will be published in England this year. "Wittgenstein is one of the most powerful philosophers of this century. He inspired an influential school of philosophizing, then raised serious objections to it and founded another." Bogen's book is titled, *Wittgenstein's Philosophy of Language: Aspects of its Development*.

A man with wide-ranging interests, Bogen is also known on campus as the clarinetist who sits beside the Chaucer scholar, who plays washboard in the 12th St. Mini-Band. The three-piece traditional jazz band plays for just about anyone who wants to listen. One close friend claims that the combination of philosophy and music creates "the real dynamics of Jim."



JAMES BOGEN: "The most important thing is getting students to think about something very carefully when they talk. If that happens, the thing to do is to pay a lot of attention to what they say."

His passions for and against any number of things have tagged him as an evangelist among some of his friends; however he claims a spirit of evangelism in little outside of philosophy. "I'm a great believer in authority. When you meet someone who knows more about something than you do, you don't evangelize; you listen. It's only on those rare occasions when you know more than the person you're talking to that you can be evangelistic."

In March, Bogen presented a paper on "Perception" to the American Philosophical Association in San Francisco, and a paper on Aristotle's four causes as part of a symposium for the West Coast Ancient Philosophy Association at Stanford. He was educated at Berkeley and Oxford and is a former Woodrow Wilson Fellow, and James Sutton Fellow.

Sue Siebel is a radiant person. She exudes buoyancy, enthusiasm, zest for living — all qualities which can't be taught, only felt, perhaps communicated, if one is open.

She refers to children as 'kids', is frighteningly informal, and she hops up and down when she's excited. Is there a place for such a person on a college faculty? At Pitzer, yes.

Cynthia 'Sue' Siebel ("Cynthia is a good name for birth certificates and things like Junior League,") is immersed in psychology — as a teacher, as a counselor, as a researcher, and she uses colloquialisms frequently. "She



SUE SIEBEL: "Education is the ability to tackle a problem, whether it's on the level of Einstein's theory or raising children."

doesn't have an intellectual air that puts people off," said an advisee.

Among Sue's contributions to her students is evidence that motherhood and a career can go together. "My husband and I bring our kids to as many things at Pitzer as we can. I want my children to share my life as much as possible. And I think it's good for students to see that you can combine a career and family. Students say to me 'That's neat. You do both.'"

"We often make an artificial dichotomy between home and away from home — they can be combined, as study on and off campus can be combined.

"The opportunities for study outside the

classroom are one of the things which make Pitzer attractive. Many students are becoming inner-directed. Now they are coming to faculty as resource people saying, "What directions might I go in now?" This is what education is all about. It's the ability to tackle a problem whether it's on the level of Einstein's theory or raising children."

Outside an office that is alive with personal touches, a queue of students is usually waiting for the accessible Siebel. "If there's a student who wants to see me, I'm not satisfied until I've seen him. If a student needs me, I want to be here." As Special Advisor to Students, she is in heavy demand by students who need to talk about their academic program as it relates to their life objectives.

And if students miss her at her office, they catch her at home — at her option. "When the front porch light is on, that's the signal that students can come; if not, then they don't." The light is usually on.

Listening to historian Allen Greenberger talk, at least among his friends at Pitzer, you wonder why he hangs around the place at all. He groans at the teaching load, complains about student apathy, an anti-social faculty, ineffective community government, social malaise, and hypocrisy. So what's he doing here?

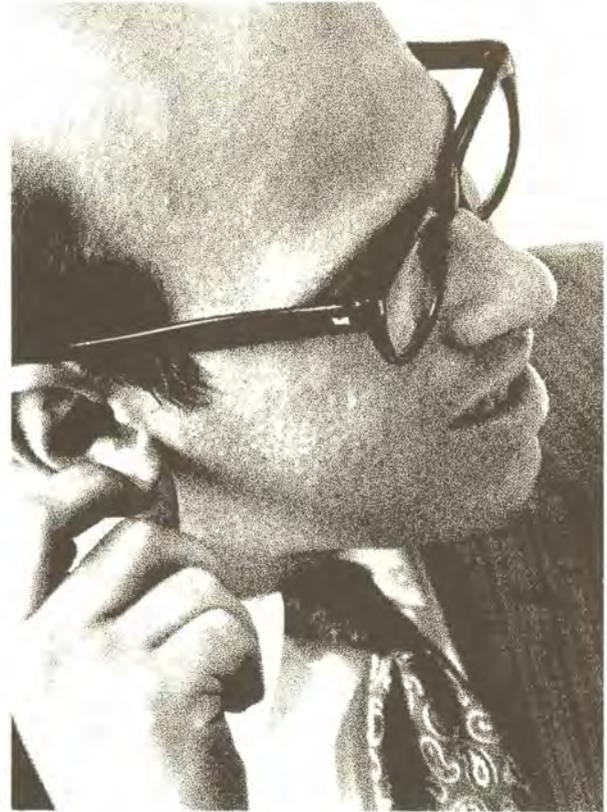
Ellen Ringler, Assistant Professor of English, says, "Though he never stops complaining about Pitzer, he adores the place." She's one of his several close friends.

According to Greenberger, friendship is "something I reserve for few people. I have a suspicion of people who have fifty best friends." This is an interesting paradox since he could easily count that number for himself.

He makes it clear to his students that he does not consider them friends, insists on their use of his surname, and prefers to address them similarly. At their insistence, however, he will use their first names.

In the classroom he turns on — as students are turned on, and their response makes teaching come alive for him. "Just before school opens in the fall, I could announce to the entire Pitzer community that I'm a great teacher. I think it's those times when one is not actually before a class that one feels most confident."

When he is not before a class, he may be listening to or attending an opera; taking part in campus football and volleyball games, or writing. His book, *The British Image of India*, was published last year.



ALLEN GREENBERGER: "We're living in a period where the demand for relevance does not include the historic past. History is not 'with it.'"

His views reflect his Asian and Indian studies.

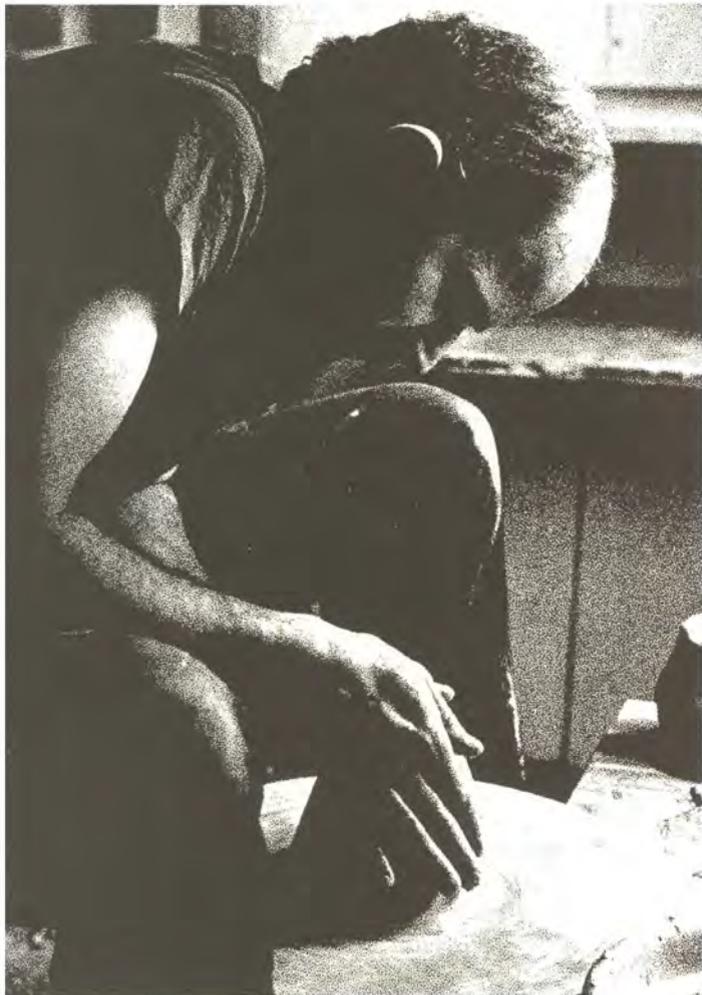
"Life is only a moment in time."

"Man is the master of his own fate."

"Where you are is where you put yourself."

"Whatever happiness there is comes from fulfilling potentials, doing one's job."

DENNIS PARKS: *"Behaviorists teach people. I attempt to create an environment of learning – set the habit."*



For "Tuscarora Project: An External Semester in Studio Art", Dennis Parks and 12 students are studying in the mining community of Tuscarora, near Elko, Nevada. Normally, the population is seven persons, most of whom run the gas station, the general store, the bar, and the water pump.

The area is rich in art materials – clay, stone, and scrap wood. Tuscarora was the site of an early Chinese settlement. Later it became a rollicking, raucous, gold-mining town. In the distance is an Indian reservation.

Along with gaining experience in studio art, students are undertaking environmentally-related independent studies in anthropology, archaeology, sociology, and psychology. For their semester's work in Tuscarora, they will receive four credits.

This is the second time the off-campus Tuscarora project has been part of the Pitzer curriculum. Of the experience, Parks says, "Students often discover for the first time how less can be more. Deprived of the burden of excessive stimulation from their urban environment, they have time to savor isolation, to learn the balance of cooperation and independence in their group, and to work uninterrupted by outside demands."

Parks' work in clay has been exhibited in California Design IX and California Design XII in Pasadena, California; Ceramic Nariona, in Syracuse, New York, and in XXV Concorso Internazionale, in Florence, Italy.



INGE BELL: "People say I'm rebellious and ask how I got this way. I tell them I learned it at home, at my father's knee."

Inge Bell's interest in sociology and politics began in Austria, her native land, where her father was indicted for an alleged political crime. After his acquittal, which she attributes to the frailties of the existing dictatorship, the family left Europe and settled in Claremont.

As a girl of 15, Inge Bell was knocking on doors in behalf of Memorial Park, which now stands in the center of Claremont. As a sophomore at Pomona College, she tacked political posters on walls, trees, and fences.

"People say I'm rebellious and ask how I got this way. I tell them I learned it at home, at my father's knee. When I was between the

ages of ten and thirteen, we passed the elephant stories phase and entered the 'how-depressions-start' phase of our many and lengthy conversations. From my father I learned a fascination with political movements and a delight in the world of ideas. To this day, I can engage in a screaming argument with a colleague or political opponent and feel perfectly warm and happy at the end."

After graduating summa cum laude in political studies, she was advised to learn typing and shorthand. "Since I didn't want to be a diplomat's secretary, I went into sociology. It was a field that was much more open to women."

For her doctoral dissertation, she chose the Congress of Racial Equality, and "went trooping to the South. I am one of the few people I know who enjoyed writing their dissertation right up to the last grisly rewriting. The material was so alive there was no way to kill it even with the sociological language that my advisor insisted I use."

"Because I am a political person, I can never leave the shaping of my environment to the other fellow. Consequently, I sound off a great deal, and to most people with this proclivity, the day of reckoning comes. It came to me in the shape of the chairmanship of the Executive Committee of the Faculty. I found it an excruciating experience. The difficulty and pain involved in making negative personnel decisions jarred me so deeply that I proposed that we hire everybody in with automatic tenure. Of course, I lost."

She is a charter member of NOW in Claremont and Laguna Beach and has been involved in the women's liberation movement through teaching, lecturing, and writing on the subject. She is also on the board of directors of ACLU.

This spring, Inge Bell will take part in an interdisciplinary course on social movements, which will count as three courses for the student and an entire course load for the professor. "I think this should create a real social group out of the class and should generate considerable excitement. As a student I always longed for a less chopped-up intellectual schedule. We are finally meeting that need."

SHERYL F. MILLER: "Excitement runs high, especially when one sees a fragment for the first time since it was buried some 5,000 years ago."

Sheryl F. Miller's anthropological studies have taken her to Europe and Africa five times in the past six years. She has conducted site surveys, surface collections, excavation, and museum research in Zambia, Mauretania, Angola, and Ethiopia. "Specimens collected during the course of my field work serve as excellent examples to the students of the tools made and used by our prehistoric forebears. When we talk in class of Acheulian hand axes, we pass them around so that students can get the feel of the real thing; the same is true for a wide variety of tool types. Having actual specimens is also valuable in that they represent more accurately the range of tools one might find in an excavation rather than the frequently-illustrated beautiful specimens which are not typical."

Students in her Old World Archaeology classes are conducting lab analysis on Later Stone Age artifacts from Malawi.

In December, 1971, she presented a paper on "The Tshitolian Industries of the Southern Congo Basin," at the Seventh Pan-African Congress on Prehistory and Quarternary Studies in Addis Ababa, Ethiopia.



OXFORD OF THE FUTURE

Rhodes Scholar U.S.A. (to old-fashioned lecturer, who has rather overstepped the time limit.) "Say, Professor, guess you had better quit. I've gotten an appointment down town!" (Collapse of O.F.L. in a dead (language) faint. 1901.



Stephen L. Glass was among the 13 charter members of the faculty when the college doors opened in 1964. Since that time, his advice has been sought on everything from translations of ancient Greek and Latin to Roberts Rules of Order. He is a former Fulbright Fellow, a Woodrow Wilson Fellow, and a Harrison Fellow.

In the fall of 1970, he received an award from the National Foundation for the Humanities for continued study in Greece. Out of his study came *Urbanization and Topography of Ancient Athens*, to be published by Methuen Press.

In the following letter, he reflects on Pitzer College.

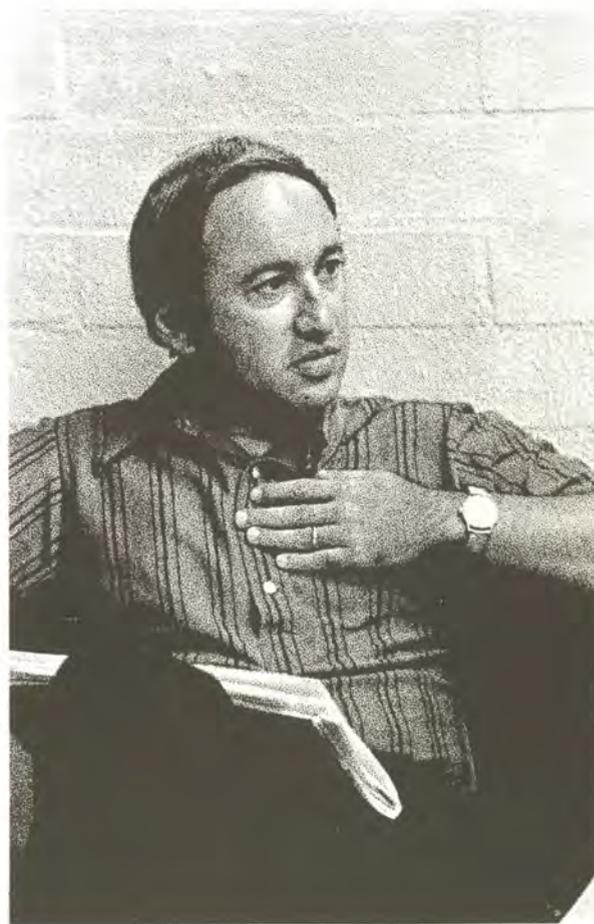
'The College at which I dream of teaching doesn't exist,' wrote John Ciardi, and I presume the same is true of the college one dreams of attending. It would ill beseem me, then, to elevate Pitzer College to Olympian stature. Still, nothing daunted, as I believe the customary phrase runs, there occurs 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 . . . not 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 exis-

tence 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 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.



"The college at which I dream of teaching doesn't exist."

LIVING

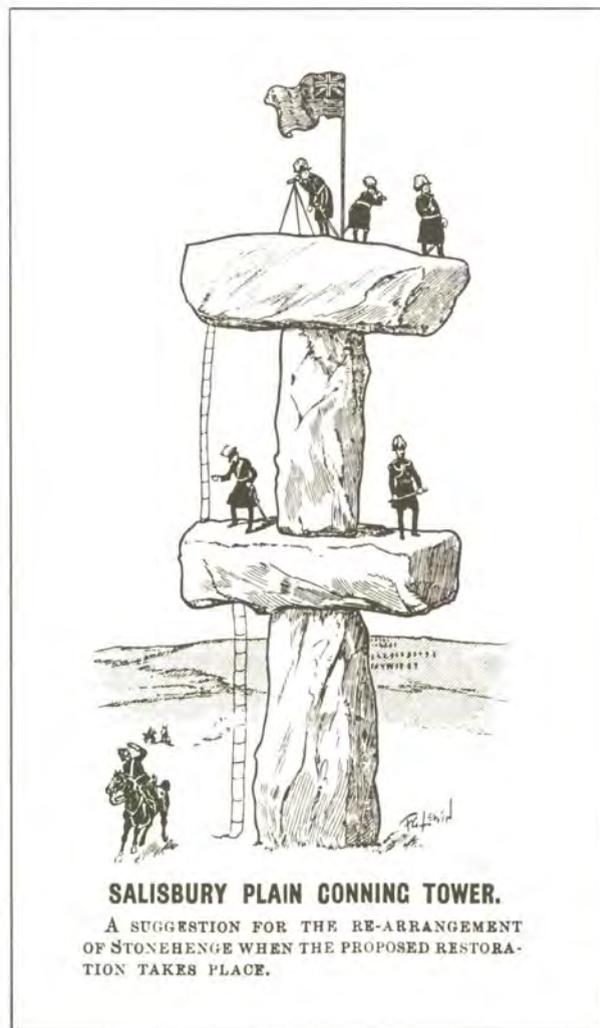
You will find that life at Pitzer is a unique experience.

It is a small campus, yet many feel isolated.

There is a strong community identity, yet many are strangers. Some students appear bored while others are overwhelmed in activities.

The Environment

The hub of such varied and conflicting currents is the dorm, and students constantly attempt to alter and improve their environment. Several groups having common interests gather together around a common academic theme. For example, one corridor of students is interested in the problems of education and teaching. A suite in Mead Hall houses upper classmen and freshmen who are taking part in a living-learning experience around the theme, "The Democratic Perspective." A yoga suite is formed around the study and practice of this discipline. A group of Afro-American students have formed a corridor in order to express their common culture and heritage. And in the fall of '72 a food co-op corridor is forming for students who wish to be totally responsible for buying and preparing their own food.



Living Accommodations

Because Pitzer College is a residential college on purpose, you will be assigned a room in one of the college dormitories and probably a roommate to share that room with you. If you are married, or if your family lives within a 10-mile radius of Pitzer College, you are not expected to live on campus, unless you wish to. However, if you are in either of the above categories, you should contact the Dean of Students office about your housing plans.

Sanborn and Holden Halls accommodate approximately 200 students each. Mead Hall houses 230 students. Unlike Sanborn and Holden Halls, which have corridors, Mead Hall rooms are grouped in suites of two doubles and four singles, surrounding a living room. The buildings include recreation rooms and lounges for meetings, seminars, and social activities.

While most students live in the dorms, a small number of advanced-standing students are permitted to live off-campus, but only if there is not adequate space in the residential halls. Selections are made each spring by lottery.

When you move into your room, you will find that it is quite large, and completely furnished, except for those extras which will give it your own personal touch and mark it as yours. There is a bed, desk and chair, and a swing-arm wall lamp, bookshelves, draperies, and ample closet space.

As you consider the clothes, pictures, and other personal belongings to bring to campus,

you and your parents should inspect your insurance policies to determine whether the limits are sufficient to cover those belongings. *The college does not assume responsibility for loss or damages to your personal property.*

Dining Accommodations

Students (except those in the food co-op corridor) eat in a cafeteria-type dining hall, McConnell Center.

Usually there is a wide variety and quantity of food. Several students work with the manager in preparing organic vegetarian food, while other students help plan the rest of the menu.

Orientation

Once you've entered Pitzer College, either as a freshman or as a transfer student, one of the first people you will talk with is your advisor.

If you are a freshman, your advisor will be a member of the Freshman Advising Team. Because of his or her understanding of the special situation known as Your First Year in College, your advisor can provide valuable guidance.

In order to help you "make it," an orientation program provides new students with the opportunity to meet and socialize with faculty.

Orientation activities will give you and your advisor an opportunity to meet informally and set up a time, convenient for both of you, when you can discuss and plan your academic program.



Awful result of a Beefeater "going in" for vegetarianism. 1902

Orientation will also include small-group and panel discussions on academic and co-curricular aspects of college; meetings which will tell you what you need to know in order to get started in school, and placement examinations and other tests.

Members of the faculty and administration will also be on hand during this period. Since the orientation committee realizes that many students from the other Claremont Colleges will join you in your classes, several social activities will include students from all these colleges. You will receive detailed information concerning the Orientation program before you arrive on campus.

The first Thursday after you arrive on campus, your classes will begin, as they do for students of all The Claremont Colleges. As you begin your academic life, your dormitory life, and your social life at Pitzer College, you will probably have numerous questions. The college is prepared for these questions, and has provided many people whom you can turn to for information.

Ready to help you, in addition to your advisor, are the residential assistants in your dormitory; the Dean of Students and the two Assistant Deans; members of the faculty, and the President.

Additionally, a Special Advisor to Students is on campus to talk with you about your life objectives, the relation of these to your college education, and your field of concentration. Vocational counseling services are provided in cooperation with the Pomona College Placement Office, as well as through a series of career conferences held each year.

While you have the freedom to develop a personalized program of learning at Pitzer College, you are encouraged to turn to these

people when you need help with educational, vocational, and personal problems, or if you simply want to talk out an idea. Your hall directors and resident assistants, who live in the dorms, can provide practical advice on shopping, locations and entertainment, as well as help you find your way around the colleges.

The Claremont Colleges 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 available at Baxter Medical Center where three full-time physicians and several nurses are regularly in attendance.

Extracurricular Activities

The recreational program at Pitzer includes such facilities as ping pong tables, tennis and volleyball courts, and baseball fields and swimming pools, a pinball machine and a pool table. There are co-ed softball games as well as volleyball and ping pong tournaments.

Through a fund administered jointly by students and faculty, a student can apply for funds to create other kinds of activities. This year money went for such projects as the building of a geodesic dome; the planting of an

organic garden; the creation of special classes in stained glass and bead work; and the building of a communal loom.

A traditional part of college life on The Claremont College campus is 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.

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 is available at \$1.00 off regular price. These tickets are available on Student Reservations Days that are held approximately one week prior to each concert. A student body card must be presented as identification at the Central Box Office which is located at Bridges Auditorium.

On most occasions the Green Room on stage left of Bridges Auditorium is open to students and friends to greet the artist. Students are urged to avail themselves of this opportunity. Artist Course events for the 1972-1973 season are as follows:

The Romeros October 14, 1972
Dorothy Kirsten —
Barry Morrell Opera Gala March 3, 1973
Los Angeles Philharmonic Orchestra
(with Zubin Mehta) March 31, 1973
Horacio Gutierrez April 27, 1973

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

Five Special Events will be offered in the 1972-73 season. Tickets are obtained in the same manner as for the Artist Course.

The Special Events are:

Frankie Carle, Bob Crosby, and Freddie Martin in the Big Band Cavalcade, with special singing star,
Margaret Whiting September 24, 1972
7:30 p.m.

Heavy Organ –
Virgil Fox with
Pablo Lights October 20, 1972
8:15 p.m.

Emlyn Williams in
“Dylan Thomas
Growing Up” November 19, 1972
3:00 p.m.

The Polish Mime
Ballet Theatre. February 28, 1973
8:15 p.m.

Beverly Sills, Soprano May 7, 1973
8:15 p.m.

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.

Through the Frederick J. Salathe, Jr. Fund for Music and the Cultural Arts, Pitzer College

presents additional programs and events.

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.

Campus Ministry

The campus ministry at Pitzer College and The Claremont Colleges is 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.

Publications

The *Collegian* is 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*; an alumni quarterly newsletter, *The Re-Entrant*; a business and professional group publication, *The Alliance*; a yearbook; and a student handbook.

Community Government

This year, Pitzer has a newly-formed college government which will directly involve students in all decisions affecting their lives at Pitzer. Student vote will comprise one fourth of the votes at faculty meetings. Students will com-

prise one half of the membership of vital committees creating policy on curriculum and academic standards, as well as committees which set dining hall and dormitory policies, and which bring political and cultural programs to the campus. They will also have a minority representation on the committee which deals with appointment and promotion of faculty members.

Pitzer students can mold their college to suit their collective needs and desires. Pitzer, in large part, will be what you make it.



April 15, 1972

To the Class of '76

As I write this, United States warplanes are in the process of Dresdenizing Hanoi and Haiphong, Vietnam. Tomorrow morning, the United States will send three more men to the moon. Paradox.

It's springtime here. Claremont can be quite beautiful this time of the year. I'm in the middle of all of this, in a state of extreme con-

fusion, trying to write a letter to you, the class of '76. The moment dictates honesty without flowers. Accordingly, I will give you what I feel to be some disturbing truths about Pitzer.

Pitzer College is a disturbing place. It is a place where people can do very much as they please. Students are almost totally responsible for themselves in their academic and personal lives, which may well merge into one. External pressure is at a minimum here. Hopefully, there is a sort of external direction. This is not a word game on my part, but something you will probably come to understand after being here for a while. A relaxed teaching style, numerous opportunities for independent and external study, and a small faculty-student ratio merge together to offer a truly free-spirited academic environment. What I am trying to tell you is that Pitzer is almost completely what you make of it.

Unfortunately, I've seen too few members of the Pitzer community (that means faculty, administrators, and trustees as well as students) take real advantage of the freedoms Pitzer offers. By this time you've undoubtedly realized that freedom carries with it certain responsibilities. The direction this takes is pretty much up to you. Pitzer can be used to develop creative and analytical talents. It can also serve as a shield behind which you can go to sleep for however many of the four years you decide to stay before being overcome by boredom and blaming it mostly on Pitzer.

This letter is a plea. Do not allow your time

at Pitzer to be wasted. Substantial resources are waiting for you here. It is up to you to pull your nerve and energy together and take hold of these resources, shaping them to fit your individual needs. It's your decision. No one can, or will, force you . . .

"But I reckon I got to light out for the territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me, and I can't stand it. I been there before."

About one hundred years ago, a young rascal named Huck Finn looked around and saw that the methods and tools of his Aunt Sally and all that she represented were not working, and would probably never work. Realizing this, he set out on the river in search of a new way of shaping a new world. Many of us these days have come to know Aunt Sally and are now searching for a vehicle on which to travel to a "territory ahead of the rest". I believe that Pitzer can be such a vehicle . . .

Hopefully,

Bill Schnapp
Class of '72

THE PITZER RING- PADDLE PUSHER

MONDAY
April 10

9:40 a.m.

Lecture, "Medical Application of Computer Graphics," by Allen Bowyer, M.D., Bauer

8:00 p.m.

Poetry reading, Gwendolyn Books, Pulitzer Prize Winner in Poetry, Balch.



TUESDAY
April 11

Noon

Meeting of six-college Outing Club to plan overnight campout to San Gorgonio Wilderness area. Holden Hall,

2:00 p.m.

Lecture, "Between Individualism and Collectivism," sponsored by Theology: A Now Focus. Lecture by Rolf P. Knierim. McAlister.

7:00 p.m.

Play reading, "The Cocktail Party," by T. S. Eliot. The Pitzer English faculty. Mead.

WEDNESDAY
April 12

1:00 p.m.

Lecture, "The Paradox of Distrust and Reliance on T.V. News," by Maury Green. Atheneum.

3:00 p.m.

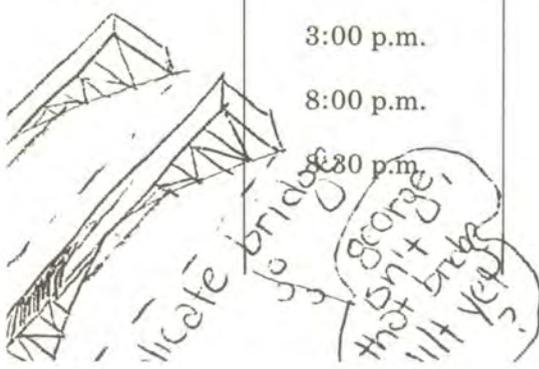
Film, "Wild Strawberries," by Ingmar Bergman. Avery.

8:00 p.m.

Concert, Los Angeles Philharmonic Orchestra.

8:30 p.m.

Women's Rap Group, Coop.



RONG

THURSDAY
April 13

2:00 p.m.

Political Forum. Cuban film on Ho Chi Minh: "79 Springtimes."
Wine and discussion. Mead.

4:00 p.m.

Swimming. Pomona/Pitzer versus Redlands. Away.

8:00 p.m.

Music. "Tama Blough and Friends, David Misch, Dave and Sue.
Smudge Pot.

SEI starts today

FRIDAY
April 14

11:00

Lecture, "Homosexuality — Bisexuality — Heterosexuality:
Differences and Commonalities," 3 day Conference on
Human Sexuality.

4:00 p.m.

Marching and Chowder Society colloquium. Avery

yes
babe, you wanna boogie

SATURDAY
April 15

11:00 a.m.

Claremont Colleges Environmental Seminar, "... and Not a
Drop to Drink" Led by L. C. Oglesby, Avery.

2:00 p.m.

Discussion, "Six Graces of Living," Led by Tony Duquette.
Balch.

8:00 p.m.

Film, "Horse Feathers" and "The Big Store," the Marx
Brothers. Avery

8:15 p.m.

Music of the 18th century, Yoko Miyashita and Natalie
Tillotson, pianists, Pattison.





"Experimentation places more than the usual load of responsibility on students, although help is always available for the asking."







"Pitzer teaches some of us to be self-motivating, others merely float through the four years."





"Perhaps four years is too long a time to spend at one institution. External Studies, a year abroad, a year at another institution often serve to refresh us."



"I don't feel that the tie between independence and responsibility is stressed enough, and yet it is one of the best things Pitzer has to offer."





"Pitzer is a damn good school and in truth, an exciting life style, but one has to really be together or hard on the hunt for himself."

LEARNING

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 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.

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

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

Anthropology

A concentration in Anthropology requires a minimum of six courses in addition to the basic introductory courses, Anthropology 10 and 11, and the Senior Year Seminar, Anthropology 195 and 196. These six courses must include two area courses (courses numbered

from 20 to 99), two Intermediate courses (courses numbered from 100 to 149) and two Seminars (courses numbered from 150 to 185). The ethnographic or world area courses are normally to be taken during the Freshman or Sophomore years, and the intermediate courses during the Sophomore or Junior years. The Advanced Seminars are normally limited to Juniors and Seniors. The actual selection of these courses, as well as selection of additional courses beyond the required number, should be made in consultation with the advisor. A student planning to continue studies on the graduate level should pay particular attention to the need for consultation with his or her advisor. During the final two semesters, all concentrators are required to enroll in the Senior Year Seminar. Selected concentrators may be invited by Anthropology faculty to prepare a senior thesis. Concentrators may conduct field research projects under the direction of a member of the Anthropology faculty during the Junior year or in the summer before the Senior year, provided that they have previously enrolled in Anthropology 186 (Symposium on Field Research).

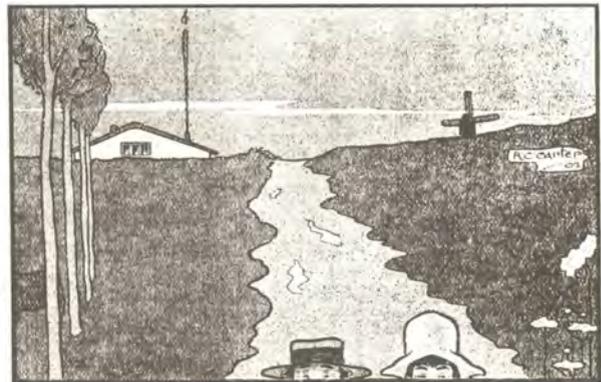
Art

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



MODERN IMPRESSIONIST ART. VENICE. 1902

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 non-Western 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. There are five programs of concentration available within Asian Studies – (1) China, (2) China and Japan, (3) Southeast Asia, (4) South and Southeast Asia, (5) China and Southeast Asia. Each requires seven upper division courses to be selected from a list provided by the Asian Studies faculty. The major also requires two years of language where appropriate. Students

are encouraged to apply for study abroad when possible. Seniors will be required to write either a one-course credit essay comparing some aspect of Asian and Western civilizations or a major research thesis.

Asian Studies also encourages joint and dual majors which will combine Asian Studies with disciplines such as history, literature, economics, government and international relations. Language training is recommended for joint and dual majors, but may be waived under certain circumstances. For details of these programs 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).

Plus six semesters of biology electives (biochemistry and/or biophysics may count toward this number.) These six courses must include one laboratory course each at the cellular, organismic and population or community levels.

Chemistry

A chemistry concentration requires satisfactory completion of the following courses:

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

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

Natural Sciences 121-122.

Senior Thesis in Physical Science (Natural Sciences 190).

Calculus I, II, III.

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

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

Alternative 2 (Intensive-level chemistry):

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

Natural Sciences 121-122.

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

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

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

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

Classics

In the interest of providing a complete concentration in classics, a coordinated program is

offered at Pitzer College, Pomona College, and Scripps College.

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

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

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

Economics

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

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

- business cycles
- comparative economic systems
- econometrics
- economic development
- economic history
- environmental economics
- industrial organization
- international finance
- international trade
- labor economics
- mathematical economics
- money and banking
- public finance
- 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 credit/no credit basis.

Honors candidates will be expected to achieve excellence in the above and to submit a worthwhile senior honors thesis, for which course credit also may be awarded.

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

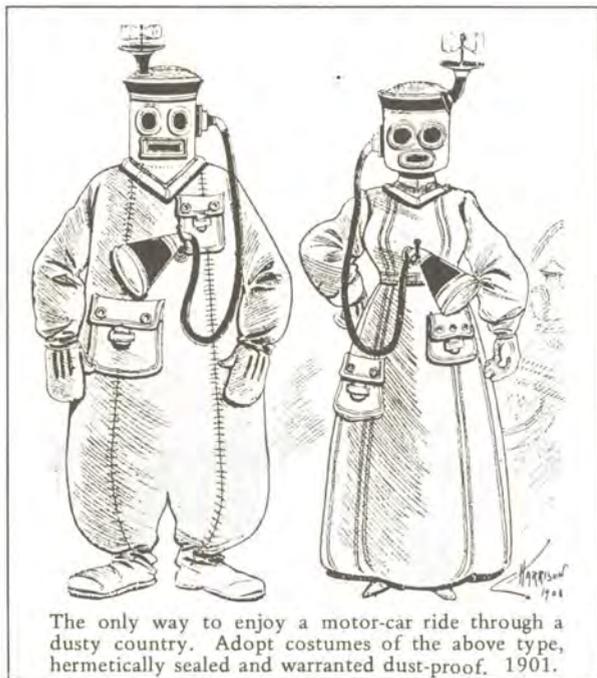
- (a) Complete at least one year of calculus.
- (b) Complete at least one semester of linear algebra.
- (c) Select courses in econometrics, money and banking, and public finance.
- (d) Achieve a reading knowledge of one foreign language, preferably French or German.

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 nine courses, seminars, or independent studies in English or American literature. At least six must be completed prior to the final or senior year, including an introductory survey of methods and backgrounds of literature, English 101a and English 101b which should normally be taken during the student's sophomore 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



The only way to enjoy a motor-car ride through a dusty country. Adopt costumes of the above type, hermetically sealed and warranted dust-proof. 1901.

which lead to a knowledge of English, American, and related literary traditions.

Any student planning to continue work at the graduate level is strongly urged to attain a reading ability in at least one other 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 English 185a, a Senior Seminar in literary criticism. English 185b, a Senior Seminar in literary problems is strongly recommended.

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 field work, 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 1971-1972. Ex-

ceptional 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 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 exam-

ination when the student is adequately prepared.

- (d) A course in comparative literature in English.

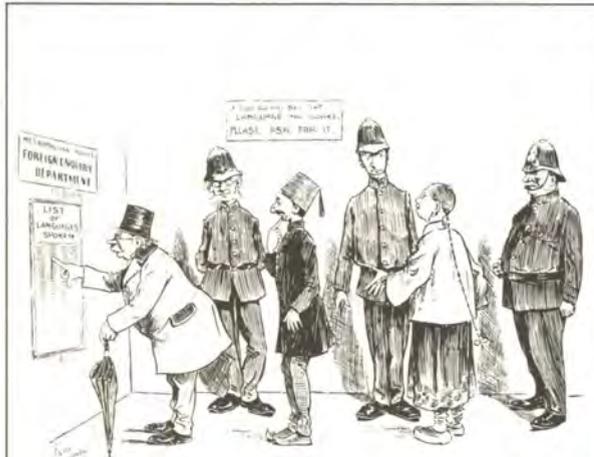
Through cooperation with Claremont Men's College, Scripps College, and Pomona College, several of these courses can be taken at those institutions.

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



(The Daily Telegraph gives instances of London policemen having answered the questions of foreign visitors in the visitors' own languages.)

Mr. Punch's suggestion for the authorities to step in and utilise the latent erudition of the force. 1902.

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 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 stud-

ies 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:

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.

Mathematics

A concentration in mathematics can be obtained by taking courses at Pitzer College, Claremont Men's College, Harvey Mudd Col-

lege, 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.
4. At least one of the six courses taken to satisfy requirements (2) and (3) above shall be a Pitzer or Pomona College Philosophy Colloquium course.

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

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

related field as early as possible.

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

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

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, po-

litical relationships, and political organizations as they are found on the level of the national state and its subdivisions, international politics, and 'private' groups. It uses the methods of social science, history, philosophy, and literature.

Concentrators in political studies must meet the following requirements:

1. Satisfactory completion of nine courses in political studies, not more than three of which may be numbered below 100. 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 or the senior seminar and comprehensive examinations.
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). Comprehensive examinations may be substituted for the thesis. 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) An introductory course. At Pitzer College Psychology 10 and Social Sciences 50-51 are introductory courses.

(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 middle and advanced level 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 seminar. Seminars fulfilling this requirement are indicated by an (S) in the list below. Also, one of these five courses must be a course in which the student has primary responsibility for and 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 100*, 101, 102*, 108, 111*, 116*, 120*, 123, 127, 192 (S)*.

(b) Personality, social, clinical, and developmental psychology. Courses offered at Pitzer College are Psychology 103, 105, 107, 108, 145a, and b, 149, 151, 152, 154*, 155, 156, 181, 182*, 183*, 184, 185, 186*, 187*, 189*, 194 (S), 196 (S), 198 (S).

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 May 15 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 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.

Any seminar identified by an asterisk may be used to meet this requirement for 1972-1973.

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.

Seniors with a Spanish major will be required to take a comprehensive examination in either emphasis.

4. We recommend that the student include in his curriculum:

- (a) Two courses in English: composition and/or literature.
- (b) A course in European or Latin American history, depending on the field of emphasis.
- (c) A course in Latin or linguistics.
- (d) Another foreign literature course or a comparative literature course.

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

of special interest.

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

By special arrangement, the student may

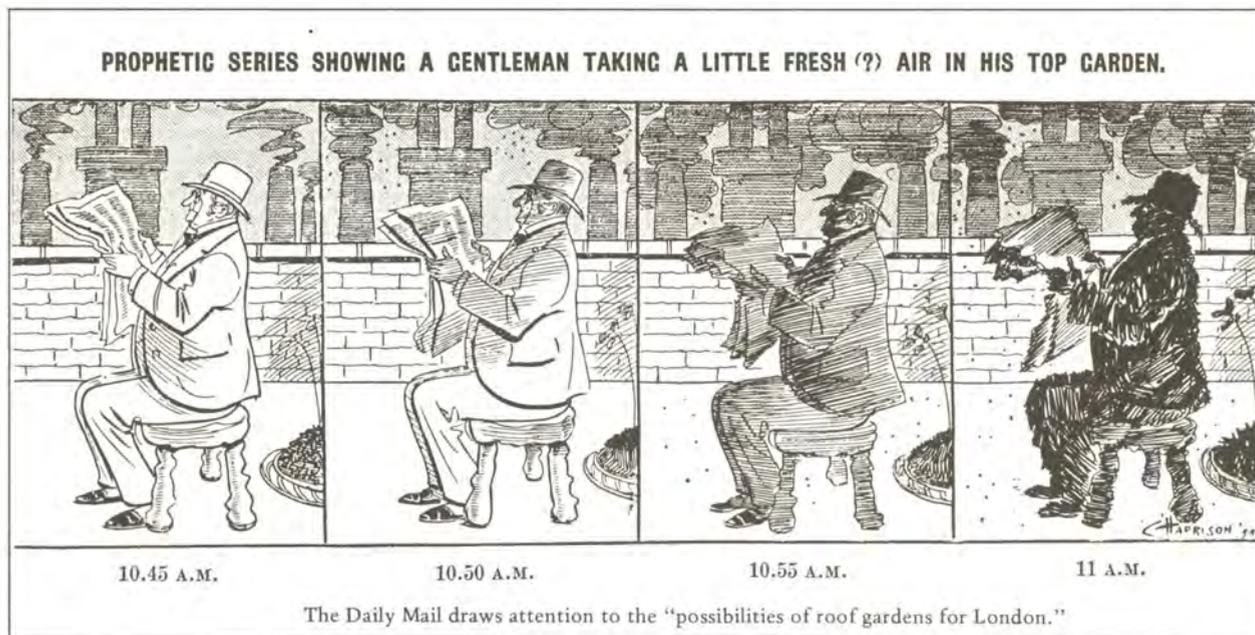


work out a concentration emphasizing language and linguistics (see Mr. Macaulay).

The Study of Man (See also Anthropology)

The purpose of the study of man concentration is to provide selected students with the opportunity to devote themselves fully during the latter two undergraduate years to work, within the framework of a list of courses, in the comparative study of human societies and social behavior. Advisors are in anthropology and a number of closely related disciplines. Students will enroll for course work in the normal manner but will be credited on a Pass/Fail basis rather than taking regular

grades. All concentrators must take a comprehensive examination given in January of the senior year. Those failing the examination will take it again in May and must pass in order to graduate. Those passing the examination in January will undertake, for independent credit, special work appropriate to their interests and abilities (in some cases, a thesis). It is principally upon the comprehensive examination and the special work that an evaluation of the final two years will be based. Acceptance into the concentration program should be obtained in the second semester of the sophomore year; interested students should discuss details of the program with a faculty member in anthropology.



SPECIAL ACADEMIC PROGRAMS

The programs and courses described in this section offer opportunities to participate in educational ventures beyond the regular course offerings. If you have any questions about any specific course or program, please contact the instructor listed or the Dean of Faculty.

FRESHMAN 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.

1. **Education and Human Development.** This Freshman Seminar will be conducted as an integral but special part of the course Edu-

cation 52, Education and Human Development. Students will participate in the two-thirds of the course work that is required of all students, and will utilize the one-third of the course work that is optional, for Seminar-related activities. In addition, all Seminar members must live on the Education Corridor and participate in its activities (see Special Academic Programs, Special Courses 1). Seminar-related activities will include readings, weekly discussion 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 Roger's *Freedom to Learn*. Students wishing to enroll in the Freshman Seminar must register for Education 52 and Freshman Seminar 1 concurrently (however, course credit is given *only* for Education 52), and arrange through the Dean of Students' Office to live on the Education Corridor. Fall, w. 4, Cynthia Siebel.

2. **Freud: A Study in Biographical and Intellectual History.** Using Freud as the center, the Seminar would explore how various ideas

become the focus of one man's career rather than others'. An examination of the social and intellectual climate *circa* 1900 will be undertaken; also, biographies of some of the leading men of this period will be read in order to find out how they responded to the "times." Fall, t. th., 1:15-2:30, Robert Albert.

3. Happiness and American Middle Class Culture. Historical roots of middle class in Protestantism and early capitalism. Child-rearing, family relationships, work and leisure as they affect joy, serenity, and pleasure. The youth counter-culture, the encounter-sensitivity movement, and women's liberation as hedonistic middle class movements. Fall, w. 7, Inge Bell.

4. Homo Sapiens, Homo Ludens, Homo Venus. Through time, man has struggled to expand his world of love, and this class will examine some of his defeats and victories. We will move from classical through courtly, to romantic love and beyond, to our own personal visions. Readings will include Ovid's *Metamorphosis*, Chaucer's *Troilus and Criseyde*, Shakespeare's *Romeo and Juliet*, Virginia Woolf's *Mrs. Dalloway*, Lawrence's *Women in Love*, Nabokov's *Lolita*, C. S. Lewis' *Allegory of Love*, Fromm's *The Art of Loving*. Fall, w. 2:45-5:30, Barry Sanders.

5. Journeys. A review of the literature and sub-culture of travel from the ancient world to the future. We will examine such journeys as the *Odyssey*, the explorations of the Renais-

sance, and Kerouac's *On the Road*. Fall, m. 7, David Cressy.

6. "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. Fall, t. 7, Werner Warmbrunn.

7. 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. Fall, m. 7, Allen Greenberger.

8. **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*, Weiss' *Marat/Sade*, *Crime and Punishment*, *Heart of Darkness*, *Lord of the Flies*, etc. Fall, t. 7, Ellin Ringler.

9. **Sociology Through Science Fiction.** Science fiction, playing games with the present and projecting its dominant trends into the future, throws light upon some obvious and not so obvious contemporary problems. What Asimov, Heinlein, Bradbury, and others say about pollution, sexuality, consumption, alienation, drugs, and other social issues will be compared to sociological analysis. This question will be discussed and hopefully answered: Is Sociology a Science Fiction of the present? Fall, m. 1, Martha Gimenez.

10. **The Stock Market.** A study of "the world's biggest floating crap game." The central concerns of this course will be the economic, financial, historical, institutional, political, and psychological determinants of stock market activity, as well as an examination of the

impact of this activity on our daily lives. Fall, w. 7, Harvey Botwin.

11. **The Topical Tropics.** An exploration of cultural and political developments in the tropical world. Relevant literature (Joseph Conrad, *Lord Jim*) and studies by contemporary anthropologists and political scientists (Levi-Strauss, *Tristes Tropiques*; O'Brien, *To the Congo and Back*) will be examined in probing the tensions and conflicts obtaining between developing tropical and industrialized temperate regions of the globe. The colonial experience and its aftermath will be reviewed (Memmi, *The Colonizer and the Colonized*; Pomeroy, *The Forest*; Wolf, *Peasant Wars of the Twentieth Century*). Fall, t. 1:15, Eric Crystal.

12. **Psychological Aspects of Conservation Problems.** The Seminar 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. The Seminar is intended for people who are interested in and concerned about environmental problems. Fall, th. 7, James Robinson.

13. **The Democratic Perspective.** Introduces students to the study of politics through an examination of the theory and practice of democracy in the modern state. Historical and comparative readings supplement the central study of the American experience. Study areas include democratic theory, the techno-

cratic state, democracy and the military, elections and voting behavior, and civil disobedience. The faculty, with the aid of upper-division political studies students, will lead discussions. The class will be limited to 10 freshmen who will be a part of the Political Studies Thematic Suite in Mead Hall. Fall, t. 7:30, Lucian Marquis and Staff.

14. Artists and Prophets. Some artists — not all — are driven by the nature of their visions and their temperaments to try “to forge a new public wisdom out of a private revelation.” How does prophetic literature differ from that which entertains, comments, castigates, satirizes? What is the nature of prophecy? In attempting to answer these and related questions, students will read from the Bible, Milton’s *Paradise Lost*, Blake’s *Marriage of Heaven and Hell*, Milton, and *Jerusalem*, Shelley’s *The Revolt of Islam*, Shaw’s *Man and Superman*, *Heartbreak House*, and *Back to Methuselah*, and Lawrence’s *Women in Love*, *Lady Chatterley’s Lover*, and *The Man Who Died*. Fall, m. 7:30, William Lowery.

15. Metaphysical Poetry. The term “Metaphysical” has been applied to the intense intellectual poetry of the early seventeenth century, particularly to John Donne, George Herbert, Henry Vaughan, and Andrew Marvell. This course will look in general at that body of

writing, consider various critical definitions of it, and read closely individual poems of the period. Further reading will then be done in modern metaphysical poets, both English and American, particularly G. M. Hopkins, Emily Dickinson, T. S. Eliot, and Wallace Stevens. Fall, m. 7, Robert Duvall.

INTERDISCIPLINARY COLLOQUIA

These programs are aimed at the examination of major questions and issues through an interdisciplinary approach. Each colloquium carries *three courses* of credit.

1. The Experience of Nature. An interdisciplinary colloquium dealing with the human experience of nature. The ways different cultures have perceived, conceptualized, and transformed their natural environments, and the ways that nature has shaped culture. The relationships between man and nature will be considered topically in terms of technology, ecology, religion and cosmology, philosophy and science, political structure and social behavior, art and architecture, and personal experience. Sample topics: European and Chinese landscape painting; pollution taboos in tribal and industrial society; nature as sacred and profane; primitive and industrial technology; the “argument from nature” in Western and non-Western political and moral philos-

ophy; nature as aesthetic norm; etc. Examples will be drawn from pre-industrial and industrial, Western and non-Western societies. Readings, films, tapes, field trips, guest lectures, and seminar reports. Some attention to the ways in which knowledge of the interface between nature and man at other times may provide insight into contemporary environmental problems.

The colloquium carries *three courses credit*. Credit will normally be awarded in three of the following four fields: anthropology, art, environmental studies, and political studies. Students will contract with the instructors as to the specific areas in which they wish to do specialized work (papers, projects, presentations, etc.) and receive credit. Fall, time arranged, Carl Hertel, Lorna Levine, John Rodman.

2. Social Movements. This colloquium will approach the study of social movements from a variety of disciplinary and theoretical perspectives. We will discuss major theories of the origin and "natural history" of social movements as reflected in case studies of important movements including Nazism, the American radical right, the civil rights movement, radical student movements, "cultural" movements like the encounter group movement, and religious sects. A major part of the course will be devoted to field work analyzing movements in the Southern California area. Time will be divided between meetings of the whole course, small research group and discussion meetings, field

trips, and evening meetings featuring outside speakers. The colloquium carries *three courses credit*. Credit will normally be awarded in history, political studies, and sociology. Spring, time arranged, Inge Bell, Robert Buroker, David Nexon.

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 had 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.

INTERNSHIP PROGRAMS

1. Senior Academic Internship. Designed for students who have demonstrated academic excellence within their fields of concentration, as well as general academic proficiency. Interns will be selected by field groups in each concentration. Those chosen will work closely with specific faculty members in their fields of concentration for the entire senior year. Interns may arrange one course credit of independent study with those faculty members. In addition, *all* Senior Academic Interns will participate in a cross-disciplinary seminar. The seminar carries one course credit and will meet during the Spring Semester. For additional information, contact Beverle Houston or the Dean of Faculty.

2. Administrative Internship. This program attempts to provide students with an opportunity to work with both municipal and college administrators. Interns work and are paid full time during the summer and part time during the school year in conjunction with a three hour seminar for one course credit one

evening a week to supplement their work experience. It is important to stress that the program is primarily yet *not* exclusively designed for Asian, Black, Chicano, Indian, and other students of color. These students, through their internship and seminar, become acutely aware of the existing administrative channels and effective methods to effect change within these channels in a college, university, or previous/present community. For further information, contact Leonard Harper.

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 1972-73. 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 problem 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 (Pitzer Students); \$200 (Non-Pitzer Students). . Fall, Guy Carawan.

2. Field Work in the Education and Treatment of Exceptional Children.

Students who are interested in the inter-related educational and psychological dynamics of children with emotional disturbances, retarded intellectual abilities, and/or severe learning disabilities may apply for placement in the Devereux Educational Internship Program. The year-long program offers placement at the Devereux School in Santa Barbara as full-time tutors, counselors, teachers, craft leaders, etc., according to the needs of the school and the interests of the student, under the direct supervision of the resident professional staff. Related readings and special projects may be undertaken with

the direction of the project advisor at Pitzer. Primarily for juniors. Enrollment limited to two to four students. Prerequisite: previous course work and/or experience in education and/or psychology (especially child development). Course fee: \$100. Application deadline: April 1. For further information, see Cynthia Siebel.

3. Environmental Studies Program in Santa Fe.

Students will live in Santa Fe, New Mexico, and work on projects in conjunction with the Central Clearing House (CCH), a private, non-profit conservation organization. Students will participate as apprentice environmentalists in on-going projects of the CCH staff and/or will design and execute projects of their own (either individually or in teams) planned in advance and appropriate for being carried out in Santa Fe. The faculty director of the program will oversee the program from Claremont and will visit Santa Fe twice during the semester. A part-time administrative assistant will be resident in Santa Fe on the CCH staff to assist participants in making their living arrangements and developing their projects. Limited to five students each semester; up to four courses credit through independent and directed studies. Course fee: \$100 (Pitzer students); \$200 (non-Pitzer students). Both semesters, John Rodman.

4. 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 1973 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. Registration deadline, November 1. Course fee: \$200 (Pitzer students); \$400 (non-Pitzer students). For further information, see Chairman, External Studies Committee.

5. 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. Course fee: \$100 (Pitzer students); \$200 (non-Pitzer students). Fall, John Spier.

6. Tuscarora Project: Art-Studio Seminar. Students will live in Tuscarora, Nevada (pop. seven). Students will have the opportunity to

work with a variety of art materials. The studio of a summer pottery school offers space and facilities for working in ceramics and sculpture. Project may be taken in conjunction with environmentally related independent studies in the social sciences. Up to four courses credit. Preference to students with background in studio art. Room, board, and utilities fee: \$360. Studio fee: \$100 (Pitzer students); \$200 (non-Pitzer students). Fall (September 18 to December 18), Dennis Parks.

7. University Year for Action. This is a federally funded year long program designed to offer students the opportunity to make a meaningful contribution toward the alleviation of pov-



erty problems in the surrounding community and to achieve a full year of academic credit. During the year, students live in the surrounding communities and work there as full-time volunteers. Volunteers receive a stipend for living allowance. Academic course credit is arranged by working out an academic program with faculty members associated with the Action Program as Academic Advisors. The current Pitzer College Action Program began with the Spring 1972 semester and will be completed at the end of the Fall 1972 semester. This current program is closed to new volunteers. In the event of a second University Year for Action Program, interested students will be asked to submit applications.



SPECIAL COURSES

1. The Study of Education: Education Corridor. In order to stimulate intellectual exchange in a living/learning situation, students interested in exploring various ideas and areas in the study of education may arrange through the Dean of Students' Office to live on the Education Corridor. Corridor-related activities will include readings, bi-weekly lecture and/or discussion meetings, and individual independent study projects. Year-long course with full or half-course credit on CR/NC basis. Both semesters, th. 4 with occasional meetings th. 7-9:30 p.m., Cynthia Siebel.

2. To Be a Woman. What does it mean to be a woman in America today? An examination of historic and emergent social views of women, with a concomitant study of women's perception of themselves. Lecture-discussion; student projects; individual and group presentations. Evaluations built into course structure. A course to be taught by Pitzer women faculty. Enrollment limited. Spring, t. 7:30. For information contact Martha Gimenez.

3. View from the Left: Critique of America Since World War II. We will analyze and criticize a series of left-wing political arguments dealing with the following issues: race, foreign policy, wealth and poverty, dissent and repression, and our quality of life. Students will be required to present both left and establishment analyses of these issues. No prerequisites, but

it is recommended that students have a knowledge of recent American and world history. Both semesters, time arranged, Les Leopold.

4. The Limits of Growth. The seminar will explore the concept of growth and its implications for our society. Topics such as Forester's "overshoot and collapse" conclusions (from the World Model study), the validity and possibility of achieving the ecological ideal and an end to growth, business' role in and attitude toward continued economic growth will be discussed. Special emphasis will be placed on the role of government in the control of growth. Students will be encouraged to present appraisals of reading. Fall, w. 7, Michael Hertel.

5. Field Research. Based on the fall seminar above, *The Limits of Growth*, but open to new students with consent of instructor. Seminar members will form interdisciplinary teams for investigation of specific topics. Emphasis will be on research design, information gathering and analysis. Preparation of reports on the conclusions reached will be required of each team. Spring, w. 7, Michael Hertel.

Note: Special courses 4 and 5 are given in conjunction with *The Alliance* program which has been initiated by Pitzer College to bring students into contact with business and the professions. Over 50 businessmen and professionals are currently members of *The Alliance*.

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 to any major. Preferential enrollment to Pitzer students.

1. Writing Seminar. Fall, th. 2:45-5, Inge Bell.
2. Writing Seminar. Spring, time arranged, John Spier.
3. Writing Seminar. Fall, m.w.f. 11, Valerie Levy. (Intensive)
4. Writing Seminar. Spring, t. 7, Ellin Ringler.

JANUARY AND MAY SPECIAL PROJECTS

January and May 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 3-26).

1. **Visiting Philosopher.** We will invite a philosopher to visit Pitzer for two days to discuss something he is working on with a small group of students and faculty who will spend three weeks studying his work to prepare for discussions with him (or her). One-half course credit. James Bogen, Ronald Rubin, Morton Beckner.

2. **G. E. Moore, Virginia Woolf, and the Bloomsbury Group.** A study of connections between the philosophy of Moore and Virginia Woolf's novels. Reading includes short works by Moore, Woolf's *To the Lighthouse*, and excerpts from Leonard Woolf's autobiography. No course credit given. Participants include James Bogen, Stanley Crouch, Allen Greenberger, and Ronald Rubin.

3. **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. Staff.

4. **Theatrical Space.** An attempt to make manifest the potential theatrical usefulness of

the Pitzer campus. Credit may be arranged. Michael Renner.

5. **Sociology Pro-Seminar.** Primarily for sociology seniors. Seminar will meet once a week for four weeks, for two hours. We will read and discuss the sociology journals; generally discuss the state and direction of the discipline; career opportunities or lack of them; graduate schools and who should go where; to the extent possible, the entire sociology faculty will at least "visit". An extension of the sociology "Thursday thing". A general form for ideas will be offered here, i.e., "sociology for sale." No course credit given. Goodwin and others.

MAY PROJECTS (May 7-31)

1. **Visiting Philosopher.** Same description as January Project 1.

2. **Applications of Logic to Philosophy.** A philosophical discussion of issues raised in Philosophy 5. (Introduction to Formal Logic) open to students who have completed Philosophy 5 or the equivalent. Some credit may be arranged. Ronald Rubin.

3. **Gracious Living.** An examination of some of the central problems encountered when one is attempting to construct sauces, soups, etc. Students will be expected to learn to feel relaxed while employing such techniques as parboiling, braising, poaching, roasting, frying, and drinking wines other than Boone's Farm Apple and Very Cold Duck. Laboratory fee

to be announced. Limited to 5 students. (Plans for this class are contingent upon our securing the necessary equipment.) No course credit given. James Bogen, Ronald Rubin and Mr. Glass.

4. Archaeological Field Techniques. Readings, discussions, and practical experience in excavating. If circumstances permit, a field project will be conducted for one week. Designed for

students who are interested in archaeological field work. Sheryl Miller.

5. Political Attitudes. The aim is to find out something about political attitude formations at this college, and effect of outside activities. Scope and method will be determined by what is happening at the time. It may involve a survey questionnaire, or, alternatively, interviews in some depth. John Spier.



PING-PONG. 1901

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 intercollegiate regulations. Intercollegiate Courses designated by the letters "CC" or "G" affixed to the course numbers are counted as Pitzer courses. Some courses offered at Pitzer College are intensive courses covering in 12 weeks the material ordinarily covered in 15 weeks. Such courses are designated in the curriculum as *Intensive*.

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, t.th. 9:40, David Thomas.
- 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. 8:20, Eric Crystal. Spring, t.th. 9:40, Lee Munroe.

- 80 **Indians of North America.** A general survey of the cultures of Indians north of Mexico, utilizing the data of archaeology and ethnography. The wealth of different cultural patterns in various geographical regions will be investigated. Fall, m.w. 12, Sheryl Miller.
- 81 **Peoples of the Pacific.** The prehistory, cultural variation, and contemporary social situation of peoples of the Pacific Islands and Australia. Spring, m.w.f. 10, David Thomas.
- 83 **Peoples of Europe.** (Formerly Anthropology 77). 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.) Spring, t.th. 1:15, Lorna Levine.
- 84 **Peoples of Africa.** A survey of African peoples, focusing on a few groups chosen to represent a range of cultural-ecological adaptations. Spring, m.w. 12, Sheryl Miller.
- 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, m.w. 1:15, Eric Crystal.
- 100 **Religion and World View** (Formerly Anthropology 58). An examination of religious phenom-

- ena, the nature of the religious experience and concepts of the natural and social order in a variety of non-literate societies. The religion and world view of one society will be discussed in detail, and students may pursue independent research on others of their choosing. Prerequisite: one course in anthropology or consent of instructor. Spring, t.th. 8:20, Eric Crystal.
- 104 **Language and Culture** (Also listed as Linguistics 104). The relations of language to thought, and its role in setting and limiting human experience. How language influences world-view and social attitudes. Linguistic universals and cross-cultural communication. Linguistic change and cultural change. Fall, m.w.f. 9, Ronald Macaulay.
- 108 **Man's Ecological Relationships** (Formerly Anthropology 99). An examination of modes of cultural adaptation to the natural environment. The ideological and social strategies for making out in a limited environment will be discussed. The ecological basis of warfare and aggression will be considered. Spring, m.w. 1:15, David Thomas.
- 114 **Heredity, Evolution and Society**. The interaction between heredity and society, and its implications, from an evolutionary point of view. The concept of race and the biological differences within and between populations will be covered. Fall, t.th. 12, David Thomas.
- 124 **Old World Prehistory: Europe and Asia**. A survey of man's cultural development in Europe and Asia, from its Stone Age beginnings through the important discovery of agriculture. Particular attention will be given to the Neolithic Revolution and its impact. Primarily for juniors and seniors. Fall, t.th. 12, Sheryl Miller.
- 144 **Anthropological Film**. (See Communications 144). Spring, time to be arranged, Lorna Levine and Phil Cleveland.
- 155 **Socialization and Personality in Cross-Cultural Perspective**. (See Psychology 155). Spring, t.th. 1:15, Ruth Munroe and Lee Munroe.
- 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. Fall, th. 7, Sheryl Miller.
- 163 **Seminar: Race and Intelligence**. The question of differences in psychological functioning between different human groups and its social implications will be taken up. Spring, w. 2:45, David Thomas.
- 184 **Seminar: Psychological Anthropology**. Advanced inquiry into applications of psychological theory and methodology to anthropological concerns, as ecology, kinship, needs and institutions, and religion. The seminar is designed primarily for junior and senior concentrators in anthropology and psychology. Spring, t. 2:45, Lee Munroe.
- 186 **Symposium in Field Research**. Fall (January Project Period), time arranged, Staff.
- 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 course credits. Both semesters, time arranged, Staff.
- 188 **Anthropological Research**. (Formerly Anthropology 199). 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.
- 195 **Comparison of Cultures: Social and Cultural Anthropology**. (Formerly Anthropology 175). 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. Fall, w. 3, Lorna Levine and Eric Crystal.

- 196 **Senior Seminar: Prehistory of Man.** A critical review for advanced students of major theories and evidence concerning the development of human physiology and culture. Required for anthropology concentrators in the junior or senior year. Prerequisite: two anthropology courses or consent of instructor. Spring, f. 12-3, Sheryl Miller.
- AIC1 **The Experience of Nature.** (See Special Academic Programs, Interdisciplinary Colloquium 1.)
See also: Classics 120, Greek Art and Archaeology, Mr. Glass.
Classics 121, Classical Mythology, Mr. Glass.
- See also: Chicano Studies Center:
80 CC, Ancient Civilizations of Aztlan: The Chicano Perspective, Jose Cuellar.
104 CC, Social Sciences and the Chicano, Jose Cuellar.
- 145 **Socio-Cultural Change: The Chicano Perspective,** Jose Cuellar.
170 CC; Seminar: Social Sciences the Chicano, Jose Cuellar.
See also the catalog of Pomona College.
- Pitzer Anthropology courses not offered in 1972-73.
- 90 **The Culture of the Americans** (Formerly Anthropology 69). Lee Munroe.
- 108 **Man's Ecological Relationships** (Formerly Anthropology 99). Eric Crystal.
- 117 **Third World Urbanization.** Eric Crystal.
- 123 **Old World Prehistory: Africa.** Sheryl Miller.
- 174 **Seminar: Indians of North America** (Formerly Anthropology 180). Sheryl Miller.

ARCHAEOLOGY

(See Anthropology and Classics)



ART

The Art curriculum at Pitzer consists of two major learning tracks. 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 of time. Pacts may be construed as substitutes for existing channels such as the mini-course, half-course, double-course, Independent Study and Directed Projects.

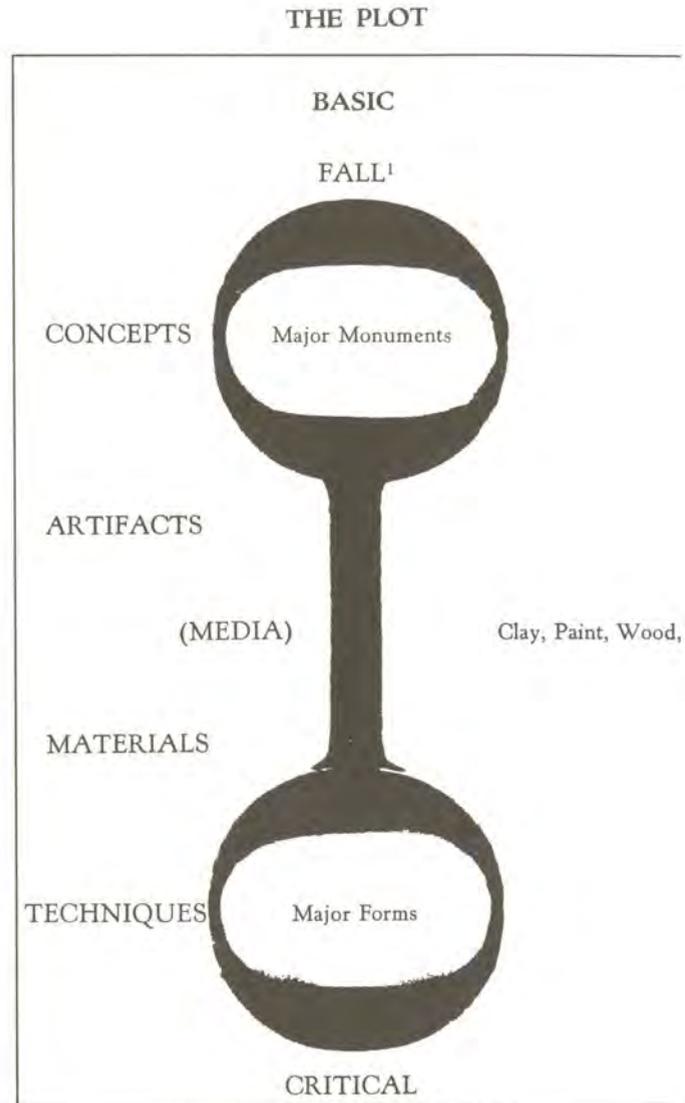
With regard to the assignment of credit: The Plot will be considered as one course credit. Sub-Plots will normally be considered as one course credit, but as with Pacts, may be taken for variable credit determined by negotiated written agreements with the Art faculty. Registration "labels" for the various 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 1972-1973. Students who have questions or require advising should consult Carl Hertel and/or Dennis Parks.

(See Art Pictogram opposite).

120 Greek Art and Archaeology (See Classics 120).
Mr. Glass.

201G Drawing. Spring, m. 7, Roland Reiss.

AIC2 The Experience of Nature (See Special Academic Programs, Interdisciplinary Colloquium 1).



SUB-PLOTS

FACTS

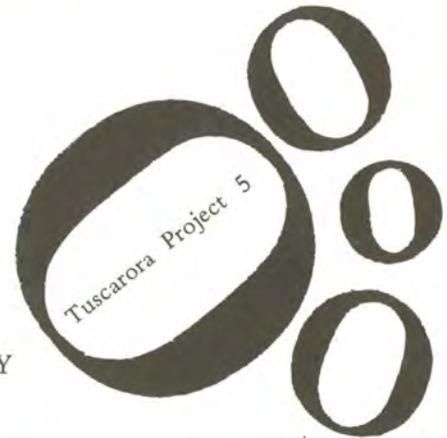
FALL²

SPRING³



EXTERNAL STUDY

INTENSIVE



Ink, Plaster, Steel, Light, Earth, Water, Iron, Space, Plastic, Rock.

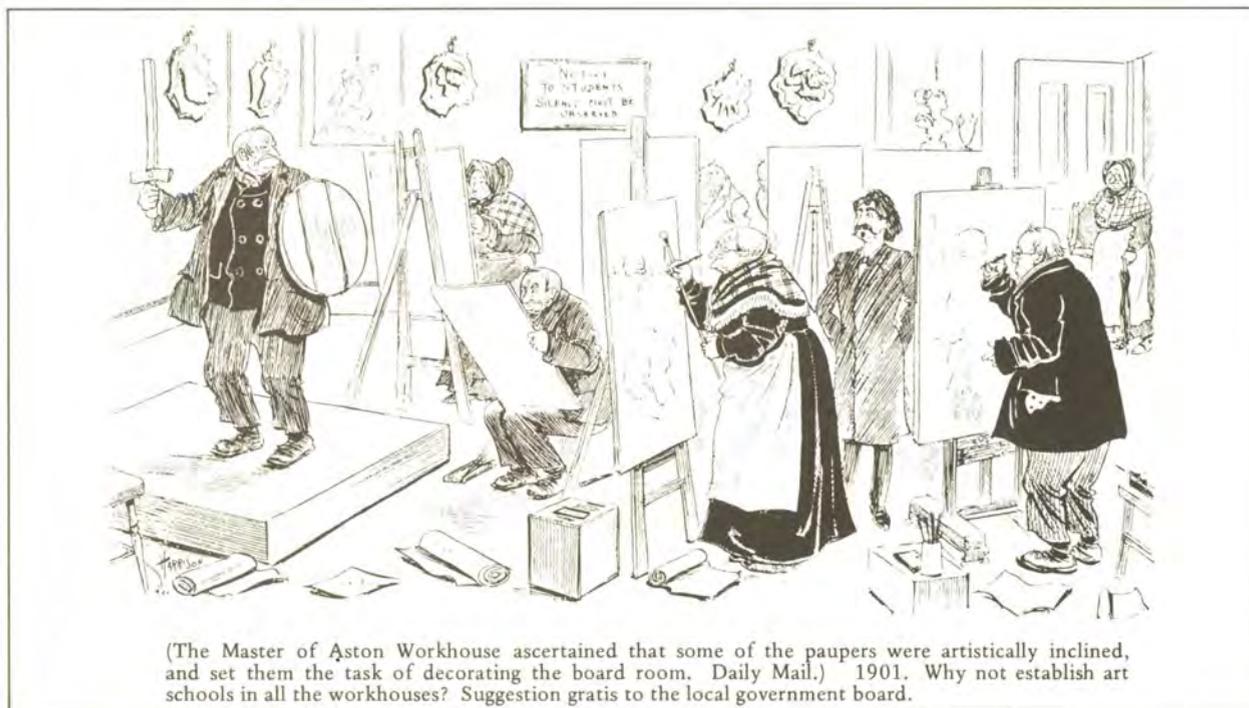
F/S³



OFF CAMPUS



INTUITIVE



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.f. 10, t.th. 11, and m.w.f. 1:15, Staff.
- 51 Intensive Intermediate Chinese, Spring, Staff.
- 85 Advanced Spoken Mandarin. Fall, Mrs. Chang.

- 87 Chinese Composition. One-half or one course credit. Both semesters, time arranged. Mr. Haeger.
- 101a,b Classical Chinese. Both semesters, m.w.f. 11, Mr. Hayden.
- 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. Fall, time to be arranged, Mr. Haeger. Spring, time to be arranged, Staff.

JAPANESE

- 1a,b (G) Elementary Japanese. Both semesters, m.f. 11, Mr. Jones
- 101a,b (G) Intermediate Japanese. Both semesters, m.w.f. 10, Mr. Takata.

- 201a,b (G) Advanced Japanese. Both semesters, m.w.f. 11, Mr. Takata.
- 211 (G) Cultural History of Pre-modern Japan, Spring, t.th. 1:15, Mr. Jones

BLACK STUDIES

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

COMMUNICATIONS

- 180CC Blacks and the Communications Media. This course will explore the relationship of Blacks and such mass communications media as newspapers, magazines, radio and television. The basic function of the news story will be examined, as 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. Both semesters, m. 7–9:45, Mr. Robinson.

ECONOMICS AND BUSINESS

- 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 and their relationship to manufacturing, trade and shipping, movements of capital, and foreign aid. International publication, national statistics, and United Nations studies will be used in evaluating the above relationship. The course will also focus particularly on the Black worker under colonial rule and in the American labor market. Fall, t.th. 1:00–3:00, Staff.

- 196CC 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 effected. 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, Staff.

EDUCATION

- 120CC The Death Machine: A Study in Public Education. This course discusses the pros and cons of introducing Black Studies into the elementary and high school curricula while analyzing specific problems faced by minority groups within the school system, politics of the school system, and IQ achievement tests and the tracking system. Fall, th. 7, Staff.

ENGLISH

- 77CC Elements & Reading Comprehension of White Linguistics. This is a semester long course devoted to mastery of paragraph design, mastery of theme and essay and exam writing. The writing of some Black authors will be stressed and Black idioms and Black language forms will be utilized to enrich the student's interest and increase his learning rate. Spring, w. 7, Miss Houchins.

- 91 CC Introduction to Black American Literature. Reading and analysis of selected works in 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. To impart information, to develop critical thinking, and to cultivate human understanding, the course involves reading, lectures, class discussions, paper writing, essay examinations, and some library research. For freshmen and sophomores. Fall, t.th. 1:15, Mrs. Jackson

141 Expository Writing, Critical Reading, and Basic
CC Research. (Taught formerly as 41cc). Analytical reading and detailed discussion of fictional and expository texts, extensive expository writing based on the reading, and basic library research related to the preparation of several short papers. Refining the skills of expository writing and prerequisite critical thinking is the main goal of the course. Enrollment limited to 20. Fall, t. 8:20, th. 9:40, Mrs. Jackson.

191 Black Writers of the U.S.A. (Taught formerly as
CC "Black Writers in America"). Readings in the essay, poetry, fictions, and drama—including early materials such as the Spirituals, David Walker's *Appeal*, and Du Bois' *The Souls of Black Folk*—with emphasis on selected works by contemporary authors including Richard Wright, Langston Hughes, Ralph Ellison, Gwendolyn Brooks, James Baldwin, LeRoi Jones, and Ed Bullins. An advanced survey, the course proceeds by way of analytical reading, lectures, class discussions, essay examinations, paper writing, and library research. For juniors and seniors. Spring, m.w.f. 9, Mrs. Jackson.

192 Special Studies in Black American Literature
CC GENERAL DESCRIPTION

Provides for courses of intensive study in specific authors, genres, themes, or periods and movements in the history and the development of literature by Black writers in the U.S.A. Specific course content will vary. Individual courses might focus on any of the following, for example: the works of one author (Langston Hughes, e.g.); the works of two or more authors of a common genre — poetry, fiction, drama (the plays of Jones and Bullins, e.g.); works that illustrate certain themes ("passing," the idea of success, militancy, e.g.); works of a particular period (between Reconstruction and 1910, e.g., or the Harlem Renaissance). Sometimes a regular class, sometimes a seminar, Special Studies in Black American Literature is open to juniors and seniors, and with different content may be repeated for credit. See announcements of particular courses for any prerequisites.

Harlem Renaissance. The Harlem Renaissance will be a study of selected major literary works, with attention also to related artistic and musical as well as historical and critical materials. Consideration of poetry and fiction by Bontemps, Countee Cullen, Jessie Fauset, Rudolph Fisher, Hughes, Nella Larsen, McKay, Toomer, Wallace Thurman, Eric Walrond, Walter White, and W.E.B. Du Bois, as well as essays by some of these authors and others. Prompt, critical reading; short papers regularly in response to the materials, participation in class discussions (once as a leader); one in-class essay examination, and a major paper to be shared with all class members. For juniors and seniors, others by consent of instructor. Prerequisite: at least one course in Black American literature. Enrollment limited to 15 students. Spring 1973. t. 2:45-5:30 p.m., Mrs. Jackson.



- Langston Hughes. Intensive reading and analysis of the major works – poetry, short story, drama, and consideration of other materials. For juniors and seniors, others by consent of instructor. Enrollment limited to 20. Fall 1973, t. 7-10 p.m., Mrs. Jackson
- 193 Contemporary Black Literature Outside the
CC U.S.A.
- GENERAL DESCRIPTION
This course will consist either of selected readings and analyses of the writing of Black authors from a single specific geographic area outside the U.S.A. (e.g., Africa, the Caribbean, Latin America, France, or Canada), or of a comparative study of the literature from several areas with different content may be repeated for credit.
- Contemporary African Literature in English. Using the publication date of Amos Tutuola's *Palm-Wine Drinkard* in 1952 as a starting point, this course will deal with the fiction, poetry, and drama of the new national literature of Africa which are written in English. Authors to be studied include Achebe, Soyinka, Ekwensi, Modisane, Mphahlele, and Naugé. Fall, t.th. 2:45, Miss Houchins.
- HISTORY
- 51 Survey of Black History to 1865. A survey
CC course of the history of Black Americans in the United States. African origins, the slave trade, slavery, abolition, and the Civil War. Fall, m.w.f. 9:00, Staff.
- 52 Survey of Black History from 1865 to Present. A
CC 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 the instructor. Both semesters, t.th. 9:40, Staff.
- 103 Reconstruction and its Aftermath: 1865-1900.
CC An account of American life in a time of great challenge—the first attempt to establish an interracial democracy. Special attention will be given to the conduct and contribution of Black men who participated in the short democratic experiment and why it failed. It will further examine the socio-politico economic relations and tensions between Blacks and Whites in an effort to understand the present racial crisis in America. To be alternated yearly with History 121. Spring, m.w.f. 9:00, Staff.
- 132 Tropical Africa: After 1800. (See Pomona
a,b, Catalog). Mr. Dwyer.
CC
- 190 Special Studies: Seminar on Black Oral History.
CC 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, Staff.
- HUMANITIES
- 99 The Art of Black Cultures. This course will trace
CC the development of art within Black cultures with an emphasis upon the role of social factors and forces in determining form and content. The subsequent influence of Black art styles upon the form concepts of non-Black artists will be discussed. Spring, t.th. 9:40, Staff.
- 144 Art Media in Relation to the Black Experience.
CC A conceptual approach to functional media for the express purpose of exploring and disseminating significant ideas expressive of Black Community. To familiarize the student with institutions and the community being served. To also familiarize students with cultural activities and/or artistic expressions in the community. Fall, f. 1:00-4:00 p.m., Staff.
- 151 Black Theatre Workshop II. The purpose of this
CC course would be to deal with the techniques of theatre, but principally to create a platform of expression for the Black experience. Hopefully this would 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. Fall, m.w.f. 2:45, Mr. Crouch.

- 185 **The Next Step: New Forms in Drama.** A theatre class for advanced drama students. The class will deal with the problems of creating new forms: New uses of the body, the voice, rhythm and new ways of telling a story. Plays will be created in class for the first half of the semester under the direction of the instructor. The second half of the semester students will be presented with problems (forms) by the instructor and will have to create short plays. And with different content can be repeated for credit. Prerequisite: 151cc, performing experience or permission of instructor. Spring, m.w.f. 10, Mr. Crouch.

- 190 **Contemporary Black Arts.** Students are assigned music essays to read. 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 on Black American writing. Emphasis will be on music appreciation and literature. Spring, m.w.f. 9, Mr. Crouch.

LANGUAGES

- 101 **Introductory Swahili I.** An introduction to an African Bantu language. This first semester Swahili 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, Staff.

- 101 **Introductory Swahili II.** Continuation of Introductory Swahili I. Spring, m.t.w.th. 9, Staff.

- 102 **Intermediate Swahili I.** This is second year Swahili. Emphasis is on the usage, 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 101cc I and II (1 year of Swahili). Fall, m.t.w.th. 10, Mrs. Senga.

- 102 **Intermediate Swahili II.** Continuation of Intermediate Swahili I. Spring, m.t.w.th. 10, Mrs. Senga.

- 104 **Introductory 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 by Black writers in the French language from Africa and the Caribbean. Fall, m.t.w.f. 10, Mrs. Meyers.

- 104 **Introductory French.** Continuation of Introductory French 104a,cc. Spring, m.t.w.f. 10, Mrs. Meyers.

- 155 **Intermediate French.** Intensive grammar review. Readings in *Contes Africains* (oral tradition as set down by modern writers) and *Voix française du monde noir*. Emphasis on discussions based on the readings. Compositions to develop style. Fall., m.w.f. 9-10 a.m., Mrs. Meyers

- 160 **Introduction to Black French Literature in French.** To give the student a solid orientation in Black writing in French from the Caribbean, Africa, and Malagasy Republic, readings will be drawn from both a thorough anthology and a selection of complete individual works. Class discussions and two papers. Spring, m.w. 1:15-2:30 p.m., Mrs. Meyers.

POLITICAL SCIENCE

- 136 **Politics of the Black World.** An introduction to the politics and government of states and colonies of the Black World. A comparative study of

Africa, the Caribbean, and Guyana is made emphasizing nationalism, the role of the military, political parties, economic and social development and neo-colonialism. Fall, m.w. 1:15, Mr. Medhane.

- 137 **Imperialism and Colonial Administration.** A study of the growth and expansion of European powers into Africa and the 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. Spring, f. 1:00-4:00, Mr. Medhane.

- 138 **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. Fall, m.w.f. 10, Mr. Medhane.

- 143 **Politics of the Black Community.** An analysis and critique of the power structure, leadership influence and decision making in the Black Community. Field work and/or observation are integral parts of the course. Spring, m.w.f. 10, Mr. Medhane.

- 149 **Urban and Rural Guerilla 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 in-depth study of two or three of those revolutions. To be alternated yearly with Political Science 148. Fall, t. 2-5, Mr. Medhane.

PSYCHOLOGY

- 159 **Race, Consciousness, and Personality Development.** A seminar in which personality theory will be used as a frame of reference for examining race and skin color consciousness as it

contributes to social disorders, personality maladjustments and emotional problems. The disciplines of social psychology and anthropology along with actual cases from community mental health programs will be used. Guest lecturers and field work will take place. Preference to juniors, seniors, graduate students and pre-med majors. Fall, m.w. 1:15-2:30, Staff.

- 160 **Social Psychological Aspects of Black Identity and the Black Experience.** This seminar will examine formal theory of personality formation in terms of the life style of Afro-Americans. Emphasis will be devoted to the interdependence between personal characteristics, Afro-American culture, and the social conditions which foster Blackness. Group membership, role factors, and situational determinants as social norms will be explored around the distinctiveness of Black ethnicity. Spring, th. 7:00-10:00, Staff.

SOCIOLOGY

- 177 **Race and Ethnic Relations.** This course is an experiment in Sociological theory. The objective social situations of Indians, Chicanos, Afro-Americans, Asian and Jews in American will be studied. The respective survival strategies will be evaluated in the light of contrasting theoretical perspectives. Popular assumptions which relate to the regulation of American society will be brought to the surface and examined. Some tentative solutions to conflicts which draw upon alternative points of view will be developed. Prerequisite: at least one course in Sociology, Philosophy, history, or by consent of instructor. Authors to be studied include Marx, Durkheim, Moore, Deloria, Sarte, Dinnerstein, Bennet, and others. Fall, t.th. 9:40, Mr. Hangan.

THEOLOGY

- 215 **History and Theology of the Black Church.** A historical survey of the Black Religious experience in America concentrating on current ideas concerning the Black Church and Theology. This is a school of Theology course, but Mr. Jackson will accept juniors and seniors from the Claremont Colleges. Spring, time to be announced, Mr. Jackson.

Economics 120 Methods of Social and Economic Research

Black Studies Courses not offered in 1972-1973.

Economics 194 Economic History: The Role of the Blacks in Africa and America, Staff.
English 150CC Nommo: Survey in African-American Poetry, Staff.

English 192CC Special Studies in Black American Literature: Langston Hughes. Mrs. Jackson.

History 120CC Slavery in America: 1619-1865, Staff.
Political Science 147CC The Black Man and the Legal System. Staff.

Political Science 148CC The Third World and the Concept of Nationhood. Mr. Medhane.

165 Black American Folklore. Staff
CC

150 American Institutions of Power: Legal or Otherwise. Mr. Dazilu.
CC Sociology

Sociology 140 Community Organization Theory and Practice. Staff
CC



CHICANO STUDIES CENTER

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

ANTHROPOLOGY

80 Ancient Civilizations of Aztlan: The Chicano
CC Perspective. The study of the development of religion, intellectual thought, esthetics, and socio-economic and political systems in the ancient cultures of Aztlan with an emphasis on the implications for modern day Chicanos. Fall, t.th. 3, Mr. Jose Cuellar.

104 Social Sciences and the Chicano. The course will
CC survey the major social science studies of the Chicano. The primary emphasis will be on examining and evaluating the theories, methods, and philosophies of the studies, as well as the presentation of alternative orientations from a Chicano perspective. Prerequisite: a sociology, psychology, or anthropology course and/or consent of instructor. Spring, t.th. 3, Mr. Jose Cuellar.

145 Socio-Cultural Change: The Chicano Perspective.
CC The Chicano movement and Chicano culture will be examined in light of the major theories and ideologies of social and cultural change. The emphasis will be on the evaluation of the major approaches to the study of change and their viability for the study of the Chicano culture and Chicano movement. Prerequisite: consent of instructor. Fall, m. 7, Mr. Jose Cuellar.

170 Seminar: Social Sciences of the Chicano. A
CC seminar for the intensive study of selected areas of the Chicano culture (e.g. — 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, m. 7, Mr. Jose Cuellar.

DANCE

70 Regional Dances of Mexico. This course is
CC designed to bring to the students the Mexican Folk

Dance on its most traditional manners. A practical study of step-to-step and choreography for the Sones, Jarabes, and Huapangos from the principal folk regions of Mexico. Includes history and meaning of the dances. Both semesters, t. 7, Mr. Hernandez.

- 71 Regional Dances of Mexico. Advanced class in folk dancing. Prerequisite: Dance 70cc or consent of the instructor. Both semesters, th. 7, Mr. Hernandez.

HISTORY

- 92 History of the Chicano. A general survey of United States history with special focus on the history and culture of the Chicano and their contributions to the American way of life. Emphasis will be placed on the impact American historical development has had on the Chicano, especially in the Twentieth Century. (This course meets the Constitutional, State and local government requirements). Fall, t. 7, Mr. Lopez.

- 139 The History of Mexico. The Conquest to Juarez (first semester); Juarez to the Present (second semester). 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 bi-lingual student will be encouraged to read in Spanish. Both semesters, t. 3-6, Mr. Lopez.

POLITICAL SCIENCE

- 75 The Chicano Experience and Politics. The social and political development of Chicanos in the United States. The effects on political behavior of selected socio-economic variables such as ethnicity, religion, place of residence, occupation, education, etc. Also, a comparison of

the Chicano experience with that of other ethnic groups in America. Spring, Mr. Alfredo Cuellar.

- 173 Social Movements and Chicano Politics (formerly Political Science 75cc). A general survey of the literature on mass political behavior and its relevance to Chicano politics. Emphasis on the Southwestern United States context although more comprehensive economic and social forces which affect the emergence of social movements such as the Chicano movement will also be examined. Prerequisite: consent of instructor. Fall, m.w. 2, Mr. Alfredo Cuellar.

- 180 Seminar: Political Socialization and Chicanos. Readings in the literature on political attitudes. In addition, the students will be required to do a secondary analysis of survey data on the political attitudes of Chicanos. The data will allow comparisons with the responses of Black and Anglo-Americans. Fall Semester, w. 7, Mr. Alfredo Cuellar.

- 181 Seminar: Contemporary Chicano Politics. This course will allow the student to focus on a contemporary political problem in the Chicano community such as, for example, third party efforts by La Raza Unida Party and its implications for the broader political system. Fall semester, w. 7, Mr. Alfredo Cuellar.

- 199 Special Topics: Community Power Studies. A survey of the main schools in the "community power" literature with special emphasis on the Chicano communities of the Southwestern United States. Special attention will be given to the approaches to the study of political power in local communities and its relation to national political elites. Spring semester, Mr. Alfredo Cuellar.

SOCIOLOGY

- 60 Chicano Sociology. Introduction to basic concepts in sociology and how they apply to the Chicano population. Special emphasis will be

placed on theoretical perspectives offered by traditional and contemporary social scientists. Fall, m.w.f. 9, Mr. Sena.

- 100 Methodology for Chicano Social Sciences. Research design and methods of gathering data; a survey, experimental and ethnographic techniques. Special emphasis will be placed on problems dealing with Chicano population. Credit for this course will be granted upon completion of 100CCb. Fall, m.w.f. 2:45, Mr. Sena.
- 100 Statistics for Chicano Social Sciences. Continuation of course 100cca; must be taken in the same academic year. Statistical techniques most often used when dealing with social science data; the student will learn how to derive and to apply these techniques using equipment essential to data processing and analysis. Spring, Mr. Sena.
- 163 Advanced Seminar in Chicano Sociology. "White Racism, the Chicano Perspective." An examination of the processes of socialization in American society. Emphasis will be placed on the distinction between class and ethnic differences as justification for racism in white America. Prerequisite: Sociology 60CC or consent of instructor. Spring, Mr. Sena.

SPANISH

- 10 Spanish as a Native Language: Level I. Basic study of Spanish, both oral and written. Fundamentals of grammar with reading and speech practice including idiomatic expression, paraphrasing and summarizing. For students who have some familiarity with the Spanish language. Prerequisite: consent of instructor. Fall, m.w.f. 10, Mrs. Watts.
- 11 Spanish as a Native Language: Level II. Brief review of grammar. Intensive practice in pronunciation and conversation. Reading of essays, short stories and plays related to the Chicano culture. For students familiar with the Spanish language. Prerequisite: Spanish 10cc or consent of instructor. Spring, m.w.f. 10, Mrs. Watts.
- 50 Spanish as a Native Language: Level III. A course emphasizing the development of spoken and written Spanish with concentration on the building of vocabulary. Exercises and drills directed toward individual needs. Prerequisite: Spanish 10CC, 11CC and/or consent of instructor. Fall, m.w.f. 11, Mrs. Watts.
- 51 Composition, Conversations and Readings. Based on literary sources; introduction to literature. Emphasis will be on syntax, and idiomatic expressions. Prerequisite: Spanish 50cc or consent of instructor. Spring, Miss Ibarra.
- 72 Audio-Lingual Communication Skills. An advanced course in Spanish designed for the bilingual student of Aztlan. Purpose: fluency in spoken Spanish. Method: oral presentation of themes, class discussions, debates and discourses. A written resume of verbal comments will be handed in at end of class week. Prerequisite: consent of instructor. Fall, t.th. 9:15, Miss Ibarra.
- 130 Survey of Latin American Literature. A two-semester course dealing with representative authors of Mexico, Central and South America; study of the cultural and social backgrounds of their work; analysis of literary genres, such as native Indian elements and Guachesco literature. Prerequisite: Spanish 50CC, 51CC or consent of instructor. Both semesters, m.w. 2:45, Mrs. Watts.
- 160 Mexican Literature. An in-depth study of the most representative writers in any one genre or period in the literature of modern Mexico. Theme for this semester: The Mexican Indian in Literature. Classes conducted only in Spanish. t.th. 2:45-4:00. Prerequisite: consent of instructor. Spring, Miss Ibarra.

Chicano Studies Center courses not offered in 1972-1973.

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

- Sociology 90CC Introductory Quantitative Methods. Mr. Sena.
- Sociology 150CC Chicano Social Problems. Mr. Sena.
- Spanish 140CC Chicano Thought and Culture. Miss Ibarra.
- Spanish 165CC Mexican and Chicano Literature. Miss Ibarra.

CLASSICS

Joint Program with Pomona and Scripps Colleges.

- 8 Elementary Latin. Forms, syntax, vocabulary, a,b and English derivations. Readings of simple selections from Latin authors. This course is designed to give the student an elementary reading knowledge of the Latin language. Offered at Scripps College in 1972-1973.
- 58 Intermediate Latin. For students with one or a,b two years of secondary school Latin or one year of college Latin. Review of grammar and syntax with readings from Latin prose and poetry, including that of Cicero, Vergil, and Ovid. Both semesters, m.w.f. 11, Mr. Glass.
- 120 Greek Art and Archaeology. An introductory survey of Greek sculpture, architecture, and vase painting from 4000 to 350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion and archaeological methods. Spring, t.th. 1:15, Mr. Glass.
- 121 Classical Mythology. A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Fall, t.th. 1:15, Mr. Glass.
- 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. Fall, time ar-

ranged, Mr. Carroll and The Claremont Colleges Staff.

- 195 Readings in Latin Prose and Poetry. Selected work in Latin literature designed to meet the qualified student's particular needs. Prerequisite: permission of instructor. May be repeated for credit. Both semesters, time arranged, Mr. Glass.

See also: History 12, The Ancient Near East and Greece.



Classics courses also available at Pomona College.

GREEK

- 51 Elementary Greek. Both semesters, m.w.f. 8 and a,b 1 hour arranged. Mr. Carroll.
- 52 Modern Greek. Fall, time arranged. Mr. Kyprianides.
- 101 Intermediate Greek. Spring, m.w.f. 1:15-2:05, b Mr. Carroll.
- 182 Greek Readings and Composition. Spring, time b arranged. Mr. Carroll.

LATIN

- 181 Latin Readings and Composition (Lucretius). b Spring, time arranged. Mr. Carroll.

IN TRANSLATION

- Art 102 Ancient Egypt and the Near East. Fall, t.th. 9:40. Mr. Carroll.
- History 102 Roman History. Spring, m.w.f. 9. Mr. Carroll.

Classics courses available at Scripps College:

GREEK

- 101 Intermediate Greek. Fall, m.w.f. 1:15-2:05, a Mr. Howe.
- 182 Greek Readings and Composition. Fall, time a arranged. Mr. Howe.

LATIN

- 8 Elementary Latin. Both semesters, m.w.f. 10 a,b and one hour arranged. Mr. Palmer.
- 104 The Roman Drama. Fall, m.w.f. 11. Mr. Palmer.
- 178 The Roman Elegy. Fall, time arranged. Mr. Palmer.
- 181 Medieval Latin. Spring, time arranged. Mr. Palmer.

SANSKRIT

- 12 Readings in Sanskrit. Fall, t.th. 8:30 and one hour arranged. Mr. Howe.

50 The Intellectual History of Greece. Fall, m.w. CC 2:45-3:30, Mr. Carroll, Mr. Palmer, Mr. Howe.

51 The Intellectual History of Rome. Spring, m.w.f. CC 2:45-3:30. Mr. Carroll, Mr. Palmer, Mr. Howe.

Pitzer Classics courses not offered in 1972-73.

- 102 The Roman Letter. Mr. Glass
- 170 The Roman Historians. Mr. Glass
- 175 Roman Satire. Mr. Glass.

COMMUNICATIONS

- 100 Seminar in Still Photography. An historical, critical and practical examination of still photography as a tool for artistic and communicative expression. Emphasis on practical approaches to specific communicative problems. Beginning and advanced students. Student to provide equipment and supplies. (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.) Enrollment limited to 20 students. Prerequisite: consent of instructor. Both semesters, t. 7, Phil Cleveland.
- 120 Experimental Television. A practical and critical look at new approaches for the use of the medium including efforts by commercial, community and "guerilla television" production units. Ample opportunity for student experimentation. Selected viewing. Enrollment limited to 12 students of upper division standing. Fall, w. 7, Phil Cleveland.
- 144 Anthropological Film. A review of ethnographic film contributions, approaches, and techniques open to a limited number of students by consent of instructors. Film projects will be initiated during the course and completed during the project period in May. Spring, time to be arranged, Lorna Levine and Phil Cleveland.
- See also: Black Studies, 180cc, Blacks and the Communications Media. Mr. Robinson.



DRAMA

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

- 151 **Changing Techniques and Styles in Acting and Production.** A course for the advanced student of the drama whose main interest is in stage interpretation and delineation of character. Emphasis on actual presentation of scenes and analysis of the plays, character, and thought from selected periods of dramatic history. With the aid of the instructor, students act and direct their own scenes in the styles of the representative

periods. Production and production techniques by qualified instructors are available for those who are interested. Course is open to qualified freshmen and sophomores by permission of the instructor. Fall, m.w.f. 1:15, Mrs. Brooks. Spring, time to be arranged, Mrs. Brooks.

- 155 **Play Production.** A technically oriented theatre course that will cover elements of design, construction, make-up and costume, with emphasis on individual interest in specific aspects of the technical production. Consent of the instructor. Fall, 4:15, Mr. Davis. Spring, time to be arranged, Mr. Davis.

See also the catalogs of Pomona and Scripps Colleges.

ECONOMICS

- 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. Spring, m.w. 1:15, Sandra Schickele.
- 17 **Radical Political Economics.** A study of economics and the various problems of our economy from both the orthodox and the radical points of view. Topics covered will include the following: economic growth, imperialism, alienation, and the distribution of income and wealth among various groups in our society. Fall, m.w. 4:15, Peter Peek.
- 20 **Principles of Economics: 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, t.th. 1:15, Harvey Botwin.

- 20x **Principles of Economics: Macroeconomics.** This course is an experimental version of Economics 20. Class presentations will use verbal means of instruction only (i.e., no graphs, etc.), and the readings will be more extensive but somewhat less abstract. Enrollment limited to 15 students. Prerequisite: *prior* consent of instructor. Fall, t.th. 2:45, Harvey Botwin.
- 21 **Principles of Economics: 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, Harvey Botwin.
- 63 **Environmental Policy.** (See Environmental Studies 63). Spring, t.th. 1:15, Sandra Schickele and Michael Hertel.
- 120 **Economic Development: The Poor Nations.** An examination of the theory and processes of economic growth in underdeveloped nations. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Economics 20 or consent of instructor. Spring, t.th. 2:45, Harvey Botwin.
- 125 **Urban and Regional Economics.** An examination of the impact of public and private sector activities on the development of urban and regional



ONE FOR HIS BREAD-BASKET

Working man: "Call this *fair* trade, hitting me below the belt?" J-s-ph Ch-mb-rl-n. "All for your own good, my friend!" 1901

areas. Topics studied will include housing policy, public health and welfare, employment problems, and investment in education. Prerequisite: Economics 21 or consent of instructor. Spring, m.w. 2:45, Sandra Schickele.

- 135 **Economic Policy and Goals.** A theoretical and empirical analysis of economic policy at both the macro- and micro-economic levels. Government policy will be discussed in terms of the economic goals of society and the tools available to government to effect its policy. Specific topics to be discussed include monetary policy, fiscal policy, wage and price controls, unemployment and manpower policy, and the control of industry. Students will be encouraged to study a particular governmental policy in terms of performance, potential effectiveness, and limitations of the government's tools. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, m.w. 2:45, Robin Walther.

ESC **The Limits of Growth.** (See Special Academic 4 Programs, Special Courses 4).

- 243 **Organizations, Society and Individuals.** Spring, G m. 1:30-4, Peter Drucker.

See also: Black Studies:

- 119 **Economic Problems of the Third World,** Staff. CC
 120 **Method of Social and Economic Research,** Staff. CC
 196 **Economics of Pocket Underdevelopment: The Ghetto,** Staff.

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

Pitzer Economics courses not offered in 1972-73.

- 15 **Seminar in Contemporary Economic Organization and Problems.** Harvey Botwin.
 30 **The Economics of Socialism: Theory and Practice.** Sandra Schickele.

- 130 **Comparative Economic Systems.** Sandra Schickele.
 140 **History of Economic Thought.** Harvey Botwin.
 160 **Economic Theory: Macroeconomics.** Harvey Botwin or Sandra Schickele.
 161 **Economic Theory: Microeconomics.** Harvey Botwin or Sandra Schickele.

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 developmental levels. For freshmen and sophomores; others only with consent of instructor. Enrollment limited to 30 students. Fall, m.w.f. 9, Cynthia Siebel.
- 186 **Seminar: Field Work in Education.** Through observation, participation as an assistant to an elementary school teacher (8-10 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 each semester. For sophomores, juniors and seniors. Enrollment limited to 15 students. Prerequisite: previous work in child development and/or education, and consent of instructor. Credit on C/NC basis with written year-end evaluation. Both semesters, m. 3-5:30, with occasional meetings t 7, Cynthia Siebel.

- ESAP 1 The Study of Education: Education Corridor
(See Special Academic Programs, Special Courses 1)
- EES 2 Field work in the Education and Treatment of
Exceptional Children. (See Special Academic
Programs, External Studies 2).
- 157 Philosophy of Education. Fall, th. 4-6, Mr.
G Hallman.
- 170 Introduction to Public School Teaching.
G Spring, Mrs. Ellner.

See also: Black Studies 120CC, The Death Machine: A
Study in Public Education. Staff.

ENGLISH

- 101 Introduction to Approaches, Backgrounds, and
a,b Genres of Literature. The course will examine
the experience of literature, including the several
ways of interpreting it, recurring myths and
images, the various forms it assumes, and the
skills involved in reading it. A two-semester
course. Required of concentrators. Recom-
mended in the sophomore year for anyone con-
sidering an English concentration. Each semester
may be taken independently. Fall, m.w. 11 plus
one hour arranged. Beverle Houston and
Michael Renner; Spring, m.w. 11 plus one hour
arranged, Michael Renner and Barry Sanders.
- 102 The Reading of Poetry. A course which will
provide intensive training in reading and hearing
poetry. Practical sensibility training. Spring,
m.w. 2:45, Michael Renner.
- 105 Chaucer. An in-depth study of the General
Prologue, the major Tales, *Troilus and Criseyde*,
plus a selection of the minor poems. All readings
will be presented in Middle English. Fall, t.th.
2:45, Barry Sanders.
- 106 The Medieval Spirit. This course will attempt to
develop a history of ideas in the Middle Ages
through an appreciation of Anglo-Saxon and
medieval paintings, sculpture, poetry, drama,
music and history. Readings will be in trans-
lation. Spring, m.w. 1:15, Barry Sanders.
- 107 History and Aesthetics of Film. Students will
read material which explains the technical pro-
cesses 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 exper-
ience. Open to sophomores and juniors only.
Enrollment limited to 50 students; first priority
to students who signed up in Spring of 1972.
Course fee \$10. Spring, w.th. 7, th. 1:15, Beverle
Houston.
- 117 Shakespeare and Other Renaissance Dramatists.
An examination of English Renaissance drama,
concentrating on Shakespeare, including other
major writers such as Webster, Middleton, and
Johnson. Intensive. Fall, m.w.f. 9, Michael
Renner.
- 119 Renaissance Poetry. The course will deal pri-
marily with the poetry of the Elizabethans, and
will include Wyatt, Surrey, Sidney, Spenser,
Marlowe, Shakespeare, and others. Spring, t.th.
1:15, Barry Sanders.
- 125 Milton: The Revolutionary Poet. Principal emph-
asis on *Paradise Lost*, *Paradise Regained*, and
Samson Agonistes, together with all Milton's
minor English poetry and enough of Milton's
prose to establish the intellectual and cultural
context in which the artist worked. Seminar;
enrollment limited to 15 students. Spring, m. 7,
William Lowery.
- 126 Development of Drama. A survey of English
drama from the miracle and morality plays of
the middle ages, through the renaissance and
Jacobean drama, the restoration and eighteenth

- century plays, up to modern times. The emphasis will be upon the changing conventions of the theater. Intensive. Fall, m.w. 1:15, Valerie Levy.
- 134 **Eighteenth Century Literature.** The course will analyze the major works in the period, with particular attention to tradition and innovation. Students will look for the literary assumptions and values by which the eighteenth-century writers shaped their work. Spring, m.w. 2:45, Beverle Houston.
- 140 **English Romanticism.** English poetry from Blake to Byron. Spring, t.th. 9:40, Bert Meyers.
- 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 Hardy, Lawrence, Ford, Forster, Woolf, Golding, and Amis. Not recommended for freshmen. Intensive. Fall, m.w.f. 10, Valerie Levy.
- 156 **Poe, Whitman, and Dickinson.** Intensive survey of selected poetry and prose, with attention to cultural settings that gave rise to "American" poetry. Fall, m.w. 1:15, Agnes Jackson.
- 157 **Modern Poetry in Translation.** Selected readings in the best available translations. Fall, t.th. 9:40, Bert Meyers.
- 159 **Major American Writers.** An investigation of the works of Dreiser, Stephen Crane, T. S. Eliot, William Faulkner, and others to discover the major themes in American writing of the early twentieth century. Spring, t.th. 9:40, Ellin Ringler.
- 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. Fall, t.th. 1:15, Bert Meyers.
- 166 **Victorians and Americans.** A study of the relationships between several prominent nineteenth century English and American writers to illuminate the texts of each through comparison. We will explore the aesthetic, philosophical and actual ties between such writers as Melville and Conrad, Mark Twain and Charles Dickens, and Nathaniel Hawthorne and George Eliot. Fall, t.th. 12, Ellin Ringler.
- 185 **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. 2:45, Beverle Houston.
- 185 **Senior Seminar: Interpretations in Literature.**
- b An exploration of some of the more controversial texts and characters in English and American literature. The complexities of such figures as Shylock in *The Merchant of Venice*, Moll Flanders, Heathcliff in *Wuthering Heights* will be reviewed, as will the multiple explications of such works as Keats' "Ode on a Grecian Urn," James' *Turn of the Screw*, etc. Enrollment limited to senior English majors. Spring, t.th. 2:45, Ellin Ringler.
- 187 **Creative Writing. Poetry workshop.** Enrollment limited to 15 students. Both semesters, m. 7, Bert Meyers.
- 187 **Creative Writing. Prose, other forms.** Fall, m. 2:45-5:30, Michael Renner.

Hopkins, Emily Dickinson, T. S. Eliot, and Wallace Stevens. Fall, m.w. 10, and one hour arranged, Robert Duvall.

See also Black Studies:

- 77 Elements and Reading Comprehension of White
CC Linguistics. Miss Houchins.
- 91 Introduction to Black American Literature. Mrs.
CC Jackson.
- 141 Expository Writing, Critical Reading, and Basic
CC Research. Mrs. Jackson.
- 191 Black Writers of the U.S.A. Mrs. Jackson.
CC
- 192 Special Studies in Black American Literature:
CC Harlem Renaissance. Mrs. Jackson.
- 193 Contemporary Black Literature Outside the
CC U.S.A.: Contemporary African Literature in
English. Miss Houchins.

Pitzer English courses not offered in 1972-73.

- 122 The Age of Milton. Robert Duvall.
- 146 The Great Tradition. Ellin Ringler.
- 177 The Self and Literature. Michael Renner.

ENVIRONMENTAL STUDIES

- 62 Man and His Environment. A course in human ecology that deals with man, his origins, biological characteristics, and behavior. Laboratory and field projects or library and independent studies will be required. Prerequisite: high school biology and chemistry, or consent of instructor. Fall, m.w.f. 11. Laboratories, if appropriate, m.f. 1:15-4:15 or arranged. Daniel Guthrie, Robert Feldmeth, Jerry Sprung.
- 63 Environmental Policy. An examination of the economics and politics of natural resource management and pollution control. Why existing policies do not work. What is needed. Pre-

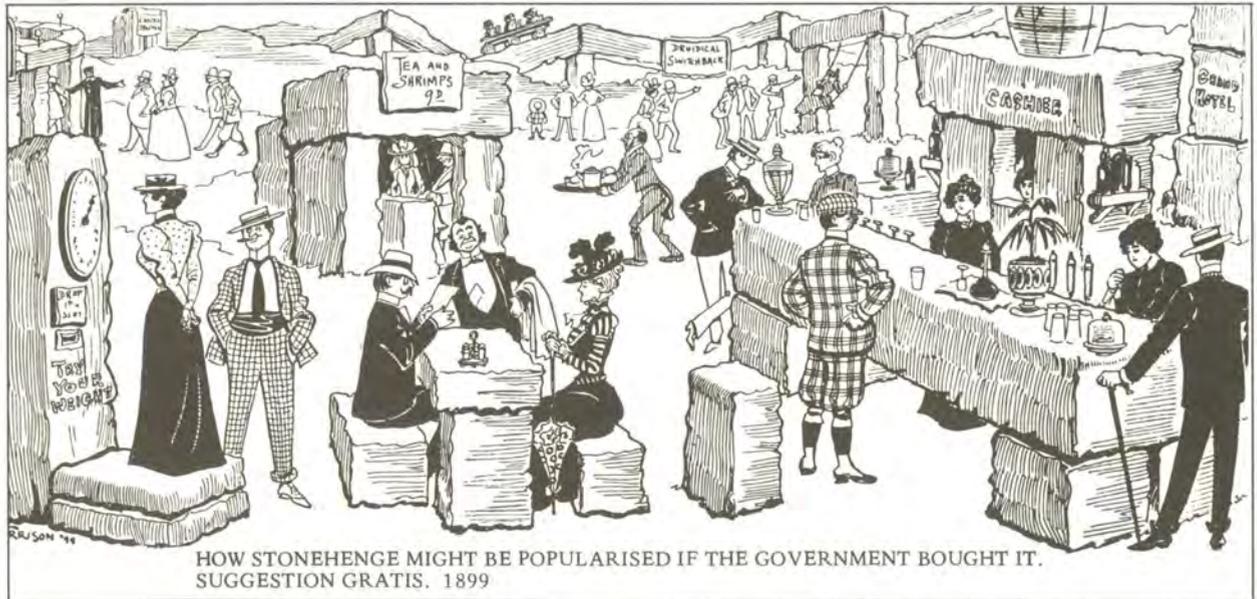
requisite: Environmental Studies 62 or 65 or equivalent; otherwise, consent of instructor. Spring, t.th. 1:15, Sandra Schickele and Michael Hertel.

- 65 Environmental Problems. Several half-semester seminars dealing with an aspect of the environment where man's effect has caused a definite problem. Topics may include air pollution, water pollution, energy resources, biodegradation of toxic substances, etc. Prerequisite: Environmental Studies 62, or Natural Sciences 60 (Principles of Natural Science), or equivalent. Spring, m.w.f. 9. Laboratories, if appropriate, w.th. or arranged. Half or full course, Jerry Sprung, Jon Veigel, Robert Feldmeth, and Staff.
- 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. John Rodman and Staff. (To be offered in fall semester, 1973-74).
- ENIC 1 The Experience of Nature (See Special Academic Programs, Interdisciplinary Colloquium 1)
- ENES 3 Environmental Studies Program in Santa Fe (See Special Academic Programs, External Studies 3)
- ENSC 4 The Limits of Growth (See Special Academic Programs, Special Course 4)
- ENSC 5 Field Research (See Special Academic Programs, Special Course 5)

See also:

Freshman Seminar 12, Psychological Aspects of Conservation Problems, Fall, James Robinson.

Anthropology 80, Indians of North America, Fall, Sheryl Miller.



HOW STONEHENGE MIGHT BE POPULARISED IF THE GOVERNMENT BOUGHT IT.
SUGGESTION GRATIS. 1899

Anthropology 84, Peoples of Africa, Spring, Sheryl Miller.

Anthropology 108, Man's Ecological Relationships (Formerly Anthropology 99), Spring, David Thomas.

Art, Environments (sub-plot), Spring.

Economics 16, An Overview of Economic Systems, Spring, Sandra Schickele.

Economics 21, Principles of Economics: Micro-economics, Spring, Harvey Botwin.

Economics 120, Economic Development: The Poor Nations, Spring, Harvey Botwin.

Economics 125, Urban and Regional Economics, Spring, Sandra Schickele.

Economics 130, Comparative Economic Systems. Sandra Schickele. (Not offered in 1972-73).

Natural Sciences 145, Evolution. Daniel Guthrie. (Not offered in 1972-73).

Natural Sciences 146, Ecology, Spring, Clyde Eriksen.

Natural Sciences 152, Independent Study in Science, Environmental Science topics are available from Eriksen, Feldmeth, Guthrie, Sprung, Veigel.

Natural Sciences 155, Physical Science of the Environment, John Veigel. (Not offered in 1972-73).

Policy Studies 100CC, Program in Public Policy Studies, Forrest Harrison and Staff, both semesters. Each year the Program has two or three task forces investigating environmental problems.

Political Studies 117, The Urban Frontier – New Cities as an Alternative to Sprawl, Fall, Michael Hertel.

Political Studies 166, The Year 2000, Fall, Sharon Nickel and Harry Senn.

Political Science 107 (CMC), The Politics of Population, Ward Elliott. (Not offered in 1972-73).

Sociology 25, Men and Machines, Spring, Rudi Volti.

Sociology 84, Urban Problems, Spring, Martha Gimenez.

Sociology 115, Population and Society, Fall, Martha Gimenez.

Sociology 152 (Pomona), Population and Human Ecology, Spring, George Hesslink.

For additional science courses, see the Catalog of Pomona College (Botany, Zoology).

FOLKLORE

- 33 English Folklore. (See History 33)
- 77 The Forms of Folklore. The aim of the course is to introduce the various forms of folklore and indicate the range of folkloristic phenomena. From myth and festivals to latrinalia, auction calling, music and witchcraft or faith healing, the forms of folklore are an indication of how certain groups of people organize their values and beliefs. They also indicate how such groups view themselves and the world. Course project will be the collection of items of folklore from communities surrounding and within The Claremont Colleges. Spring, t.th. 2:45, Harry Senn.
- 121 Classical Mythology (See Classics 121)
- ESI Appalachia: A Survey of A Depressed Area. (See Special Academic Programs, External Studies 1)

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.

- 1a Introductory French. Classroom and laboratory practice to develop speaking, hearing, reading, and writing skills. Laboratory arranged. Fall: at Pitzer, m.t.th.f. 10, Suzanne Klein; at Scripps, m.t.w.th. 9, Mr. Arie.
- 1b Introductory French. Fall: at CMC, m.w.f. 9 and arranged, Mr. Bour. Spring: at Pitzer, m.t.th.f. 10, Suzanne Klein; at Scripps, m.t.w.th. 9, Mr. Arie.
- 54 Advanced French. Refinement of basic skills through written and oral discussion of literary texts accompanied by systematic review of grammar. Laboratory arranged. Prerequisite: French 1b (formerly French 53) or equivalent. Fall: at Scripps, m.t.w.th. 10, Mr. Arie and Mr. Fine. Spring: at Scripps, m.t.w.th. 10, Mr. Arie and Miss Chefdor.
- 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, m.w. 2:45, Harry Senn; at Scripps, t.th. 2:45, Miss Chefdor. Spring: at Pitzer, t.th. 9:40, Harry Senn; at CMC, t.th. 9:40, Mr. Bour; at Scripps, t.th. 1:15, Mr. Fine.
- 103 Advanced French Conversational Topics. A course designed for advanced students who wish to develop their proficiency in oral and written French. Emphasis on conversation and wide

- range of topics. The course will also include composition and varied readings. Limited enrollment. Prerequisite: French 54 or equivalent. Fall, m.t.f. 11, Suzanne Klein.
- 108 **Magic, Witchcraft and the Occult in Nineteenth Century French Literature.** We will look closely at the contemporary nineteenth century theories of magic and witchcraft in order to discover their importance to the major figures of prose and poetry as well as their contribution to the dominant trends of that century, namely, idealism and materialism. Readings will include Swedenborg, Balzac, Nerval, Flaubert, Baudelaire, Villiers de l'Isle-Adam, Mallarme, Rimbaud, Huysmans, Hugo, Jarry, Paul Christian and Eliphas Levi. Fall, t.th. 2:45, Harry Senn.
- 115 **French Civilization and Culture.** Prerequisite: French 70 or equivalent. Spring, t.th. 2:45-4, Mr. Arie and Miss Chefdor. (Scripps).
- 120 **Survey of French Literature.** Both semesters, a,b m.w.f. 10, Mr. Pronko, Mr. Leggewie. (Pomona)
- 123 **Eighteenth Century Novels: Man versus Society.** A study of the essential literary themes, structures and techniques used by various authors in their exploitation of concepts such as "la condition humaine" and man's social conflicts. Prerequisite: French 70 or equivalent and consent of instructor. Spring, t.th. 2:45, Suzanne Klein.
- 123 **Masterpieces of French Literature.** Prerequisite: French 70 or equivalent. Fall, m.w. 1:15-2:30, Mr. Arie and Mr. Fine. (Scripps)
- 125 **Grandeur and Misere in Seventeenth Century French Literature.** Prerequisite: French 70 or equivalent. Fall, m.w. 2:45-4, Mr. Fine. (Scripps)
- 126 **Major Novels in Nineteenth Century.** Prerequisite: French 70 or equivalent. Fall, m.w. 1:15-2:30, Mr. Leggewie. (Pomona)
- 127 **The Art of the Novel in the Twentieth Century.** Prerequisite: French 70 or equivalent. Spring, t.th. 2:45-4, Miss Chefdor. (Scripps)
- 131 **Diderot.** Prerequisite: French 70 or equivalent. Spring, t.th. 2:45-4, Miss Chefdor. (Scripps)
- 132 **Order and Revolt in French Literature.** Prerequisite: French 70 or equivalent. Fall, Mr. Bour. Claremont Men's College.
- 136 **Stendhal and Zola.** Prerequisite: French 70 or equivalent. Spring, m.w. 1:15-2:30, Mr. Arie. (Scripps)
- 139 **L'univers Proustien.** Prerequisite: French 70 or equivalent. Fall, t.th. 1:15-2:30, Miss Chefdor. (Scripps)
- 150 **Contemporary French Theatre.** Prerequisite: French 70 or equivalent. Spring, m.w. 2:45-4, Miss Saigal. (Pomona)
- 160 **Medieval Literature.** Prerequisite: French 70 or equivalent. Fall, m.w.f. 10, Miss Johnson. (Pomona)
- 165 **Eighteenth Century Novel.** Prerequisite: French 70 or equivalent. Spring, m.w.f. 11, Miss Crosby. (Pomona)
- See also Black Studies: French 104a,b CC Introductory French. Mrs. Meyers.
- See also course lists of other Claremont Colleges.
- Pitzer French courses not offered in 1972-73.
- 107 **Medieval Romance and Celtic Mythology.** Harry Senn.
- 120 **The Emergence of a New Aesthetics in French Literature.** Suzanne Klein.
- 126 **Literature and Politics in France: Machines and the Cultural Revolution.** Harry Senn and Sharon Nickel.

GERMAN

- 1a 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. 11, Dorothea Yale.
- 1b Intermediate German. Fall and Spring (Scripps)
Fall and Spring (Claremont Men's College)
- 54 Advanced German. Fall and Spring (Scripps)
- 64 Composition and Conversation. Emphasis on contemporary idiom. Writing and discussions concerning life in present-day Germany. Fall, m.w. 1:15, Dorothea Yale.
- 70 Introduction to Literary Analysis. Fall (Claremont Men's College)
- 101 Introduction to Literary Analysis. Spring, Mr. Wilson (Pomona)
- 132 Sturm and Drang. Fall, Mr. Sheirich (Pomona)
- 137 Goethe and Schiller. Spring, Mr. Sheirich (Pomona)
- 141 From Romanticism to the Emergence of Naturalism. Fall, Mr. Brueckner (Pomona)
- 146 Seminar in Nineteenth Century German Literature: Poets of the Nineteenth Century. Spring, Mr. Brueckner (Pomona)
- 150 Germany "Angry Young Men": The Post-War Novel. Prose writings of the generation which emerged from the collapse of the Third Reich and critically evaluated the recent past. The novels depict the political and social conditions in Germany during the war years, military occupation, and recovery. Lectures and discussions in English; all works available in German and in translation. No prerequisites. Fall, t.th. 2:45, Dorothea Yale.

- 151 Classical Drama and Theater. Fall, m.w. 2:45-4, Mrs. Potter. (Scripps).
- 155 Goethe's Faust and the Faust Legend. Spring, m.w. 2:45-4:00, Mrs. Potter (Scripps)

- 181 German Literature in Translation: Kafka and Hesse. Fall, Mr. Brueckner (Pomona)

Pitzer German courses not offered in 1972-73.

- 130 Thomas Mann: His Life and Works. Dorothea Yale.

- 140 Modern German Drama. Dorothea Yale.

HEBREW

- 10 Introductory Modern Hebrew I. 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. Both semesters, t.th. 4-6 and laboratory arranged, Alan Harris.
- 12 Intermediate Modern Hebrew. Continuing course designed to result in intermediate command of modern (Israeli) Hebrew, increasing knowledge of reading and writing. Sentence formation through pattern practice and transformational drill, using audio-visual techniques. Fall, t.th. 7-9, and laboratory arranged, Alan Harris.

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.

- 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, David Cressy.
- 33 **English Folklore.** An historical approach to popular beliefs, customs, and ceremonies in England. In considering such phenomena as magic and witchcraft we will examine their relation to religion and the cultural mainstream. Spring, t.th. 9:40, David Cressy.
- 36 **Enlightened Despotism, Revolution and Empire: Europe 1714-1815.** A study of Europe in the eighteenth century, and of the French Revolution and the Napoleonic Empire with emphasis on the thought of the Enlightenment through reading of selections from such writers as Locke, Montesquieu, and Rousseau. Primarily for freshmen and sophomores. Fall, t.th. 2:45, Werner Warmbrunn.
- 37 **The Rise and Decline of Europe 1815-1945.** A study of the period of European preeminence



and its decline through two world wars, with special emphasis on the intellectual traditions of the period through the readings of selections from such writers as Burke, Marx, Freud, and Hannah Arendt. Primarily for freshmen and sophomores. Spring, t.th. 2:45, Werner Warmbrunn.

- 55 **Survey of American History, 1620-1865** (fall)
- 56 **Survey of American History, 1865 to the Present** (spring)

This introductory course is designed to give students both a fundamental grasp of the American past and an opportunity to evaluate how professional historians have dealt with key issues. Each week the class will consider a question basic to understanding a particular period in American history. Among the issues raised in the first semester are the extent to which the Constitution was an instrument of class interest and whether slavery was economically profitable. The second semester will begin with an inquiry into how much the Reconstruction changed the South and will raise such questions as why socialism failed as a political force and how much the New Deal really transformed the American economy and society. Either semester may be taken separately. Fall, m.w.f. 10; Spring, m.w.f. 10, Robert Buroker.

- 60 **Society and Tradition in East Asia.** An introduction to the development of premodern philosophical, cultural, social, and political forms in China and Japan from their origins to the Western impact of the seventeenth century. Among the topics to be covered are village society, the transformation of Buddhism in China and Japan, and the affects of Chinese civilization on Japanese culture. Lectures and discussions. Fall, m.w. 1:15, Allen Greenberger and Arthur Rosenbraum.
- 61 **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, Allen Greenberger and Rudi Volti.

- 127 **Society and Politics in England 1485-1689.** A study of cultural change, social stress, and political activity in England from the accession of Henry VII to the deposition of James II. The course will examine the religion and politics of the ruling elite and the masses below in the period of the Reformation and the English Civil War. Spring, t.th. 12, David Cressy.
- 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 world view. 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. Fall, m.w. 11, Allen Greenberger.
- 137 **The Second Thirty Years' War: Europe 1914-1945.** A study of Europe during the First World War, the Inter-War Period, and the Second World War. Questions to be examined will include the origins of the two wars, the role of the Treaty of Versailles, the role of Bolshevik Russia, and the nature of Fascism and National-Socialism. Primarily for upper division students with some familiarity with twentieth century European history. Fall, m.w. 2:45, Werner Warmbrunn.
- 154 **The American Welfare State in Historical Perspective.** The history of how poverty and dependency have been handled in the United States from colonial times to the present. Beginning with an analysis of the functions of the poor law and almshouse, the course will consider the development of social work as a profession, the bureaucratization of welfare decision-making, and the extent to which the welfare state has been organized to promote social control as opposed to social equality. Fall, m.w. 2:45, Robert Buroker.
- 185 **Men in War and Under Occupation.** An experimental interdisciplinary seminar offered by a historian and a psychologist. War and conquest have occupied and pre-occupied man for all of his recorded history. The source of some of the highest works of men as well as some of his worst deeds, we must come to an understanding of war in order to understand human nature in History. Some of the questions to be asked: is war an activity that engages a basic part of man's personality or is the proclivity for war the product of education in its broader sense? What kinds of cultures and socialization create or inhibit readiness for war? Which factors determine whether a man or woman will collaborate or resist an enemy power occupying their country? Enrollment limited to juniors and seniors, or by consent of instructors. Spring, w. 7, Werner Warmbrunn and Robert Albert.
- 199 **Senior Seminar in History: The History of Pitzer College.** A Study of the methods of history through a case-study of the history of Pitzer College. The methods will include (1) oral interviews, (2) development and use of archival materials, (3) preparation of microfilm interviews. Each student will complete a paper on some aspect or phase of the history of Pitzer College. Required of all history seniors and open to the other students with the consent of the history field group. Fall, t. 7, Staff.
- 313 **English Social History.** An examination of the methods currently used by researchers in English local history from the fifteenth to the nineteenth centuries. The seminar will consider types of documents, occupations, literacy, and

other similar problems. Graduate course, open to undergraduates with consent of instructor. Spring, t. 3-5, David Cressy.

- 350 Readings in the History of British India. A review of the literature of the British period of Indian history focusing on such problems as British attitudes toward India, the rise of Indian nationalism, and the affects of Imperial rule. Graduate course, open to undergraduates with consent of instructor. Spring, m. 3-5, Allen Greenberger.

HIC Social Movements (See Special Academic Programs, Interdisciplinary Colloquium 2)

- 122 U.S. 1815-1877. Spring, m.w.f. 10, Mr. Niven. G
140 History of American Constitutional Law and Theory. Fall, t.th. 1:15, Mr. Levy. G
141 History of American Constitutional Law and Theory, Spring, t.th. 1:15, Mr. Levy. G

See also Black Studies:

- 51 Survey of Black History to 1865, Staff. CC
52 Survey of Black History from 1865 to Present. CC Staff.
103 Reconstruction and its Aftermath: 1865-1900. CC Staff.

See also Chicano Studies Center

- 92 History of the Chicano. Mr. Lopez. CC
139 The History of Mexico. Mr. Lopez. CC

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

Pitzer History courses not offered in 1972-73.

- 14 The Hellenistic World and Rome to A.D. 565. Mr. Glass.

- 133 British Empire and Commonwealth, 1783 to Present. Allen Greenberger.
138 The Individual in History. Werner Warmbrunn.
140 History of India to 1707. Allen Greenberger.
141 India since 1707. Allen Greenberger.

INTERNATIONAL RELATIONS (See Political Studies)

ITALIAN (Courses available at Scripps College)

- 1 Introductory Italian. Fall, m.w.th.f. 1:15-2:05, a,b Mrs. Ewing, Spring, Mrs. Ewing.
54 Advanced Italian. Fall, m.w.th.f. 2:45-3:35, Mrs. Ewing.
70 Introduction to Italian Literature. Spring, Mrs. Ewing.
162 Medieval Literature. Fall, m.w.f. 12, Mrs. Ewing.

LATIN AMERICAN STUDIES

ANTHROPOLOGY

- 51 Introduction to Social Anthropology (Pomona)
80 Indians of North America (Pitzer)
80 Ancient Civilizations of Aztlan: The Chicano CC Perspective (CSC)

DANCE

- 70 Regional Dances of Mexico (CSC) CC
71 Regional Dances of Mexico (CSC) CC

HISTORY

- 139 The Conquest to Juarez (CSC)
CC
140 Juarez to the Present (CSC)
CC
177 Colonialism and Revolutionary Nationalism in Latin America (CMC)
179 Modes of Thought in American Cultures (CMC)

POLITICAL STUDIES

- 30 Introduction to International Relations (Pitzer)
137 The Third World in International Relations (Pitzer)
158 Latin American Politics (Pomona)

SOCIOLOGY

- 80 Political Sociology (Pitzer)
84 Urban Problems (Pitzer)
108 Social Structure and Economic Development in Latin America (Pitzer)
115 Population and Society (Pitzer)

SPANISH

- 130 Survey of Latin American Literature (CSC)
ab
CC
150 Latin American Short Story (Scripps)
156 Latin American Novel to 1930 (CMC)
159 Latin American Novel since 1930 (CMC)
160 Mexican Literature (CSC)
CC
171 Theater and Society in Latin America (Pitzer)

- 173 Literature of a Specific Latin American Country
A. Mexico (Pitzer)
B. Argentina (Scripps)

LINGUISTICS

- 104 Language and Culture. The relation of language to thought, and its role in setting and limiting human experience. How language influences world-view and social attitudes. Linguistic universals and cross-cultural communication. Linguistic change and cultural change. Fall, m.w.f. 9, Ronald Macaulay.



- 165 **Seminar in Comparative Grammar.** The seminar will investigate the variety of structures employed to indicate syntactic relations in a number of modern languages. The actual languages compared will depend on the linguistic knowledge of the participants but will definitely include French, Spanish, and German. Prerequisite: good knowledge of a foreign language and consent of instructor. Fall, time to be arranged. Ronald Macaulay.
- 173 **The Acquisition of Language.** The course will attempt to answer such questions as: how do children learn to speak? At what age and under what conditions? Are children born with a capacity for language? What factors affect language development? Competing theories of language acquisition will be examined in the light of recent developments in linguistic theory. Prerequisite: Introductory Psychology and one middle-level psychology course or two courses in linguistics or consent of instructor. Fall, t.th. 1:15, Ronald Macaulay.
- 190 **Tutorial in Linguistics.** Directed independent study of a specific area in linguistics which is not being covered in any of the courses offered this year. Half or full course. Prerequisite: consent of instructor. Fall semester only. Time arranged, Ronald Macaulay.
- Pitzer Linguistics courses not offered in 1972-73.
- 103 **An Introduction to General Linguistics.** Ronald Macaulay (See Pomona College Interdepartmental 53, Intro Linguistics, Fall, t.th. 9:40, Mr. Atlas).
- 110 **The Social Implications of Language Variation.** Ronald Macaulay.
- 120 **An Introduction to Historical Linguistics.** Ronald Macaulay.
- 155 **Seminar in Generative Grammar.** Ronald Macaulay.
- 185 **The Social Context of Conversations.** Ronald Macaulay.

MATHEMATICS

- 2 **Mathematics for Social Scientists.** Topics from finite mathematics including logic, sets, and elementary probability. Students will be taught the programming language BASIC and will use the PDP-10 time sharing terminals. Especially for lower division students who have had minimal preparation in mathematics and wish to concentrate in a social science. Enrollment limited to 25 students. Fall, m.w.f. 11 and one hour arranged, Barbara Beechler.
- 3 **Introduction to College Mathematics.** The main objective of the course is to provide students with enough mathematical literacy to participate in college mathematics and science courses. Topics will include basic computation, elementary counting principals and probability, the BASIC language and computer algorithms, and elementary functions. Prerequisite: high school algebra and geometry. Fall, m.w.f. 9 and one hour arranged, Barbara Beechler.
- 20 **Analytic Geometry and Elementary Functions.** Inequalities, functions including the trigonometric functions, graphs, analytic geometry of the plane, and an introduction to limits. Prerequisite: three years of high school mathematics or Mathematics 3. Fall, Pomona College. Spring (Pitzer), m.w.f. 9, Barbara Beechler.
- 30 **Calculus I.** A first course in differential and integral calculus. Functions, limits, continuity, derivatives, the definite integral. Prerequisite: four years of high school mathematics, Mathematics 20, or consent of instructor. Fall, m.w.f. 9, Thomas.
- 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. Enrollment limited to 25 students.

Three lectures and one problem session per week. Prerequisite: Mathematics 2, Mathematics 20, or consent of instructor. Spring, m.w.f. 11 and one hour arranged, Barbara Beechler.

242 **Differential Geometry.** Spring, time to be arranged, Mr. Williamson.

257 **General Topology.** Spring, m.w.f. 1:15, Mr. HG James.

275 **Number Theory.** Fall, t.th. 1:15.
G

283 **Methods of Applied Mathematics, I.** Fall, m.w.f. G 9.

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

MUSIC

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

82 **Introduction to Music II.** An historical survey of major composer 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, John Lilley.

173 **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, John Lilley.

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.

Music courses not offered in 1972-73.

81 **Introduction to Music I.** John Lilley.

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 principals 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. High school biology and chemistry are strongly recommended. Three lectures and one three-hour laboratory per week. Laboratory fee \$10 per semester. Lectures m.w.f. 10. Laboratories t.w.th. 1:15-4:15, Clyde Eriksen 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, Robert Pinnell and Staff.

61 **Applications of Science.** Students may choose two half-semester seminars chosen from among

those offered dealing with the role of science in our world. Possible topics include astronomy, geology, brain mechanism, science policy, recent scientific theories and their philosophical implications, genetic engineering and drugs. Prerequisite: individual seminars may have specific prerequisites. Spring, lectures m.w.f. 9, Laboratories, if appropriate, m.t.w. 1:15-4:15 or arranged, Jerry Sprung and Staff.

- 62 **Man and His Environment.** See Environmental Studies 62).
- 65 **Environmental Problems.** (See Environmental Studies 65).
- 141 **Vertebrate Anatomy.** 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. Spring, lectures t.th. 9:40. Laboratory t. 1:15-4:15 and arranged, Daniel Guthrie.
- 142 **Physiological Homeostasis.** A course dealing with 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, one semester of college chemistry and consent of instructor. Laboratory fee \$10. Fall, lectures t.th. 9:40, laboratory th. 1:15-4:15, Robert Feldmeth.
- 143 **General Genetics.** A course giving a general overview of the mechanism of inheritance at the molecular, cellular and population levels. Prerequisite: Introductory Biology, one semester of college chemistry and consent of instructor. Fall, lectures, t.th. 8:20. Discussion section t. 7:30, David Sadava.
- 146 **Ecology.** A study of the interrelationships of plants and animals with the environment and with each other, including the study of individuals, populations, and communities. Except for
- discussion of the environmental crises caused and faced by man, examples will emphasize other than vertebrate organisms. Prerequisite: Introductory Biology, one semester of college chemistry and consent of instructor. Spring, lectures t.th. 8:20. Laboratory f. 1:15-5:15. Some weekend and field trips, Clyde Eriksen.
- 147 **Microbiology.** A discussion of micro-organisms with particular emphasis on the contribution 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. Fall, lectures m.w.f. 11. Laboratory, m.w. 1:15-3:15 and arranged, Margaret Mathies.
- 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: On leave 1972-73.
- 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: On leave 1972-73.
- Mr. Merritt: Spectroscopy, catalysis of organo-metalics.

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

Mr. Sadava: Developmental genetics, plant systems, science policy.

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

Mr. Veigel: Photochemistry, kinetics of inorganic reactions.

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

- 160 **Immunology.** A seminar course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity, and autoimmunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers and occasional lectures may supplement the material. Prerequisite: Introductory Biology, some advanced work in biology (preferably Microbiology) and consent of instructor. Spring, lectures w. 1:15-4:15, Margaret Mathies.
- 167 **Thermo-Biology.** A seminar course which covers thermodynamics, energy in the form of heat, climate, heat transfer, and thermal insulation, as well as the thermal stability of molecular, physical, biological and geological systems. Subsequent topics may include origin of life, behavioral, chemical and physical thermoregulation; hibernation and torpidity; heat and extraterrestrial life. Prerequisite: first year courses in at least two of the three areas: biology, chemistry and physics, or consent of instructors. Spring, lectures m. 1:15-4:15, Robert Feldmeth and Jon Veigel.
- 168 **Biology of Insects.** A study of the various aspects of insect biology including structure, physiology, behavior, ecology, evolution and economy. The format of the course will include lectures, discussions, student presentations and occasional laboratories and field trips. Prerequisite: Introductory Biology, some advanced work in biology or consent of instructor. Fall,

lectures t. 1:15-4:15, Clyde Eriksen.

- 177 **Biochemistry.** (See Physical Science area courses)
- 189 **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, Margaret Mathies, Robert Feldmeth and Staff.
- 190
- 167 **Plant Microtechnique.** Spring, Mr. Carlquist.
G

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. High school chemistry recommended. Laboratory fee \$10. Fall, lectures m.w.f. 8, laboratories t.w.th. 1:15-5:15, Jerry Sprung and Freeman Bovard
- 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, Jerry Sprung and Freeman Bovard.
- 30, 31 **General Physics.** A first year general physics course introducing mechanics, heat, light wave and

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. Laboratory w.th. 1:15-4:15, Jack Merritt.

- 33 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, Laboratory m.t. 1:15-4:15, Peter Smith.
- 60 Principles of Natural Science (See Biological Science Courses)
- 61 Science in the Modern World. (See Biological Sciences 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. 9, laboratory w. 1:15-4:15, John Goodman.
- 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, Jack Merritt.

- 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, Robert Pinnell and Freeman Bovard.
- 121 Principles of Physics-Chemistry I. Atomic structure using classical and quantum mechanical descriptions. Development of inter- and intramolecular bonding theories. Analysis of atomic and molecular level phenomena through application of spectroscopic techniques. Prerequisite:



MAN'S EXTREMITY IS WOMAN'S OPPORTUNITY. 1902

Science 15 and 34. Laboratory fee \$10. Spring, lectures t.th. 8:20. Laboratory w. 1:15-5:15, Jon Veigel.

- 122 **Principles of Physics-Chemistry II.** Kinetic theory of gases, states of matter. Detailed development of thermodynamics, both classical and statistical. Thorough treatment of reaction kinetics. Experimental handling of rate data, reaction mechanism determination, rate theories. Prerequisite: Science 121. Laboratory fee \$10. Fall, lectures t.th. 8:20. Laboratory w. 1:15-5:15, Jon Viegel.
- 152 **Independent Study in Science** (See Biological Science Area Courses)
- 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, time arranged, Robert Pinnell.
- 159 **Spectroscopy and Structure.** Various spectroscopic techniques, such as nuclear magnetic resonance, microwaves, infrared, visible, ultraviolet and X-rays, as used by the chemist and physicist, will be discussed and applied to the structure determination of atoms and molecules. Prerequisite: Science 121 or consent of instructors. Spring, lectures m. 1:15-4:15, Jack Merritt and Robert Pinnell.
- 162 **Advanced Physical Chemistry.** Elements of statistical mechanics and statistical thermodynamics. Prerequisite: Science 121-122 (Joint Science Department) or Chemistry 161 (Harvey Mudd College and Pomona College). Offered in cooperation with Harvey Mudd College and Pomona College. Half course – Second half of Fall semester. Tery Barr.





- 163 **Advanced Physical Chemistry.** Applications of symmetry and group theory in chemistry. Prerequisite: Science 121-133 (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, first half of Spring semester, Gerald Van Hecke.
- 166 **Chemical Physics.** 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, Staff.
- 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, t.th. 9:40, Ron Vaughan.
- 172 **Structure Determination.** Prerequisite: one year of organic chemistry. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, second half of Fall semester, Robert Pinnell and Jerry Sprung.
- 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. Staff.
- 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, Corwin Hansch.
- 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 in-

formation is developed. Prerequisite: Science 116 or organic chemistry, introductory biology and consent of instructor. Spring, lectures m.w.f. 10, Freeman Bovard.

- 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, Staff.
- 187 **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.

See also the catalogs of Pomona and Harvey Mudd Colleges.

Natural Sciences courses not offered in 1972-73.

Biology Courses

- 140 Invertebrate Biology.
 145 Evolution.
 148 Biological Basis of Behavior
 164 Vertebrate Paleontology.
 165 Limnological Problems.
 169 Topics in Marine Biology.

Physical Science Courses

- 102 Electricity and Magnetism.
 155 Physical Science of the Environment.
 178 Biophysics.

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. Intensive. Spring, m.w.f. 10, James Bogen.

- 1x **Introduction to Philosophical Problems.** An introduction to basic techniques of philosophical thinking and discussion. Most of the work will consist of discussion of writing done by the class during the semester. Topics include the questions (1) Are value judgments objective? (2) Are men free agents? (3) Can we learn objective facts about the world through our senses? Enrollment limited to 25 students. Intensive. Fall, t.th. 1:15, James Bogen.
- 2 **Philosophical Classics.** An introduction to philosophical problems and methods. Readings from traditional philosophers: Hume, Berkeley, and Descartes. Discussion will focus on questions concerning the existence of God, and our knowledge of physical objects. Enrollment limited to 25 students. Fall, m.w.f. 10, Ronald Rubin.
- 5 **Introduction to Formal Logic.** An introduction to some techniques for analyzing arguments and testing them for validity. Students will be introduced to two logical systems; sentential and predicate calculus. No previous study of anything required. Enrollment limited to 25 students. Intensive, Spring, m.w.f. 10, Ronald Rubin.
- 112 **Introduction to Plato.** An attempt to get away from the Great Books-Great Ideas of Western Man approach to Plato as an edifying though long-winded old relic. Readings from the Republic, Theaetetus, Sophist, Parmenides, Meno, and other dialogues on morality, theory of knowledge, and metaphysics. Prerequisite: one introductory philosophy and one introductory logic course. Intensive. Spring, t.th. 10, James Bogen.
- 114 **Philosophical Psychology.** An examination of some views concerning the difference between mind and body, and of some views about the nature of emotion. Prerequisite: an introduc-

tory course in philosophy or logic. Spring, m. 2:45, Ronald Rubin.

- 117 **Theory of Language: The Philosophy of Wittgenstein.** Wittgenstein was one of the most powerful philosophers of the first half of this century. He is largely responsible for aspects of logical positivism and ordinary language philosophy, two approaches to the study of language which have been characteristic of most twentieth century linguistic philosophy. Readings from the *Tractatus* and the later works. Prerequisite: one introductory philosophy or logic course. Intensive. Fall, m.w. 2:45, James Bogen and Ronald Rubin.
- 150 **Philosophy of Science (Pomona College).** A study of the nature of scientific inquiry based on historical works in science and contemporary philosophical investigations. Emphasis on explanation; reduction; the role of mathematics and logic; induction and probability; space and time. Prerequisite: one introductory course in philosophy or logic. Spring, t.th. 9:45, Morton Beckner and Ronald Rubin.
- 160 **Perception (Philosophy Colloquium).** Philosophical problems of perception with special attention to phenomenism, skepticism, sense-data theories, and some current materialistic theories based on psychological studies. Readings from Descartes, Price, C. S. Lewis, Austin, Chisholm, Bogen and Beckner. Prerequisite: one introductory philosophy course. Introductory Logic recommended. Intensive. Fall, t.th. 3:45, James Bogen and Morton Beckner.
- 110 **Classical Philosophy.** Fall, Mr. Young.
G
- 111 **Medieval Philosophy.** Fall, t. 2:45, Mr. Winance.
G
- 120 **Phenomenology.** Spring, t. 2:45, Mr. Winance.
G
- 132 **Classics of the Orient.** Spring, m.w.f. 9, Mr. Hutchison.
G
- 162 **Philosophy of Law.** Fall, th. 1:15, Mr. Louch.
G

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

POLICY STUDIES

- 100 **Program in Public Policy Studies.** The inter-collegiate program sponsors interdisciplinary teams of students and faculty members who investigate public policy problems and prepare comprehensive research reports recommending policy alternatives. Researchers in the Program then deliver these reports to public officials and citizens who can make or influence decisions regarding policy. Students also participate in a seminar on public policy research methodology. Past topics have included child care, low income housing, solid waste disposal, air pollution, electrical power, mass transit, land use, minority business enterprise, special education, and penology. Prerequisite: permission of program chairman. (Application must be made at the Program in Public Policy Studies Office, ext. 3788.) One or two course credits. Both semesters.

POLITICAL STUDIES

- 20 **Introduction to Comparative Government and Politics.** An introductory study of the setting of politics in relation to the governmental systems of selected Western and non-Western countries. Primarily for freshmen and sophomores. Spring, Carl Zachrisson.
- 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. Students who complete both semesters may receive upper-division credit for the second semester. Both semesters, m.w. 1:15-2:30, Sharon Nickel.

- 30 **Introduction to International Relations.** An introduction to the nature of politics, law, and organization on the international level. Theories and concepts of world politics will be examined in the light of twentieth century diplomatic history, and particular attention will be paid to the post-1945 period. Fall, t.th. 9:40, Carl Zachrisson.
- 100 **Programs in Public Policy Studies.** (See Policy CC Studies 100CC).
- 104 **Parties, Public Opinion, and Voting Behavior** (Formerly Political Studies 40). 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 structures of the two parties as they bear on nominations and campaigns. Recent elections will be examined in detail with a view toward discerning trends in current American politics. Fall, t.th. 9:40, David Nexon.
- 113 **Contemporary Political Thought.** This course will focus on the character of man and his relationship to social forces and institutions in the modern world. The readings will deal primarily with writers who are critical of the contemporary world and have some vision of the "new man" and his "new order". Readings will include Mannheim, Marcuse, McLuhan, Mao, Freud, Brown, Camus, Jonas and Chardin, among others. Spring, m.w. 2:45, Sharon Nickel.
- 116 **Quantitative Methods in Political Science** (Formerly Political Studies 75). 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. Fall, t.th. 2:45, David Nexon.
- 117 **The Urban Frontier – New Cities as an Alternative to Sprawl.** This course will investigate and assess the significance of the recent trend toward the establishment of entire new cities in many advanced countries of the world as a means of planning and controlling metropolitan growth. The course will emphasize a comparative approach, focusing on new city developments in the United States, Great Britain, France, West Germany, Finland, and the Soviet Union. Fall, t.th. 2:45, Michael Hertel.
- 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 Africa, the hostage states of Botswana, Lesotho Swaziland, liberation movements in Angola and Mozambique. Fall, m.w. 4:15, Carl Zachrisson.
- 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, Sharon Nickel.
- 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, eco-

- conomic and technical assistance, military alliances, neo-colonialism, regional organizations. Prerequisite: Political Studies 30 or consent of instructor. Spring, time to be arranged, Carl Zachrisson.
- 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 of legislative votes of such groups as voters, Blacks, and business interests will receive particular attention. Political Studies 40 would provide a useful background. Fall, t.th. 1:15, David Nexon.
- 166 **The Year 2000: Utopia or Oblivion?** This course will investigate projections of the future from various vantage points — science, philosophy, science fiction and pataphysics, and will focus on specific conceptions of time, space, leisure, community and authority. Readings will include Kahn, Skinner, Fuller, More Castanada, Lilly, Huxley and Asimov. Fall, t.th. 1:15, Sharon Nickel and Harry Senn.
- 170 **The Democratic Perspective.** Introduces students to the study of politics through an examination of the theory and practice of democracy in the modern state. Historical and comparative readings supplement the central study of the American experience. Study areas include democratic theory, the technocratic state, democracy and the military, elections and voting behavior, and civil disobedience. Limited to students participating in Freshman Seminar 13 and the Political Studies Thematic Suite in Mead Hall. Fall, t. 7:30, Lucian Marquis and Staff.
- 199 **Senior Seminar.** The seminar will survey the
a major areas of political studies including various approaches to the discipline. Fall, th. 7, Mr. Marquis and others.
- 199 **Senior Thesis or Comprehensive Examination.**
b Spring, Staff.
- 219 **Recent Topics in Political Philosophy.** In 1972 the seminar will focus on the thought of John Stuart Mill as a point of convergence of many of the intellectual currents of the nineteenth century, and as a formulation of some of the basic dilemmas that we still confront. Extensive readings in Mill, as well as selected writers (Bentham, James Mill, Coleridge, Carlyle, Comte, Tocqueville) and selected commentators (Stephen, Berlin, Hart, et al). A graduate seminar open to juniors and seniors with a background in political theory (consent of instructor). Fall, t. 2-5, John Rodman.
- 252 **International Law and Organization.** The course will consider alternative approaches to world peace through international legal and institutional means. The nature and function of the United Nations and selected regional organizations will be discussed with particular reference to problems of economic and social development. A graduate course, open to undergraduate students with consent of instructor. Spring, Carl Zachrisson.
- 260 **Comparative Government.** Fall, w. 2, Lucian Marquis.
- 274 **The Politics of Mass Society.** An analysis of the various concepts of mass society and mass politics as developed in the writings of Tocqueville, y Gasset, Marx, Weber, Mannheim, Fromm, Kornhauser, and Marcuse. Theories will be examined against the background of empirical studies. Prerequisite: consent of instructor. Spring, w. 2, Lucian Marquis.
- PIC 1 **The Experience of Nature** (See Special Academic Programs, Interdisciplinary Colloquium 1)
- PIC 2 **Social Movements** (See Special Academic Programs, Interdisciplinary Colloquium 2)
- PSC 4 **The Limits of Growth** (See Special Academic Programs, Special Course 4)

- 126 Communist World I. Fall, m.w.f. 11, Mr. Neal.
G
- 127 Communist World II. Spring, m.w.f. 11, Mr. Neal.
G
- 140 Public Administration and Public Policy. Fall, m.w.f. 10, Mr. Blair.
G

See also Black Studies:

- 136 Politics of the Black World. Mr. Dalizu.
CC
- 137 Imperialism and Colonial Administration. Mr. Medhane.
CC
- 138 Comparative Political Theories and Social Change. Mr. Medhane.
CC
- 143 Politics of the Black Community. Mr. Medhane.
CC
- 149 Urban and Rural Guerrilla Warfare. Mr. Medhane.
CC
- 153 American Institutions of Power: Legal or Otherwise. Mr. Dalizu.
CC

See also Chicano Studies Center:

- 75 The Chicano Experience and Politics. Mr. Cuellar.
CC
- 173 Social Movements and Chicano Politics. Mr. Cuellar.
CC
- 180 Seminar: Political Socialization and Chicanos. Mr. Cuellar.
CC
- 181 Seminar: Contemporary Chicano Politics. Mr. Cuellar.
CC
- 199 Special Topics: Community Power Studies. Mr. Cuellar.
CC

Pitzer Political Studies courses not offered in 1972-73.

- 167 Literature and Politics in France: Machines and the Cultural Revolution. Sharon Nickel and Harry Senn.

PSYCHOLOGY

- 10 Introduction to Psychology. The purpose of this course is to introduce the student to psychology as it has developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition, and personality. Special emphasis is given to some of the major systems, concepts, methods, and findings in contemporary psychology. Students will be expected to serve as subjects in experiments. Four sections of this course will be offered:

Section G will provide a general overview of the entire field of psychology. Fall, m.w.f. 10, Robert Shomer.

Section C will provide a general overview of the field with an emphasis on child psychology. Fall, t.th. 9:40, Robert Albert.

Section S will provide a general overview of the field with an emphasis on social psychology. Fall, t.th. 9:40, Lewis Ellenhorn.

Section P will provide a general overview of the field with an emphasis on personality. Spring, m.w. 2:45, James Robinson.

Students should enroll in Psychology 10 by section.

- 52 Education and Human Development. (See Education 52.) This course is a general interest course open to freshmen and sophomores without prerequisite (others only with consent of instructor) and may not be counted towards the concentration in psychology, Cynthia Siebel.
- 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. Both semes-

ters. Fall, m.w.f. 11, Karin Meiselman. Spring, m.w.f. 9 and one hour arranged, Leah Light.

The following are middle level courses. All middle level courses in psychology have Introductory Psychology as a prerequisite.

- 100 **Experimental Psychology.** This course will focus on the empirical method in the study of human behavior. Several selected areas will be examined in detail such as dyadic behavior, psychobiological concomitants, and social perception. Prerequisite: Introduction to Psychology. Spring, m.w. 2:45 and laboratory arranged. Robert Shomer.
- 101 **Brain and Behavior** (formerly Psychology 60). 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 111. Prerequisite: Introduction to Psychology. Fall, t.th. 9:40, Constance Kovar.
- 102 **Learning.** Major findings and theories in the area of human and animal learning will be covered. Topics include classical and operant conditioning, human learning and problem solving. The relevance of theories developed in the animal laboratory to a discussion of human learning will be treated in detail. Prerequisite: Introduction to Psychology. Laboratory course. Laboratory fee \$10. Spring, m.w. 1:15 and laboratory arranged, Leah Light.
- 103 **Social Psychology.** This course will examine major areas in social psychology such as small group interaction, attitudes, interpersonal attraction, and social perception. Prerequisite: Introduction to Psychology. Not open to students who have taken Psychology 10, Section S. Spring, m.w.f. 10, Robert Shomer.
- 105 **Child Development** (formerly Psychology 55). Evidence pertaining to the development of the child (primarily in the pre-school) is examined and discussed in relation to selected theoretical

formulations. Facets of the child's cognitive, social, emotional, and personality development are included. Prerequisite: Introduction to Psychology. Not open to students who have taken Psychology 10, Section C. Both semesters, Fall, t.th. 1:15, Constance Kovar. Spring, t.th. 8:20, Ruth Munroe.

- 107 **Personality.** Major theories of personality other than psychoanalysis will be examined. Along with some aspects of early psychoanalysis, the theories of Erikson, Maslow, Kelly, Rogers and Sullivan will be emphasized. Skinner and social reinforcement theory will be discussed where appropriate. The aim of the course is to determine what each theory best explains and has contributed to our thinking about personality, clinical and nonclinical material. Prerequisite: Introduction to Psychology. Not open to students who have taken Psychology 10, Section P. Spring, m.w. 12, Robert Albert.
- 108 **Motivation.** This course will survey the role that motivational concepts play in a variety of behavior theories. It will introduce students to motivational research and will focus on a few basic theoretical questions that have arisen in the field of motivation. Prerequisite: Introduction to Psychology. Fall, m.w. 4:15, James Robinson.

The following courses are advanced courses. Normally such courses will have a middle level course as a prerequisite. However, students who have taken Psychology 10, Sections C, P, or S may use these sections as prerequisites for courses requiring a middle level course in child psychology, personality, or social psychology, respectively.

- 111 **Physiological Psychology.** (Formerly Psychology 161) 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 psy-

- chology students with a possible interest in graduate school and for concentrators in human biology. Laboratory fee \$10. Prerequisite: any middle level psychology course or any biology course. Students enrolling in this course may not take Psychology 101. Spring, m.w.f. 10, laboratory arranged, Karin Meiselman.
- 120 **Memory (Formerly Psychology 170).** 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: Psychology 100 or 101 or 102 or 108 and Psychology 91. (Also listed at CGS as Psychology 220.) Laboratory course: laboratory fee \$10. Fall, m.w.f. 11, Leah Light.
- 123 **The Acquisition of Language.** The course will attempt to answer such questions as: how do children learn to speak? At what age and under what conditions? Are children born with a capacity for language? What factors affect language development? Competing theories of language acquisition will be examined in the light of recent developments in linguistic theory. Prerequisite: Introductory Psychology and one middle-level psychology course or two courses in linguistics or consent of instructor. Fall, t.th. 1:15, Ronald Macaulay.
- 140 **Human Behavior in Natural Settings.** Selected psychological, sociological, anthropological, and fictional accounts of naturally occurring behavior will be read. Students will devise original observations to be carried out in local settings. Emphasis will be placed on techniques and observation. Topics may include library behavior, the behavior of motorists, playground behavior, and student classroom behavior. Prerequisite: a middle level social course or consent of instructor. Enrollment limited to 12 students. Spring, t.th. 12, Ruth Munroe.
- 145 **Small Group Processes.** Students will participate in an intensive laboratory group experience. Special emphasis will be placed on theories of group development and methods for interactional process analysis. Enrollment limited to 15 students. Prerequisite: any middle level course and consent of instructor. Half-course. Spring, first half of semester, t. 2:30-5, Lewis Ellenhorn.
- 145 **Small Group Processes.** This half course will investigate the effects of group contexts on leadership, cooperation, competition, creativity, risk taking, etc. The class will participate in a variety of groups, reading and discussion. Prerequisite: any middle level course. Spring, second half of semester, t. 2:30-5, Lewis Ellenhorn.
- 149 **Social Psychological Theories (formerly Psychology 49).** This course will focus on social psychological theories of human interaction, psychological ecology, attitude formation and change, social influence, and group processes. Prerequisite: a previous course in social psychology. Spring, m.w.f. 11, Lewis Ellenhorn.
- 153 **Psychology of Abnormal Sexual Behavior.** Topics will range from severe types of sexual deviation to mildly "abnormal" behavior — e.g., frigidity. In each area, theories of origin of the behavior and methods of treatment for it will be explored. There may be some class discussion of controversial subjects, such as pornography and the Gay Liberation Movement. Prerequisite: one middle level course in Psychology. Enrollment limited to 25 students. Fall, m.w. 1:15, Karin Meiselman.
- 155 **Socialization and Personality in Cross-Cultural Perspective (formerly Psychology 105).** This course deals with the effects of socialization practices on personality. Attention is given to the applicability of selected psychological and anthropological theories of human development. Prerequisite: two courses in social sciences or consent of instructors. Spring, t.th. 1:15, Ruth Munroe and Lee Munroe.

- 181 **Abnormal Psychology.** This course examines the causes and treatment of various kinds of psychopathology. Comparisons will be made between psychodynamic and learning theory approaches to abnormal behavior. Prerequisite: a middle level psychology course. Both semesters. Fall, m.w. 2:45, James Robinson. Spring, m.w. 2:45, Karin Meiselman.
- 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 \$12. Enrollment limited to twelve students. Prerequisite: Psychology 105 or 107 or 181 or 184 and consent of instructor. Fall, w. 7 and one hour arranged, Robert Albert.

- 185 **Seminar: Men in War and Under Occupation** (See History 185)

- 186 **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: completion of one advance course in psychology. Both Semesters, time arranged, Lewis Ellenhorn.



- 189 **Introduction to Clinical Psychology.** A survey of the mental health professions – psychology, sociology, social work – with emphasis on their special backgrounds, orientations, and techniques. Special attention will be given to methods of functioning, probable future trends (e.g., community health programs), and orientations to psychotherapy. Course limited to juniors and seniors with consent of instructor. Prerequisite: Psychology 107 or 145 or 181 or 183 or 184. Spring, m.w. 12, Karin Meiselman.
- 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: one middle level course in psychology. Fall, m.w.f. 9, Leah Light.
- 191 **Senior Thesis Research.** Seniors participating in the honors program may enroll in this course. Both semesters, time arranged, Staff.
- 192 **Seminar in Learning.** Each student in this course will carry out an original experiment in the areas of learning, memory, problem solving, or other cognitive processing in children or adults. Readings will be assigned which are appropriate to the areas selected for experimentation. Prerequisite: Psychology 102 or 120 or 123 or 127 or 154 and Psychology 91. Spring, m.w.f. 11, Leah Light.
- 194 **Seminar in Social Psychology.** This year's topic will be "The Challenge of Behavior Control: Is Freedom Obsolete?" Must society choose between individual freedom and survival? Can we solve social ills by reshaping human behavior through behavioral technology? What kind of world is likely to result from the application of behavior controls: a Utopia of peace and plenty or 1984? Prerequisite: Psychology 100 or 102 or 103 or 108. Spring, m.w. 1:15, Robert Shomer.
- 196 **Seminar in Child Psychology.** This year's topic will be "Infancy: A study of developmental processes during the first two years of life." This course emphasizes the role of experiences during this early period for establishing patterns for later development of the child. Students will investigate physical, emotional, intellectual, and social development through a review of selected literature and periodic observation of infants. Prerequisite: Psychology 105. Fall, f. 1:15-4, Constance Kovar.
- 198 **Seminar in Personality.** This year's topic will be "Anxiety, stress, and defenses." The seminar will deal intensively with theories and research relating to anxiety and defenses. Generalizations will then be made, so that students will be exposed to some recurring problems in personality research. Prerequisite: Psychology 107 or 108; Psychology 91 is recommended. Spring, w. 7, James Robinson.
- 199 **Senior Seminar in Psychology.** Seniors may be invited to participate in the teaching of introductory psychology as tutors in a behaviorally taught course. This seminar will deal with methods for teaching introductory psychology. Prerequisite: invitation of instructor. Fall, time arranged, Robert Shomer.
- 51 **Introduction to Psychology.** Spring, Mr. Oskamp. G
- 97 **Behavior Control.** Fall, Mr. Schwitzgebel. G
- See also Black Studies:
- 159 **Race, Consciousness, and Personality Development.** Staff.
- 160 **Social Psychological Aspects of Black Identity and the Black Experience.** Staff.
- See also Chicano Studies Center
- 120 **The Chicano and Education,** Staff. CC
- 121 **The Chicano and Education Laboratory.** Staff. CC
- 123 **Issues in Psychology and the Chicano.** Staff. CC

- 167 Theories of Mental Measurement. Staff.
CC
- Pitzer Psychology courses not offered in 1972-73.
- 116 Perception (formerly Psychology 163) Constance Kovar.
- 127 Thinking and Problem Solving. Leah Light and Ronald Macaulay.
- 152 Development in Later Childhood. Cynthia Siebel.
- 154 Cognitive Development. Constance Kovar and Leah Light.
- 156 Seminar: The Psychology and Education of Special Groups. Cynthia Siebel.
- 182 The Psychology of "Genius" and Eminence. Robert Albert.
- 184 Psychoanalytic Theory. Robert Albert.
- 189 Tests and Measurements (Formerly Psychology 110.) Ruth Munroe.

RELIGION

- 127 Great Ages and Ideas of Jewish People. Both
128 semesters. Fall, m.w. 1:15, Rabbi Sands.
CC
- 132 Philosophy and Religion Classics of Orient.
G Spring, Mr. Hutchison.

See also: Anthropology 100, Religion and World View.

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.



"WAKE HIM UP!"

Farmer Bull: "If that dog of yours can't keep the sheep from straying, I must get you another!"

RUSSIAN (Courses available at Pomona College)

- 1a, Elementary Russian. Both semesters. Fall,
b m.w.th.f. 10, Mr. Ulitin, m.w.th.f. 11, Miss Sakenkov. 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.
- 192 Reading and Research in Russian. Both semesters. Full or half-course credit. Mr. Ulitin.

SOCIAL SCIENCES

- 50 Introduction to the Social Sciences. This course is intended to introduce the student to the basic concepts and methods of the social sciences, especially to those with which anthropologists, psychologists, sociologists, economists, political scientists, historians, and philosophers are concerned. The course attempts to acquaint the student with social science as a unified field rather than with each of the social sciences as a separate field. Thus, cultural, social, and historical factors are considered in terms of shared concepts. The course is intended both for the students who will move on to later specialization in one of the social sciences and for the students who desire an understanding of human behavior as an integral part of their education. A two-semester course with the final grade largely determined by a comprehensive examination given at the end of the spring semester. A discussion course primarily for sophomores. Enrollment will be limited to 30 students. Both semesters t.th. 1:15, Lucian Marquis.

SOCIOLOGY

- 25 Men and Machines. The social consequences of the development of technology are examined in this course. A brief survey of the history of technology will be given, but major emphasis will be on the manners in which men have restructured their lives and thoughts during periods of technological change. The ideological responses to rapidly evolving technological systems, ranging from Luddism to Technocracy, will also be examined. Open enrollment. Freshmen are welcome. Spring, m.w.f. 10, Rudi Volti.
- 26 Introductory Social Problems. Study of the major social issues in modern America: poverty and inequality, urbanization and pollution, racism

and sexism, bureaucracy and alienation, social change and planning, power and control in a segmented society. Fall, m.w.f. 9, Laud Humphreys.

- 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 Pitzer freshmen. Enrollment limited to 40 students. Intensive. Fall, m.w.f. 8, Goodwin.
- 41 Who Gets the Goodies? A Study of Class and Caste in American Society. The course begins with a descriptive study of American social classes as subcultures within a larger dominant culture. The distinctive world views and lifestyles of these sub-cultures will be studied. The class system will then be analyzed as a system of power in which some "have" while others "have not" the various prizes offered: wealth, respect, influence, self-esteem, and happiness. Enrollment limited to 40 students. Fall, t.th. 9:40, Inge Bell.
- 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. Intended for freshmen. Enrollment limited to 30 students. Spring, t.th. 8:20, Norma Chinchilla.

- 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 inter-related changes in land tenure, family structure, and governmental authority. The Chinese Revolution and the construction of a socialist society will be studied in depth. Enrollment limited to 45 students. Spring, m.w. 2:45, Rudi Volti.
- 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. Spring, t.th. 8:20, Martha Gimenez.
- 61 **Revolution and Social Change in Modern Asia.**
CC 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.f. 1:15, Allen Greenberger and Rudi Volti.
- 80 **Political Sociology.** An introduction to the sub-field of political sociology dealing with problems of power, conflict, realpolitik, participation, ideology, militarism, etc. in relation to social classes and the social system. Intended for lower division students. Enrollment limited to 25 students. Fall, t.th. 2:45, Norma Chinchilla.
- 82 **Twentieth Century American Novels and Sociology.** This course will study some aspects of twentieth century American history from 1900-1950 through a comparison of selected novels of Crane, Dreiser, Sinclair, Dos Passos, Steinbeck, and others, with some of their sociological counterparts. Enrollment limited to 25 students. Intensive. Spring, m.w. 4:15, John Spier.
- 84 **Urban Problems.** The purpose of the course is to introduce students to the field of sociology through the analysis of contemporary urban problems in American society: i.e., housing, ethnic relations, poverty, crime, etc. Specially designed for freshmen. Spring, t.th. 1:15, Martha Gimenez.
- 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. Can receive upper division credit. Fall, t.th. 8:20, John Marsh.
- 96 **Methods of Field Research.** The naturalistic approach to the study of human interaction. The question of involvement vs. objectivity. Problems of gaining entry to strange groups and overcoming resistance. Use of multiple methods, systematic observation, and the building of grounded theory. Spring, m.w.f. 9, Laud Humphreys.
- 97 **Independent Study.** 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.
- 103 **The Working Class: Black and White.** Theories and descriptive studies of the "working class," including both blue-collar and white-collar workers. Problems of class structure within black

- and white communities, and the relationship between class and ethnic cultures will be considered. Prerequisite: consent of instructor. Intensive. Spring, t.th. 2:45, John Spier.
- 108 **Social Structure and Economic Development in Latin America.** The course examines Latin American social structure and politics in relation to the problem of economic development and social change. Prerequisite: introductory economics and sociology, or consent of instructor. Enrollment limited to 25 students. Fall, t. 7, Norma Chinchilla.
- 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, t.th. 9:40, John Marsh.
- 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, t.th. 2:45, John Marsh.
- 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, Martha Gimenez.
- 116 **Quantitative Methods in Political Science.** (See Political Studies 116)
- 120 **Sociology and the Concept of Community.** The community will be interpreted within the context of industrialization, with the specific purpose of demonstrating its seminal 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: one course in sociology, or consent of instructor. Fall, m.w.f. 10, Goodwin.
- 133 **The Prison Experience.** The sociology of incarceration as a means of social control. The American purpose: rehabilitation. Containment as a result. Serial Life-termers and the promotion of criminal identities. Staff and inmate subcultures and conflict. Spring, m.w.f. 11, Laud Humphreys.
- 137 **Deviance and Sexual Conduct.** Variations in sexual identity and adjustment: homosexuality, prostitution, collective and lone-wolf sexual conduct. The nature of subcultures that feature sexual interest. Sexual liberation movements and changing mores. Fall, m.w.f. 11, Laud Humphreys.
- 144 **The Ruling Class.** Is there a unified power elite in the U.S.? How does it manipulate public opinion in the political process to exercise power? How do local power groups control cities and relate to the national elite? Student teams will research specific topics. Enrollment limited to 35 students. Spring, t. 7, Norma Chinchilla.
- 157 **A Study of Work Alternatives.** (See Special Academic Programs, External Studies 5)
- 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, m. 1-4, Martha Gimenez.
- 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: three courses in sociology, or consent of instructor. Fall, m.w. 1:15, Goodwin.
- 170 **Seminar: The Sociology of Sociology.** The seminar will discuss what is left of the profession of sociology. Is it a profession or occupation? The course will turn the sociological perspective inward upon ourselves and discuss such themes as: value neutrality; Myth or reality? pure vs. applied sociology; the emergence of a sociology of sociology; is radical sociology a contradiction in terms? Primarily intended for senior students. Enrollment limited to 15 students. Prerequisite: four courses in sociology or permission of instructor, or a disproportionate amount of arrogance. Spring, f. 1-4, Goodwin.
- 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 consent of instructor. Spring, m.w. 1:15-2:30, Goodwin.
- 177 **Seminar: Applied Sociology.** An examination of the relationship between sociological findings and public policy. Primarily intended for senior students in sociology. Enrollment limited: 15. Spring, time arranged. Laud Humphreys.
- * 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.
- SIC 2 **Social Movements (See Special Academic Programs, Interdisciplinary Colloquium 2.)**
- See also: Black Studies:
- 140 **Community Organization Theory and Practice,** CC Staff.
- 177 **Race and Ethnic Relations,** Mr. Hangan. CC
- See also Chicano Studies Center:
- 60 **Chicano Sociology,** Mr. Sena. CC
- 100 **Methodology for Chicano Social Sciences,** Mr. CC Sena.
- 100 **Statistics for Chicano Social Sciences,** Mr. Sena. CCB
- 163 **Advanced Seminar in Chicano Sociology. "White CC Racism", The Chicano Perspective.** Mr. Sena.
- See also the catalogs of Pomona and Scripps Colleges. Pitzer Sociology courses not offered in 1972-73.
- 67 **The Sociology of Social Movements.** Inge Bell.
- 70 **Mass Culture.** John Spier
- 95 **Research Methods in the Social Sciences.** Rocco Caporale.
- 105 **The Sociology of Work.** John Spier.
- 111 **New Gods and Old Demons: Sociology of Religion in an Affluent Society.** Rocco Caporale.
- 114 **Social Classes.** John Spier.
- 118 **Symbolic Systems and Social Communication.** Rocco Caporale.
- 125 **The Military in America.** Inge Bell.

- 138 From Deviance to Crime. Rocco Caporale.
 139 Deviance. Albert Schwartz.
 155 Social Change in Latin America. Martha Gimenez.
 190 Seminar on Ecstatic Religion. Rocco Caporale.
 191 Senior Seminar in Norms Formation and Ethics of Social Control.

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.

- 1a Introductory Spanish. Instruction in basic grammar, supplemented by readings, and conversation on Spanish and Latin American life and culture. Emphasis on mastery of oral communication as well as use of the written language. Laboratory and workshop arranged. Daily classes. 1a) Fall, m.w.f. 11 and arranged, Staff (Scripps); m.w.f. 8, t.th. 8:20, Elia Ibarra (Pitzer); m.w.f. 10 and arranged, Mrs. Johnson (CMC).
 1b) (formerly listed as Spanish 53). Fall, m.w.f. 9 and t.th. time to be arranged, Helia Sheldon (Pitzer); Spring, m.w.f. 8 and t.th. time to be arranged, Elia Ibarra (Pitzer); m.w.f. 11 and arranged, Staff (Scripps).
- 10 Spanish as a Native Language (See Chicano
 11 Studies Center)
 CC
- 50 Spanish as a Native Language (See Chicano
 51 Studies Center)
 CC
- 54 Advanced Spanish. Review of grammar and continued practice of basic skills through extensive reading, conversation, and writing. Con-

centration on syntax, style, and idiomatic expression. Laboratory and workshop arranged. Fall, m.w.f. 2:15 and one hour arranged, Staff (Scripps); m.w.f. 9 and one hour arranged, Mr. Koldewyn (CMC). Spring, m.w.f. 11 and one hour arranged, Mrs. Johnson (CMC).

- 70 Introduction to Hispanic Civilization and Literature. Study, discussion and analysis of selected texts concerning the literary, social, political, historical, and artistic aspects of Spain and/or Latin America. Development of correctness and style in students' oral and written expression. Prerequisite: Spanish 54 or equivalent. Fall, m.w.f. 11, Mrs. Lamb (Scripps); m.w.f. 10, Helia Sheldon (Pitzer). Spring, m.w.f. 11, Mrs. Lamb (Scripps); m.w.f. 9, Mr. Koldewyn (CMC).
- 116 Nineteenth Century Spanish Literature. Studies in the principal literary movements of the nineteenth century as viewed through novel, poetry, and theatre. Spring, t.th. 1:15-2:30, Staff (Scripps).
- 120 Survey of Spanish Literature. Mr. Young (Po-
 a,b mona).
- 156 Latin American Novel to 1930. Fall, m.w.f. 11, Mr. Koldewyn. (CMC)
- 159 Latin American Novel Since 1930. Prerequisite: one Spanish course numbered above 100. Spring, m.w.f. 10, Mrs. Lamb (Scripps).
- 173 Literature of a Selected Latin American Country.
 A. Mexico: Seminar. Contemporary Writers of Mexico: Yanez, Revueltas, Rulfo, Fuentes, Garro. Class discussions, reports, research, term paper as special project. Prerequisite: consent of instructor. Fall, m.w. 1:15, Helia Sheldon (Pitzer).
 B. Argentina. Prerequisite: Spanish 70 or equivalent. Fall, 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. Prerequisite: consent of instructor. Staff.

See also Chicano Studies Center:

72 Audio-Lingual Communication Skills. Miss Ibarra
CC

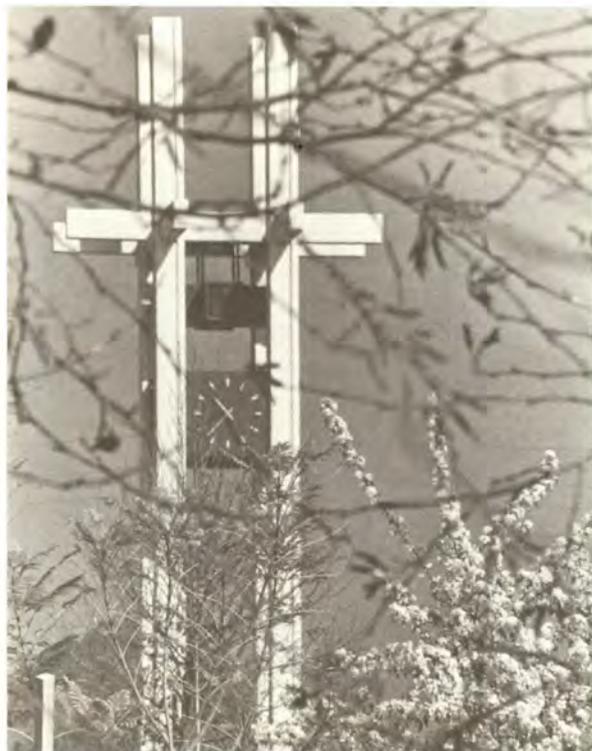
130 Survey of Latin American Literature. Mrs. Watts.
a,b
CC

160 Mexican Literature. Miss Ibarra.
CC

Pitzer Spanish courses not offered in 1972-73.

171 Theater in Contemporary Latin America. Helia
Sheldon.

SWAHILI (See Black Studies)



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

*Courses for which a fee is charged.

Opportunities for recreation and competition on an intermural 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.

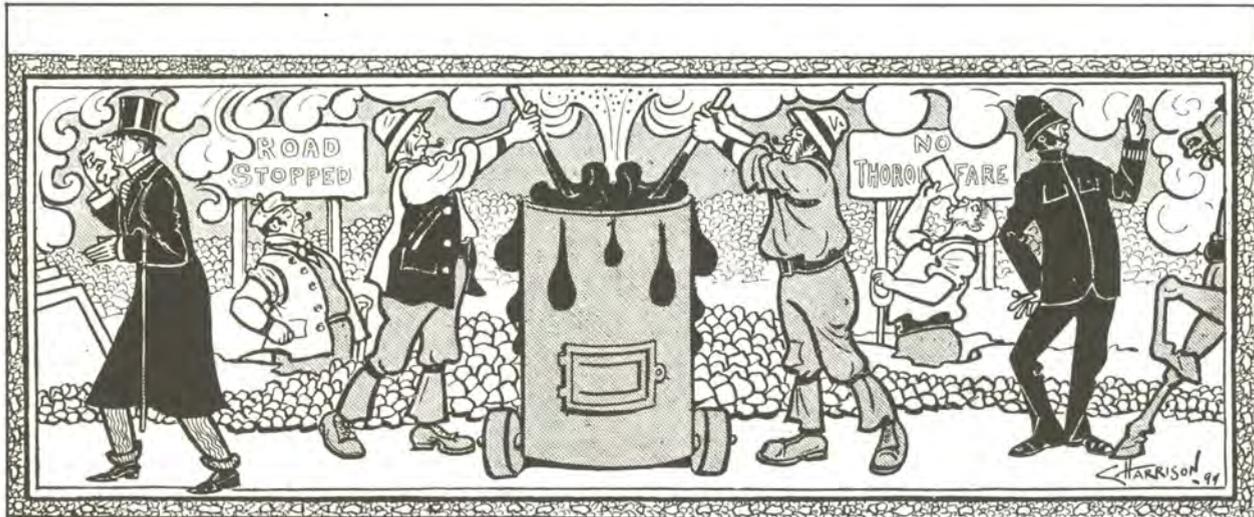
INTERCOLLEGIATE ATHLETICS

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 joins Pomona College in a program of intercollegiate athletics as a member of the Southern

California Intercollegiate Athletic Conference, The National Collegiate Athletic Association, and the National Association of Intercollegiate Athletics. The Pomona-Pitzer teams compete in football, baseball, basketball, track and field, cross country, soccer, fencing, waterpolo, swimming, wrestling, golf, tennis, and bowling. Varsity teams are fielded in each of these sports; second teams — either freshmen or junior varsity — are fielded where student interest makes them possible.

Each of the Claremont Colleges endeavors to safeguard students in the use of physical education facilities, athletic fields, and gymnasiums, but students who use the facilities do so entirely at their own risk. It is expected that students will provide themselves with the accident insurance available through the College Health Service or through a plan of their own choosing; those electing to participate on athletic teams must present evidence of insurance coverage prior to checking out equipment.



SUBJECT FOR A DECORATIVE PANEL.

ROAD "Up." TIME—IN THE HEIGHT OF THE SEASON. PLACE—EVERYWHERE.

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. Students must petition the Academic Standards Committee if they wish to take more than five courses in one semester; they need not petition that Committee in order to take ten courses in an academic year *if* five of those courses are taken each semester. 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.

It is a requirement for graduation that students be registered at Pitzer College for at least four semesters.

Transfer students may not count more than sixteen courses taken outside of The Claremont Colleges toward the thirty-two required for graduation.

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. Such grades may not be changed beyond one year from the date of their being awarded.

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. Students withdrawing from the College or on leaves of absence or on external studies (other than Pitzer programs) will have only one semester following their departure to complete such work. An earlier date may be set for this completion by the instructor. In all cases, if the work is not completed by the agreed-upon date, the course is automatically terminated with the grade of F (in the case of a graded course) or NC (in the case of a CR/NC course).

Students' work is usually graded A, AB, B, BC, C, CD, D, or F. Sometimes (e.g., in Freshman Seminars) it is graded CR (credit) or NC (no credit). A grade of CR is given for work of C quality or better.

A student may take any (or all) of his seminars, tutorials, and independent study projects on a CR/NC basis, provided the instructors agree to this within the first two weeks of the semester; alternatively, work in such programs

may be given a letter grade if the instructors agree within the first two weeks of the semester. A student may also take one (and only one) course (other than a seminar, tutorial, or program of independent study) each semester on a CR/NC basis. To do so, a student should obtain the instructor's signature on a CR/NC form. These forms can be obtained from the Registrar's Office, and they must be filed with the Registrar within two weeks of the start of classes.

Instructors may designate some or all of their courses as courses which are offered on a CR/NC basis, but individual students in such courses must be given a letter grade commensurate with the quality of their work if they ask for one within two weeks of the start of classes. If a student takes such a course and does not request a letter grade, that course *does* count as the student's one course (other than a seminar, tutorial, or program of independent study) which can be taken on a CR/NC basis.

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

Students who do not maintain a grade average of sufficient quality to insure eventual graduation are subject to dismissal. The faculty normally recommends the dismissal of students whose records indicate an inability to regain within a reasonable length of time a grade average which will qualify them for graduation. Students whose academic records are otherwise less than satisfactory may receive notification from the Academic Standards Committee on behalf of the faculty.

Honors in Field of Concentration. Honors in a field of concentration may be awarded to an exceptionally outstanding student as a recognition of excellence. The faculty in each field may establish special honors programs or special criteria for recommending graduation with honors. Honors are not awarded on the basis of course grades or comprehensive examinations alone, but involve also the successful completion of a thesis, a seminar, an

independent study, or some other special program. Recommendations for honors are made by the faculty in a student's field of concentration and are reviewed by the Academic Standards Committee and at a meeting of the full faculty.

Second B.A. Students who have a B.A. from a college other than Pitzer College and who desire a second B.A. will be required to be in attendance at Pitzer for at least four semesters, to complete sixteen courses at The Claremont Colleges, and to complete satisfactorily all the requirements of their chosen major. Students with a Pitzer B.A. who desire a second B.A. will be required to be in attendance at Pitzer for two semesters and to complete satisfactorily all the requirements of their chosen major.

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 preregistration and registration periods. Registration is complete when the student has filled out the necessary registration material, including a study list, and has paid tuition and other fees.

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

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

- A. First semester freshmen normally register for their entire program in their college of residence. Exceptions may be made in fields of study not available in the student's own college. During the second semester, freshmen may register for one course outside their college of residence.
- B. Sophomores may register for one course per semester outside the college of residence.
- C. Juniors or Seniors may register for one-half of their total program in any one semester outside the college of residence.
- D. Exceptions to these regulations must be approved by the Dean of Faculty. Registration 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 examination.

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



courses after the first two weeks except by petition to the Academic Standards Committee and consent of the instructor.

Withdrawal. Regularly enrolled students who find it necessary to withdraw or wish to delay their education for one or more semesters should file a notice with the Dean of Students.

Requests for re-admission should be submitted to the Director of Admission 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 approval of the Dean of Students and, when appropriate, by the college physician or the Director of The Claremont Colleges Counseling Center.

B. Leave to attend approved exchange programs: The External Studies Committee will approve leave for 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 two courses. 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. Grades for summer independent study projects are due to the Registrar a maximum of seven weeks after the start of the succeeding fall semester, unless an earlier date has been set by the instructor.

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 the 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. Residence halls are closed during the Christmas and spring vacation periods.

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 Community Relations 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 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



Owner (as the car insists upon backing into a dike):
 "Don't be alarmed! Keep cool! Try and keep cool!"
 Friend thinks there is every probability of their keeping
 VERY cool, whether they try to or not!

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, motorscooters, 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 campus. College regulations governing the use of motor vehicles are set forth in the student handbook and students maintaining motor vehicles in Claremont are responsible for familiarizing themselves with these regulations.

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.

ENTERING

ADMISSIONS CALENDAR

Transfer students and Freshmen: Application deadline for Spring term		December 15
Notification of decisions for Spring term		January 15
SAT's or ACT's (required) and 3 Achievement Tests (recommended)	<i>before</i>	January 15
NOTE: <i>California residents must take tests on July 8, October 14, or November 4 to be eligible for California State Scholarship</i>		
Freshmen: File Parents' Confidential Statement (for financial aid consideration)	<i>before</i>	February 1
Freshmen: Application for fall term	<i>before</i>	February 1
Interview – on campus <i>or</i> in your home area (strongly recommended)	<i>before</i>	March 1
Transfer Students: Application deadline for Fall term (with financial aid consideration)		April 1
Transfer Students: File Parents' Confidential Statement	<i>before</i>	April 1
Notification of decisions for freshmen for Fall term		April 15
Interview for Transfer Students (strongly recommended)	<i>before</i>	May 1
Deadline for <i>Transfer</i> students application for Fall term (with no financial aid consideration)		May 1
Candidates Reply Date (Freshmen must make deposits by this date in order to assure their place)		May 1
Notification of decisions for transfer students for Fall term		June 1
Health Forms submitted by Committed students	<i>before</i>	August 1

So that you may be assured of full consideration by the Committee on Admissions and Financial Aid, your application file must be completed by the dates outlined above.

**YOUR COMPLETE APPLICATION FOLDER
WILL CONSIST OF THE FOLLOWING:**

Application form: You may obtain an application form by writing to:

OFFICE OF ADMISSION
Scott Hall
Pitzer College
Claremont, California 91711

Your statements on the application form are as important as anything else in your file. If you feel the questions do not give you the opportunity to tell enough about *you*, please feel free to add anything you think appropriate. This could include statements, short stories, poetry, photographs, art work, etc. (Please do not send anything that could be damaged in mailing.)

Application fee: Please enclose a *check* or *money order* for \$20.00 to help cover the cost of processing your application. If this creates a genuine financial hardship for you, you may send in a portion of the fee — a minimum of \$5.00 and then ask your counselor to request that the remainder be waived.

Transcripts: Request transcripts for all secondary schools and/or colleges that you have attended to be sent to Pitzer.

SAT or ACT (3 achievement tests are recommended): Request SAT or ACT scores from the testing service to be sent to Pitzer. Inquiries may be addressed to:

COLLEGE ENTRANCE EXAMINATION
BOARD
1947 Center Street
Berkeley, California 94704

or

P.O. Box 592
Princeton, New Jersey 09540

THE AMERICAN COLLEGE TESTING
PROGRAM

P.O. Box 168
Iowa City, Iowa 52240

School Reference: You should ask your counselor, advisor, principal or headmaster to complete this form and return it to Pitzer. A return envelope is provided.

Teacher Reference: Ask one of your teachers in an *academic* subject to complete this form and return it to Pitzer. A return envelope is provided.

Friend Reference: Ask a friend, who knows you well, and can speak of your interests to complete the form and return it to Pitzer.

Interview: An interview is not absolutely required by the College, but we strongly recommend that you visit the campus and speak with an Admissions Officer. This gives you a chance to add additional information to your file,

and provides you with direct information about the College.

You are not required to take a specific high school program to be considered, but the Committee does look for sufficient preparation to do college level work. The usual college preparatory program includes 4 years of English; 3 or more years of language; and 2 or more years of science, social science, and mathematics. If your record demonstrates your interest and excitement, gaps in this outline will not prevent your being considered. Independent study may count in your favor, for instance, even if it has "cost" you some more traditional courses. The Committee emphasizes diversity.

There are opportunities for outstanding high school juniors and others lacking a high school diploma to gain Early Admission. It is also possible for outstanding high school seniors or graduates to obtain Advanced Standing. There has also been an increasing effort by Pitzer College to seek veterans and older students.

The Committee is interested in you, your special qualities and abilities. You will receive individual consideration and will not be judged by arbitrary cut-offs for scores, grades or class rank or distinctions by religion, socio-economic background, or geographical distribution.

Foreign Students: As a foreign student, you should complete the regular application materials. In addition, you should submit evidence of ability to speak and write English (you may

take the Test of English as a Foreign Language, administered by the Educational Testing Service of the College Entrance Examination Board). You are encouraged to contact the Institute for International Education, a non-profit organization which develops and administers programs of educational exchange. Pitzer College is a member of this organization. Prospective students may write to 809 United Nations Plaza, New York City, New York 10017.

Residency: Pitzer is a residential College. As a new student (freshman or transfer) you will be expected to live on campus. If you have any questions about housing, please contact the Dean of Students' Office.

Transfer students are expected to complete at least 16 courses given by the Claremont Colleges and must be registered at Pitzer as a full-time student for at least four semesters.

If you have any questions, wish to visit the campus or would like an interview in your home area, you can obtain information by writing to the Office of Admission, Scott Hall, Pitzer College, Claremont, California 91711 or by telephoning (714) 626-8511, extension 2637 or 2639.

EXPENSES AND FEES

Comprehensive Annual Fee

for Resident Students \$4105
 This fee includes: tuition, \$2500; room and board, \$1450; 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 . . . \$2705. Pitzer College is essentially a residential college. However, when arrangements have been made with the Dean of Students to live with parents 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 the campus use fee of \$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. 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.

4. 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.

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, \$2052.50. This fee is due on or before the day of registration and covers tuition, room and board, and community and health service fees.
2. Second-semester fee, \$2052.50. This fee is due on or before the day of registration and covers tuition, room and board, and community and health service fees.

Fees for Returning Non-Resident Students

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

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, and basic personal expenses may amount to 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 en-

rolled 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 senior, \$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 155) 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, nor will there be a tuition refund for part-time students who drop a course or courses after the official last day for entering classes.

FINANCIAL ASSISTANCE

Eligibility

If you qualify for admission and have financial need, you should not 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.

Costs

As listed below the basic budget for the academic year is \$4705, which does not include the cost of your travel to the campus. When computing financial need, allowance is made for the cost of travel.

Tuition	\$2500
Fees	155
Room and Board	1450
Estimated personal expenses	600
(Books, etc.)	
	\$4,705

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. Pitzer is a residential college — on purpose.

Explanation of Need Determination

Pitzer College expects each family to use a portion of its current income for college expenses. It also expects that a family will use a portion of its available assets toward these expenses. In addition to these contributions, the student is expected to use a part of his accumulated savings each year and to contribute \$600 for personal expenses from his earnings during the summer.

The parents of each applicant for financial aid are required to submit, through the College Scholarship Service, a Parents' Confidential Statement in support of the candidate's application for financial aid. In assessing a candidate's need for financial assistance, the Financial Aid Office takes into account the number of dependents, the number of children attending college, the funds necessary for medical care, extraordinary expenses, family provisions for retirement, and other relevant fac-

tors. Since no two cases are alike, it is not possible to establish a rigid formula to be applied to all. On the basis of a careful analysis of the financial statement, the Financial Aid Office will determine the amount that the applicant and his family can reasonably be expected to provide. If this falls short of the sum needed to meet the year's expenses, the difference becomes the amount of financial aid required.

Types of Financial Aid

Financial Aid is derived from scholarship funds, loan funds, and work study funds, either singly or, more frequently, in combination. The sources of such funds are discussed below. It is not necessary to make any special application for supporting scholarship funds. These awards are administered by the Financial Aid Office based on individual need and qualifications.

Pitzer Grants

Each year, the Board of Trustees of the College generously allocates a certain portion of the total college budget to be used for Pitzer Grants. These grants are based solely on financial need and are administered by the Financial Aid Office.

Educational Opportunity Grants

These are authorized in the Higher Education Act of 1968 of the Federal Government. Under the terms of this act, institutions may apply to the federal government for funds to sup-

plement their existing scholarship programs. Awards from these funds varying from \$200 to \$1000 and equalling not more than half of the student's total financial aid will be made to students from families whose adjusted income is less than \$6000. The per cent of aid that must come from matching college funds may be from scholarship, loan, or employment or a combination of such aid. No special application will be necessary.

Scholarship Competitions

Candidates interested in the National Merit Scholarship Program, or other non-College awards must apply directly to the particular program for the proper application forms. Students who receive these awards may use them at the colleges they attend. Details about these programs may be obtained from the Financial Aid Office.



Two types of loans are available to Pitzer students: National Defense Student Loans and Federally Insured Student Loans. The National Defense Student Loans are awarded *only* through the Financial Aid Office. An outside source of loans which students are strongly encouraged to investigate is the program of federally insured student loans available through local banks. These loans are insured under the terms of the Higher Education Act of 1968 and are generally referred to as Guaranteed Loans.

National Defense Loans

These are long-term loans available through the College from funds allocated under the terms of the Higher Education Act of 1968. No interest is charged while the student is in school. The interest rate during the repayment period is 3%. Payment on the principal begins nine months after formal studies cease and loans plus interest must be completely repaid within ten years. Graduates holding these loans who enter teaching at any level of public or private schools are entitled to 10% a year reduction of their loans up to 50% of the total loan. By special provision those teaching in certain schools in areas designated by the government as depressed areas may receive a 15% reduction each year they remain in such schools to the maximum of 100%.

Guaranteed Bank Loans

These loans are insured under the terms of the

Higher Education Act of 1968 and should be applied for through the student's local bank. The Federally Insured Student Loan Program may allow an undergraduate student to borrow as much as \$1500 each year from his local bank. These loans are to be repaid starting nine months to a year after the student ceases to be a full-time student and must be paid in full within ten years. For students whose parents have an adjusted income of less than \$15,000, the interest is paid by the Government while the student is in school. A student from a family with an adjusted income higher than \$15,000 per year pays the entire interest on the loan beginning at the time he makes the loan. The interest rate is established by the Federal Commissioner of Education. Those who borrow under this program are not eligible for reductions for special occupational activities such as teaching or the ministry. More detailed information may be obtained by writing to the Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C.

Loans are regarded as a means of enabling a student to invest some of his future earnings in his education. The student assumes the responsibility for repayment when they come due.

Employment

Pitzer students, particularly those from low-income families, who need to work to help pay college expenses are eligible for employ-

ment under the federally sponsored College Work-Study Program. In this Program, students may work up to fifteen hours a week while attending classes full time. Work may be for the College or for an approved off-campus employer. Off-campus jobs are assigned in public and non-profit organizations.

How to Apply

The only application for student financial aid is the Parents' Confidential Statement (PCS) of the College Scholarship Service. Orphans and/or wards of the court may file a Student's Confidential Statement (SCS) only. For the married student the application is the SCS and the PCS. These forms are available in secondary schools and community college counseling offices, or from the Financial Aid Office at Pitzer.

The PCS and SCS forms are sent to College Scholarship Service centers (addresses are shown on the form), analyzed, and then sent to the Financial Aid Office at Pitzer, where they are carefully reviewed.

Students applying for aid the first time should submit the PCS or SCS no later than February 1 of the year previous to enrollment. Students applying for renewal of aid, or current students applying for the first time should submit the statement by February 1. Transfer students must apply by April 1. Financial assistance cannot be assured if the PCS is not filed on the appropriate date.

NOTE: CALIFORNIA RESIDENTS WILL NOT BE CONSIDERED FOR FINANCIAL AID FROM THE COLLEGE UNLESS THEY HAVE ALSO APPLIED FOR A CALIFORNIA STATE SCHOLARSHIP.

The College will review its assistance awards annually in the light of available resources, and make adjustments where necessary to reflect changes in the financial needs of students and the cost of attending Pitzer College.

Notification

Students who apply for admission and for financial aid will be notified of both decisions at the same time, usually in April. Returning students will also receive notification of new awards and renewals in late April or early May.

In Review

November – Application for New California State Scholarships must be submitted to State Scholarship and Loan Commission, 714 "P" Street, Sacramento, California *no later than November 20, 1972.*

December – PCS mailed to homes of currently enrolled Pitzer students.

February 1 – Deadline for submitting PCS of new and currently enrolled students to College Scholarship Service.

April 1 – Final date to submit PCS for transfer students.

April 15 – On or before April 15 new students notified of admission and Financial Aid.

May – Returning Pitzer students and transfers notified of Financial Aid Awards.

Supporting Scholarship Funds

JOHN W. ATHERTON SCHOLARSHIP
CANFIELD FOUNDATION SCHOLARSHIP
SUSAN CRAWFORD MEMORIAL
MARTHA LOUIS CRILEY MEMORIAL SCHOLAR-
SHIP
EBELL OF LOS ANGELES SCHOLARSHIP
J. FORD SCHOLARSHIP
SYLVIA STICHA HOLDEN SCHOLARSHIP
MABEL B. INGRAHAM MEMORIAL SCHOLAR-
SHIP
ELIZABETH BIXBY JANEWAY SCHOLARSHIP
MAYR FOUNDATION SCHOLARSHIP
ADA BELLE McCLEERY SCHOLARSHIP
FLORA SANBORN PITZER ENDOWED SCHOLAR-
SHIP
HAROLD B. POMEROY SCHOLARSHIP
PITZER PARENTS ASSOCIATION ENDOWED
SCHOLARSHIP
PITZER PARENTS ASSOCIATION EMERGENCY
SCHOLARSHIP
PRIMUS INTER PARES FUND
ESTHER STEWART RICHARDS SCHOLARSHIP
MABEL WILSON RICHARDS SCHOLARSHIP
ANNIS VAN NUYS SCHWEPPE SCHOLARSHIP
GEORGE G. STONE MEMORIAL SCHOLARSHIP
I.N. and SUSANNA H. VAN NUYS FOUNDATIONS
SCHOLARSHIP
EDNA McNEAL VAN WART MEMORIAL SCHOL-
ARSHIP
WILLIAM RODGERS SCHOLARSHIP



GRADUATING

Lynn Harris, trustee, alumna of the class of '70 and winner of a Coro Foundation Award, refers to Pitzer as "my last choice", when she applied for admission to an undergraduate college.

Six years after making that decision, she finds herself enrolled in law school at the University of California, at Davis, California, because "it's so much like Pitzer."

Although the catalogs from other colleges "promised the structured things that made me feel more comfortable," she found that in the open, intellectual climate of Pitzer she began to speak up, express her ideas, and to take an active role in the many issues that interested her.

"My mother had often asked, 'Why don't you commit yourself to a leadership role since you have ideas?' I considered it, and decided, 'what do I have to lose?'"

Her new courage took her into the middle of numerous controversies. Not that she felt she was solving *the* problem with her contributions, "but if you wait for the perfect solution to come around, you might wait forever. The perfect solution seldom comes in one piece. It usually comes in pieces as the result of everyone's contributions. Pitzer's the best mistake I ever made."

"I like the term 'conventional new idea.' It means taking a conventional idea and turning it upside down."

As a student at Pitzer, Lynn enrolled in one of the early external studies programs, *Washington Semester Program*, working and living in the nation's capitol.

During that period, she interviewed former Attorney General Ramsey Clark, and Justices William O. Douglas and the late Hugo Black, gathering material which would find its way into her paper "Title II of the Omnibus Crime Control and Safe Streets Act of 1968: A Web of Political Timing and Leadership."

Lynn describes the off-campus experience



as “one of the most valuable experiences of my undergraduate years.”

Lynn graduated from Pitzer with a B.A. in Political Studies. If Pitzer had had a Dean’s List, her name would have been near the top. Upon graduation, Lynn was selected for a Coro Foundation grant which included a tuition and living allowance.

Under terms of the grant, she spent six weeks each with a labor union, a government office, a business firm, and a community agency. For a candidate of Secretary of State of California, she arranged state-wide public appearances, maintained campaign and contribution records, and answered mail from interested citizens.

Following these experiences, Lynn then earned her M.A. degree in Urban Studies at Occidental College.

“I like to think of myself as a facilitator. That is one of my main reasons for going to law school. Another reason is that I would like to help people understand what options are available within the framework of the law. People generally don’t understand what the law means.”

She has been a volunteer staff worker for Senator Edward M. Kennedy; an active member of the American Field Service organization, and for a time resided with a Pakistani family. She was given the “1970 Key Woman Award” by the California Democratic State Central Committee.

“If you add one thing at a time, somehow you can find the time to do the things you want to do,” she says.



END OF THE SESSION

Troublesome Voter: “I must say, sir, that I consider you have broken your promise to your constituents.”
 Young M.P.: “Really, Mr. Banks, I’m awfully sorry, don’t you know; but” — (amiably) — “I think I can make another just as good!”

THE COLLEGES AND THE COMMUNITY

One of Pitzer College's great strengths is its membership in The Claremont Colleges. It is the newest of the six members, each of which has its own educational emphasis, its own faculty, residence and dining halls, and its own board of trustees. Through this association, you, the student, can have the best of both worlds – that of the small college, and that of the large university.

Pitzer offers you close relationships with faculty, effective individual counseling, and small classes. The large university offers you generous physical facilities, student services which only a large university can provide, a broad range of intercollegiate courses, distinguished cultural programs, and many extra-curricular activities.

Pitzer College shares membership in The Claremont Colleges with Pomona College, Claremont Graduate School, Scripps College, Claremont Men's College, and Harvey Mudd College.

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. It offers majors in the fields of government, economics, history, foreign languages, literature, philosophy, psychology, sciences, 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.

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.

Baxter Medical Center, which receives students with minor ailments, is staffed by three full-time physicians and several nurses. Bed care is provided at Baxter Medical Infirmary.

The Claremont Colleges Counseling Center. The 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 south of Pendleton Building.

The Library of 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 the central library.

Bridges Auditorium. A 2,600 seat auditorium for major lectures, concerts, and other events of The Claremont Colleges. It is seven 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 Chicano Studies Center, and the Center for Urban and Regional Studies.

Huntley Bookstore. The bookstore has a capacity of 20,000 books, including the required reading lists of all the faculties of The Claremont Colleges.

Center for Educational Opportunity. The Center 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.

Faculty House. The Faculty House is a dining and meeting place for faculty and staff members of The Claremont Colleges and their guests.

McAlister Center for Religious Activities. This building houses the Office of the Chaplain and the Counseling Center of The Claremont Colleges.

Pendleton Business Building. The Business and Controller's Offices of The Claremont Colleges and the Print Shop are housed in Pendleton Business Building.



LONDON DAY BY DAY

First Cabbie: "Nice thing, ain't it, George! Blowed if I know where London is, nowadays!" 1901.

The Garrison Theater. The 700 seat theater is the center for drama activities of The Claremont Colleges.

Office for Special Academic Programs – Center for Continuing Education. The advisory service, the Center for Continuing Education, is available to men and women wishing to resume their education at the collegiate, graduate or postgraduate level.

The Institute for Educational Computing. Equipment available to faculty and students of The Claremont Colleges includes a time-

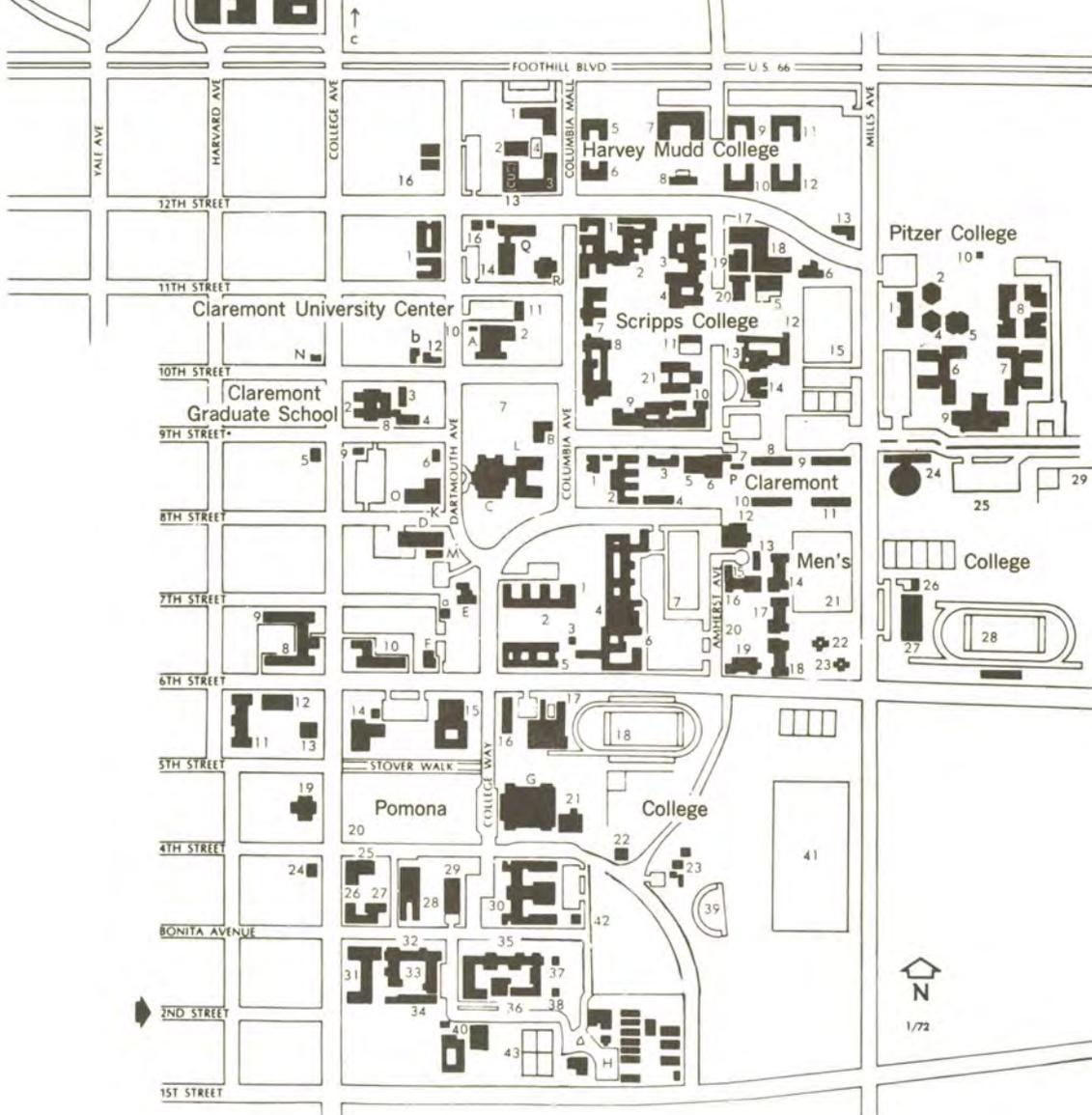
sharing DEC PDP-10 at the institute (located on the Pitzer campus) and a batch processing IBM 360/40 operated by Pomona College. Terminals are at each college. Time and services are also available at UCLA on its IBM 360/91.

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

School of Theology
at Claremont



Map of the Campuses



N
1/72

Claremont Graduate School**Claremont University Center**

- 1 Graduate Residence Halls
- 2 Harper Hall
- 3 Harper-East
- 4 McManus Hall
- 5 Dean's House
- 6 Institute for Antiquity and Christianity
- 7 Harvey S. Mudd Quadrangle
- 8 W.S. Rosecrans Tower
- 9 Graduate Philosophy Dept.
- 10 Chicano Studies Center of the Human Resources Institute
- 11 Black Studies Center of the Human Resources Institute
- 12 Claremont Institute for Administrative Studies
- 13 Graduate Art and Math Dept. (Sept. '72)
- 14 Louis T. Benezet Graduate Psychology Building
- 16 Eyre Children's School

Affiliated Institutions

- a Francis Bacon Library
- b Blaisdell Institute
- c Rancho Santa Ana Botanic Garden

Joint Facilities

- A Garrison Theater
- B McAlister Religious Center
- C Honnold Library
- D Pendleton Business Bldg.
- E Faculty House
- F Baxter Medical Building
- G Bridges Auditorium
- H Physical Plant Dept.
- J Memorial Infirmary
- K Huntley Bookstore
- L Seeley Wintersmith Mudd Memorial Library
- M Counseling Center
- N 1009 N. College
- O Campus Security
- P Education Development Center (CMC Campus)

Coordinated Facilities

- Q Four College Science Center (CGS, CMC, Pitzer, Scripps)
- R Baxter Science Lab (CMC, HMC, Pitzer, Scripps)

Claremont Men's College

- 1 Athenaeum
- 2 Pitzer Hall
- 3 Pitzer Hall North
- 4 Seaman Hall
- 5 McKenna College Union
- 6 McKenna Auditorium
- 7 Education Development Center
- 8 Wohlford Hall
- 9 Boswell Hall
- 10 Appleby Hall
- 11 Green Hall
- 12 Collins Hall
- 13 Story House

- 14 Phillips Hall
- 15 Beckett Faculty Apt.
- 16 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 Athletic Fields
- 26 Voit Pool & Field House
- 27 Gymnasium
- 28 Football Field
- 29 Baseball Field

Harvey Mudd College

- 1 Parsons Hall
- 2 Sprague Library
- 3 Science Bldg.
- 4 Galileo Hall
- 5 Thomas-Garrett Hall
- 6 Kingston Hall
- 7 Joseph B. Platt Campus Ctr.
- 8 Swimming Pool
- 9 Marks Residence Hall
- 10 West Residence Hall
- 11 & 12 Seeley W. Mudd 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 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 Biology-Geology
- 9 Seaver Laboratory Chemistry
- 10 Millikan Laboratory
- 11 Mason Hall
- 12 Crookshank Hall
- 13 Pearsons Hall
- 14 Holmes Hall
- 15 Edmunds Hall
- 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 Lab
- 24 President's House
- 25 Thatcher Music Building
- 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 Gibson Dining Hall
- 37 Brackett House
- 38 Kenyon House
- 39 Greek Theater
- 40 Gladys Shepard Pendleton Women's Physical Education Center
- 41 Earl J. Merritt Field
- 42 Oldenborg Center Director's Residence
- 43 Isabel E. Rogers Women's Tennis Courts

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 Balch Hall
- 9 Lang Art Building
- 10 Music Building and Dance Studio
- 11 Margaret Fowler Garden
- 12 Kimberly Hall
- 13 Wilbur Hall
- 14 President's House
- 15 Alumnae Field
- 17 Frankel Hall
- 18 Routt Hall
- 19 Senior Apartments
- 20 Senior Apartments
- 21 Humanities Building

School of Theology at Claremont

- 1 Seeley G. Mudd Memorial Communications Building
- 2 Disciples Housing
- 3 Library
- 4 S.S. Kresge Memorial Chapel
- 5 Administration Building
- 6 Academic Building
- 7 Methodist Housing

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, U.S. Development Loan Fund; Deputy Chief, Community Health Centers Branch, National Institute of Mental Health; Vice-Chancellor for Administration, University of Wisconsin, Madison.

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

Barbara J. Beechler, Professor of Mathematics, 1967. B.A., M.S., Ph.D., University of Iowa. Instructor, Smith College; Associate Professor, Chairman, Department of Mathematics, Wilson College; Associate Professor, Wheaton College.

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

James B. Bogen, Associate Professor of Philosophy, 1969. 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.

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

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

***Courtaney Brooks**, Visiting Professor of Drama, 1972. B.A., M.A., Ph.D., Stanford University.

Robert Buroker, Instructor in History, 1972. B.A., Wabash College; M.A., doctoral candidate, University of Chicago. Research Assistant, University of Chicago.

Rocco Caporale, Associate Professor of Sociology, 1969. Ph.D., Columbia University. Assistant Professor, Manhattanville College; Research Associate, University of California, Berkeley; Associate Professor, St. John's University, New York; Lecturer, Columbia University, Director of Social Science Research, Pitzer College, 1969-71. (On leave 1972-73).

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. (On leave Spring Semester).

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, Los Angeles; graduate study, Claremont Graduate School. 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., Ph.D., 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, Acting Director, Black Studies Center, Human Resources Institute, 1972; 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. Research Physicist, Dow Chemical Company; Staff Physicist, National Science Foundation Institutes in India. (On leave 1972-73)

Robert F. Duvall, Executive Director of Planning and Development, 1971; Assistant Professor of English, 1965. B.A., Whitworth College; M.A., Ph.D., Claremont Graduate School. Fellow of the Intercollegiate Program of Graduate Studies in Claremont, 1962-65; Director of Admissions and Financial Aid, Pitzer College, 1969-71.

†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.

Lewis J. Ellenhorn, 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.

*Clyde H. Eriksen, Professor of Biology, 1967. B.A., University of California, Santa Barbara; M.S., University of Illinois; Ph.D., University of Michigan. Assistant Professor, California State College, Los Angeles; Associate Professor, University of Toronto.

*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.

*Winifred Frazer, Assistant in Chemistry, 1967. B.S., University of California, Berkeley. Teaching Assistant, Research Assistant, Massachusetts Institute of Technology; Laboratory Assistant, Shell Development Company; Junior Chemist, Lawrence Radiation Laboratory, Berkeley; Instructor, La Verne College.

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; Fulbright, Woodrow Wilson, Harrison, and National Foundation for the Humanities Fellowships.

*John M. Goodman, Visiting Assistant Professor of Physics, 1971. B.A., Swarthmore College; Ph.D., Cornell University. Instructor, Cornell University; Assistant Professor, Harvey Mudd College.

Glenn A. Goodwin, Assistant Professor of Sociology, 1969. B.A., State University of New York; Ph.D., Tulane University. Teaching Assistant, Instructor, Tulane University; Visiting Instructor, Louisiana State University; Assistant Professor, Wayne State University.

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.

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

Sharon E. Hare, Instructor in Art, 1972. B.A., Pitzer College; M.A., University of California, Los Angeles; M.F.A. candidate, Claremont Graduate School. Research Assistant, Study of Bicol Planning Development Board, Legaspi, Philippines, University Museum, University of Pennsylvania, and Study of Voluntary Associations, Curacao, Netherland Antilles.

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

Forest I. Harrison, Associate Professor of Education, 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. Visiting Research Scholar, Wenner-Gren Center, Stockholm, University of California, Berkeley, and Institute for Educational Research, Berlin, 1969-70.

††Benjamin C. Hernandez, Instructor in Dance, 1970. Degrees in fine arts and commercial art, Universidad de Guadalajara. Director and Choreographer, Ballet Folk Regional de Mexico; Professor and Choreographer, Ballet Folklorico Juvenil Zapata.

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

Michael M. Hertel, Assistant Professor of Political Studies, 1972. B.A., San Jose State College; M.A., Ph.D., Claremont Graduate School. Research Assistant, Office of Institutional Research, Claremont University Center; Director, Claremont Urban Research Center, Claremont Graduate School; Assistant Director for Urban Research, Pitzer College, 1971-72.

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.

James Hueter, Lecturer in Art, 1972. B.A., Pomona College; M.F.A., Claremont Graduate School. Lecturer Pomona College, Claremont Graduate School, Mt. San Antonio College, and University of California, Los Angeles (extension division).

R.A. Laud Humphreys, Associate Professor of Sociology, 1972. B.A., Colorado College; M. Div., Seabury-Western Theological Seminary; M.A., Ph.D., Washington University. Lecturer, Washington University; Assistant Professor, Southern Illinois University; Associate Professor, School of Criminal Justice, State University of New York, Albany; C. Wright Mills Award for the Study of Social Problems, 1970.

††Elia M. Ibarra, Assistant Professor of Spanish, 1969. A.A., Imperial Valley College; B.A., M.A., University of California, Riverside, High school teacher, Baja, California; Teaching Assistant, Teaching Associate, University of California, Riverside; Instructor, University of Redlands.

Thomas Iverson, Teaching Fellow in Mathematics, 1970. B.A., Westmont College; M.A., Washington University; doctoral candidate, Claremont Graduate School. Assistant Professor, Westmont College.

†Agnes Moreland Jackson, Associate Professor of English, 1969. A.B., University of Redlands; M.A., University of Washington; Ph.D., Columbia University. Danforth Foundation and Southern Fellowships Fund Graduate Fellowships; Religion in Higher Education Post-Doctoral Cross-Disciplinary Fellowship; Instructor, Spelman College; Instructor, Assistant Professor, Boston University; Assistant Professor, Associate Professor, California State College, Los Angeles.

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. (On leave 1972-73)

*Stanley Klein, Assistant Professor of Physics, 1967. B.S., California Institute of Technology; M.A., Ph.D., Brandeis University. National Science Foundation Fellow; Teaching Assistant, Brandeis University. (On leave 1972-73)

Suzanne M. L. Klein, Assistant Professor of French, 1969. Bachelor's Degree, Lycee d'Orleans, France; B.A., M.A., University of California, Los Angeles; Ph.D., University of California, Irvine. Teaching Assistant, University of California, Los Angeles; Chair-

man, Modern Languages, Marymount High School, Los Angeles; Associate in French, University of California, Irvine.

Constance W. Kovar, Associate 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, University of California, Los Angeles; Lecturer, University College, Nairobi, Kenya; Research Associate, Faculty of Medicine, University College, Nairobi, Kenya. (On leave Spring Semester)

Lorna M. Levine, Assistant Professor of Anthropology, 1969. B.A. (Mod.), School of Modern Languages, Trinity College, Dublin; Diploma in Social Anthropology, B.Litt., Oxford University.

Valerie Brussel Levy, Assistant Professor of English, 1964. B.A., Barnard College; M.A., University of Pennsylvania; Ph.D., Claremont Graduate School. Teaching Fellow, University of Pennsylvania. (On leave Spring Semester)

†Samella S. Lewis, Associate Professor of Art History, 1970. Ph.D., Ohio State University.

Leah L. Light, Assistant Professor of Psychology, 1970. B.A., Wellesley College; Ph.D., Stanford University. Lecturer, University of California, Riverside; Member of the Professional Staff, Southwest Regional Laboratory for Educational Research and Development, Inglewood.

**John M. Lilley, Associate Professor of Music and Director of Choral Work, 1966. B.M.E., B.M., M.M., Baylor University; D.M.A., University of Southern California. Instructor and Assistant to the Dean, School of Music, Baylor University.

William B. Lowery, Director of Admissions and Assistant Professor of English, 1972. B.A., Wabash College; M.A., Ph.D., Northwestern University. Teaching Assistant, Northwestern University; Instructor, Assistant Professor, Acting Associate Dean of Students, Pomona College; Visiting Assistant Professor, University of Redlands.

Ronald K. S. Macaulay, Associate Professor of Linguistics, 1965. M.A., University of St. Andrews; graduate study, University College of North Wales, Bangor; Ph.D., University of California, Los Angeles. Lecturer British Institute, Lisbon; British Council Lecturer, Association Argentina de Cultura Inglesa, Buenos Aires. (On leave Spring Semester)

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; Tutor, Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico.

John F. Marsh, Jr., Lecturer in Sociology, 1970. B.A., M.A., Ph.D., University of Chicago. Research Assistant, President's Committee on Juvenile Delinquency, University of Chicago; Lecturer, Instructor, University of Chicago; Research Assistant, Assistant Study Director, National Opinion Research Center, University of Chicago; Assistant Professor, University of California, Riverside; National Institute of Mental Health Fellowship.

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

†Assefa Medhane, Instructor in Politics and Law, 1971. M.A., California State College, Los Angeles; doctoral candidate, Claremont Graduate School.

Karin C. Meiselman, Assistant Professor of Psychology, 1972. A.A., Jamestown Community College, New York; B.A., Case-Western Reserve University; Ph.D., University of California, Los Angeles. Clinical Trainee, Wadsworth Hospital, Los Angeles, and Department of Psychology Clinic, University of California, Los Angeles; Clinical Clerk, Sepulveda Veterans Administration Hospital; Clinical Intern, Department of Psychiatry, Southern California Permanente Medical Group, Los Angeles.

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

Bert Meyers, Assistant Professor of English, 1967.

†Odette Meyers, Instructor in Black French Literature, 1971. B.A., University of California, Los Angeles; M.A., doctoral candidate, University of California, Riverside.

Sheryl F. Miller, Assistant Professor of Anthropology, 1969. B.A., Occidental College; M.A., Ph.D., University of California, Berkeley. Research Assistant, Teaching Assistant, University of California, Berkeley; National Science Foundation and Ford Foundation Fellowships.



Robert L. Munroe, Associate Professor of Anthropology, 1964. B.A., University of California, Berkeley; Ph.D., Harvard University. (On leave Fall Semester)

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. (On leave Spring Semester)

David H. Nexon, Instructor in Political Studies, 1971. B.A., Harvard University; M.A., doctoral candidate, University of Chicago. Intern, Office of Economic Opportunity; Member, Mayor's Committee on Human Resources, Pittsburgh.

Sharon H. Nickel, Assistant Professor of Political Studies, 1969. A.B., University of California, Berkeley; M.A., doctoral candidate, University of California, Los Angeles. Research Assistant, Science and Technology, Inc.; Post-Graduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles; Teaching Associate, University of California, Los Angeles.

Dennis Parks, Assistant Professor of Art, 1968. B.A., University of North Carolina; M.F.A., Claremont Graduate School. Instructor, Knox College; Director and Instructor, Tuscarora Summer Pottery School, Nevada; Instructor, Elko Community College. (On leave Spring Semester)

Peter Peek, Instructor in Economics, 1972. Baccalaureat Diploma, Netherlands School of Economics, Amsterdam; B.A., University of New Mexico; M.S., doctoral candidate, University of Southern California. Teaching Assistant, University of Southern California; Economic Consultant, White House Conference on Youth, 1971.

*Robert P. Pinnell, Associate Professor of Chemistry, 1966. B.S., Fresno State College; Ph.D., University of Kansas. Teaching Assistant, Research Assistant, University of Kansas; Robert A. Welch Foundation Post-

Doctoral Fellow, University of Texas; Senior Research Scientist, Jet Propulsion Laboratory, California Institute of Technology.

Michael Renner, Assistant Professor of English, 1968. B.A., Whitman College; M.A., Ph.D., Claremont Graduate School. Drama Critic, *Claremont Courier*; Lecturer, Claremont Men's College.

Ellin J. Ringler, Associate Professor of English, 1967. B.A., Wellesley College; M.A., University of Connecticut; Ph.D., University of Illinois. Instructor, Assistant Professor, Lake Forest College.

James P. Robinson, Assistant Professor of Psychology, 1971. B.A., Swarthmore College; M.A., Ph.D., University of Southern California. Instructor, Pepperdine College; Instructor, Assistant Professor, Mount Saint Mary's College, Los Angeles; Research Associate, Instructor, University of Southern California; Intern, Southern California Permanente Medical Group, Los Angeles.

†Louie Robinson, Instructor in Communications, 1970. Writer, author, and freelance journalist; West Coast Editor, Johnson Publishing Company, Inc.

John R. Rodman, Professor of Political Studies, 1965. B.A., M.A., Ph.D., Harvard University. Instructor, Assistant Professor Harvard University; Dean of Faculty, Pitzer College, 1969-71. (On leave Spring Semester)

Ronald G. Rubin, Assistant Professor of Philosophy, 1971. B.A., Amherst College; M.A., Ph.D. Cornell University. Teaching Assistant, Instructor, Cornell University; Woodrow Wilson Fellowship.

*David E. Sadava, Assistant Professor of Biology, 1972. B.S., Carleton University; Ph.D., University of California, San Diego. Research Assistant, Canada Department of Agriculture; Research Officer, Science Secretariat, Ottawa, Canada; Research Assistant, Teaching Assistant, University of California, San Diego; Woodrow Wilson Fellowship.

Barry Sanders, Assistant Professor of English, 1972. B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California. Assistant Professor, San Fernando Valley State College and Southern Illinois University.

Sandra G. Schickele, Assistant Professor of Economics, 1971. B.A., M.A., doctoral candidate, University of Chicago. Research Economist, Federal Reserve Bank of New York; Instructor, San Francisco State College and University of Southern California. (On leave Fall Semester)

Albert Schwartz, Assistant Professor of Sociology, 1965; Dean of Faculty, 1971. B.A., Hunter College; M.A., Ohio State University.

††David Sena, Instructor in Psychology, 1971. B.A., California State College, Fullerton.

Harry A. Senn, Instructor in French, 1970. B.A., M.A., University of Minnesota; doctoral candidate, University of California, Berkeley. Teaching Assistant, University of Minnesota; French Government Assistant, Ecole Normale d'Instituteurs, Melun; Fulbright teaching Fellow, University of Grenoble; Teaching Assistant, Teaching Associate, University of California, Berkeley.

Helia Maria Sheldon, Assistant Professor of Spanish, 1967. B.A., M.A., California State College, Fullerton; doctoral candidate, University of California, Irvine. NDEA faculty, Universities of Idaho, Wyoming, and Southern California; Instructor, University of California, Irvine; Cypress Junior College, and California State College, Fullerton. (On leave Spring Semester)

Robert W. Shomer, Associate Professor of Psychology, 1970. B.A., Ph.D., University of California, Los Angeles. Research Assistant, Lecturer, University of California, Los Angeles; Assistant Professor, Harvard University.

Cynthia C. Siebel, Assistant Professor of Education and Special Advisor to Students, 1971. B.A., Pomona

College; M.A., Ph.D., Claremont Graduate School. Teaching Assistant, Institute of Human Development, University of California, Berkeley; Director, Workshop in Creative Experiences in Early Childhood, Claremont Graduate School; Assistant Professor of Psychology, Pitzer College, 1968-71.

John S. Spier, Assistant Professor of Sociology, 1970. B.A., Harvard University; M.A., doctoral candidate, University of California, Berkeley. Assistant Coordinator of Labor Education, Institute of Industrial Relations, University of California, Berkeley; Teaching Associate, University of California, Berkeley; Instructor, University of California, Davis; Lecturer, Mills College; Assistant Professor, San Francisco State College.

Irving J. Spitzberg, Jr., Assistant Professor of Philosophy and Social Institutions, 1969. B.A., Columbia University; B.Phil., St. Catherine's College, Oxford; J.D., Yale Law School. Assistant, New York City Commission on Human Rights; Research Assistant, Yale Law School; Chairman, Program in Public Policy Studies, The Claremont Colleges, 1970-71; Fellow, Institute of Current World Affairs, New York, 1971-73. (On leave 1972-73)

*Jeremy L. Sprung, Assistant Professor of Chemistry, 1971. B.A., Yale University; Ph.D., University of California, Los Angeles. Research Assistant, Teaching Assistant, University of California, Los Angeles; Senior Research Chemist, Monsanto Company; Post-doctoral Fellow, University of California, Riverside.

**Jesse R. Swan, Jr., Associate Professor of Drama and Speech, 1968. B.A., University of California, Berkeley; M.A., University of Southern California; graduate study, Pasadena Playhouse College of Theatre Arts. Director, Claremont Shakespeare Festival, Scripps College, 1956. (On leave 1972-73)

David B. Thomas, Assistant Professor of Anthropology, 1972. A.B., San Francisco State College; M.A., doctoral candidate, University of California, Los Angeles. Lecturer, University of Southern California and University of California, Riverside; Acting Instructor, Lecturer, Committee for Educational Development, University of California, Los Angeles.

*Jon M. Veigel, Assistant Professor of Chemistry, 1968. B.S., University of Washington; Ph.D., University of California, Los Angeles. Research Assistant, Teaching Assistant, University of California, Los Angeles; Research Chemist, E. I. DuPont Company; Research Associate, Assistant Professor, U.S. Air Force Academy; Visiting Assistant, University of California, Los Angeles.

Rudi R. Volti, Instructor in Sociology, 1969. B.A., University of California, Riverside; M.A., doctoral candidate, Rice University; research, Universities Service Centre, Hong Kong, 1972.

Robin Walther, Instructor in Economics, 1972. B.S., Stanford University; doctoral candidate, University of California, Berkeley. Teaching Assistant, University of California, Berkeley.

Werner Warmbrunn, Professor of History, 1964. B.A., Cornell University; M.A., Ph.D., Stanford University. Director, Peninsula School; Foreign Student Advisor, Director, International Center, Stanford University; Fulbright Senior Research Fellowship, Germany; Past President, National Association for Foreign Student Affairs.

††Luv Watts, Instructor in Spanish, 1972. Ph.D., University of Southern California.

Dorothea Kleist Yale, Associate Professor of German, 1967. B.A., City College of New York; M.A., Ph.D., Stanford University. Instructor, San Diego State College and Pennsylvania State University; Visiting Assistant Professor, Mills College. (On leave Spring Semester)

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; D.Phil., Oxford University. Committee on Advanced Studies, Oxford University, and Cyril Foster Fund research grants; field work in West and Equatorial Africa.

*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 Chicano Studies.



ADMINISTRATION

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

*Howard R. Bowen, Chancellor, Claremont University Center, 1971, and Professor of Economics, Claremont Graduate School.

*E. Howard Brooks, Provost, The Claremont Colleges, 1971.

Mary Ann Callan, Director of Public Relations and Special Projects, 1965. B.A., M.A., University of Southern California; Instructor, School of Journalism, University of Southern California; Women's Editor and Staff Writer, *Los Angeles Times*.

Margaret Carothers, Assistant to the Director of Financial Aid, 1972. Candidate for degree, Pitzer College.

Carol Cespedes, Research Coordinator; B.A., Carleton College, M.A. University of Hawaii; Ph.D., Claremont Graduate School. East-West Center Grant, Haynes Foundation Fellowship; Fulbright-Hayes Grant. Manager, Research, USC; Visiting Research Associate, Ateneo de Manila; Assistant Professor of Anthropology, California State College, Fullerton, 1972.

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

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

Lindsey B. Cleveland, Co-ordinator of Educational Resources, 1971. B.A., Pitzer College.

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

†Egambi F. K. Dalizu, Acting Director, Black Studies Center, Human Resources Institute, 1972 and Assistant Professor of Politics and Law, 1970. (See Faculty.)

Robert F. Duvall, Executive Director of Planning and Development, 1972, and Assistant Professor of English, 1965. (See Faculty).

*Darryl Dean Enos, Director, Center for Urban and Regional Studies, Human Resources Institute, 1969.

Madeline B. Frishman, Executive Secretary to the President, 1963. B.A., The University of Rochester.

Leonard Harper, Director of Financial Aid and Associate Director of Admissions, 1971. A.A., Pasadena City College; B.A., LaVerne College. Assistant Director of the Center for Educational Opportunity, The Claremont Colleges.

James B. Jamieson, Vice President and Associate Professor of Political Studies, 1965. (See Faculty).

*Richard D. Johnson, Director of Libraries, 1968. B.A., Yale University; M.A., University of Chicago.

Leslie J. Leopold, Assistant Dean of Students, 1971, and Special Assistant to the President. B.A., Oberlin College.

William R. Lowery, Director of Admissions, and Assistant Professor of English, 1972. (See Faculty).

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

Diana L. Malan, Dean of Students, 1967. B.A., Smith College; M.A., Columbia University; Doctoral Candidate, Claremont Graduate School. Director of Economic and Community Development, CARE; Ellis Philips Foundation Intern in College Administration; Director of Admissions, Claremont Graduate School.

Justin Martin, Administrative Assistant for Financial Aid, 1966.

*Karem J. Monsour, Director of The Counseling Center, 1967. B.S., M.D., University of Nebraska; M.A., University of Minnesota, Mayo Clinic. Associate Professor of Psychiatry, University of Southern California School of Medicine; Consultant, Metropolitan State Hospital.

*Edward T. Quevedo, Acting Director of Chicano Studies Center, 1969. B.A., Loyola University; S.T.L., Catholic University of America. Director of HEP, The Claremont Colleges, 1968.

Virginia B. Rauch, Editor of Publications, News, 1964.

Albert Schwartz, Dean of the Faculty, 1971, and Assistant Professor of Sociology, 1965. (See Faculty).

Vicke F. Selk, Executive Assistant to Vice President, 1971. (Acting Administrative Assistant to the President, 1972-73).

Cynthia C. Siebel, Special Advisor to Students, 1971, and Assistant Professor of Education, 1968. (See Faculty).

Bylle S. Whedbee, Assistant Dean of Students, 1969. B.A., Lindenwood College; M.A., New York University School of Education.

Pamela A. Weaver, Assistant Director of Admissions, 1971. B.A., Pitzer College.

Lee A. Whitham, Assistant Director of Development, 1972.

*Joint Appointment with other Claremont Colleges.

BOARD OF TRUSTEES

Russell K. Pitzer — Honorary Chairman
Howard D. Williams — Chairman
Odell S. McConnell — Vice Chairman
Mrs. Giles W. Mead — Vice Chairman
Eli Broad — Vice Chairman
Mrs. Joel Newkirk — Secretary

Robert H. Atwell, Claremont
Warren G. Bennis, Cincinnati, Ohio
Harwood O. Benton, Jr., San Marino
Robert J. Bernard, Claremont
Howard R. Bowen, *ex officio*, Claremont
Eli Broad, Los Angeles
Mrs. M. Philip Davis, Beverly Hills
J. Harold Dollar, Jr., Kentfield
Clarence Faust, Claremont
Mrs. William Harmon, Jr., Lomita
Miss Lynn Harris, Los Angeles
Chinn Ho, Honolulu
Frederick S. Huber, South Pasadena
James A. Joseph, Columbus, Indiana
Sister Helen Kelly, Los Angeles
Odell S. McConnell, Los Angeles
Mrs. Giles W. Mead, Beverly Hills
Mrs. Frank Nathan, Beverly Hills
Mrs. Joel Newkirk, Santa Monica
Mrs. George Piness, Jr. Claremont
Kenneth S. Pitzer, Berkeley
Russell K. Pitzer, Pomona
John P. Pollock, San Marino
Harold B. Pomeroy, Claremont
Mrs. James B. Reswick, Los Angeles
Mrs. John A. Richards, Long Beach
Frederick Salathe, Jr., Montecito
Carlos M. Teran, Claremont
Howard D. Williams, Los Angeles
Nick B. Williams, La Canada

HONORARY LIFE MEMBERS

John W. Atherton, President Emeritus,
Brockport, New York
Mrs. George R. Martin, Los Angeles

SUPPORTING ORGANIZATIONS, CORPORATIONS, AND FOUNDATIONS

The Academy of Pitzer College 1966. Members of The Academy seek to understand and interpret major issues of higher education relevant to Pitzer College, and are concerned with its financial and academic growth.

It offers to its membership intellectual stimulation through an annual lecture series, thereby encouraging people of all ages to continue their education.

Academy Lecture Series, 1972-73

"The Individual and Social Institutions" (or Are the "Outs" Becoming the "Ins"?)

"Families: With and Without Marriage" – October 18.

"Politics: With and Without Parties" – November 16.

"Education: With and Without Schools" – January 17.

"Religion: With and Without Churches" – February 14.

"Living: With and Without Work" – March 14.

The Alliance. 1970. The Alliance is a special program of Pitzer College which brings together business and professional men and women and students, seeking to bridge the gap which traditionally has existed between the campus and the outside world. The objectives of the program are achieved through the following:

1. Research Projects – Projects are conducted on topics of interest to students and the business/professional Alliance members. Comprehensive research reports are prepared and distributed to Alliance members.

2. Dialogue Sessions & Seminars – These sessions explore specific topics of interest to students and Alliance members, many of the topics branching out from the Alliance Seminar (see descriptions for the special courses sponsored by The Alliance for 1972-73: "The Limits of Growth" and "Field Research").

3. Career Counseling – Business and professional Alliance members meet, informally, with students to explain their professions, the education required to enter the field, guidance regarding graduate schools, etc. Students also have the option of meeting on a one-to-one basis with Alliance members for a more extensive counseling session.

4. Intern Program – Students desiring to explore a specific position through practical work experience, may be assigned to an intern position. There, under the direction of an Alliance member, they obtain first-hand knowledge of a career prior to graduation.

The Alumni Association. 1967. Open to all graduates of Pitzer College, The Alumni Association makes a concerned effort, through a committee of volunteers and college staff sup-

port to keep in touch with the 600 alumni. The Association sponsors an annual conference on campus and will assist in planning a career conference on campus in 1973.

The Pitzer Parents Association. 1966. The purpose of The Pitzer Parents Association is to stimulate interest in Pitzer College and in any activities which may enrich the lives of its students.

Activities which are planned for 1972-73 are:

September —

Orientation Luncheon (on campus)
Parents of New Students and Parents with Association Board

October —

Fall Parents Day and Parents Association General Meeting
"Politics '72" Luncheon with sons/daughters
Student Panel with Faculty Moderators (in lounge of each dorm)

January —

Wine-Tasting Benefit (on campus)

March —

Palm Springs Parents Weekend

May —

Spring Parents Day

Corporations

American Can Co.
American Express
Arthur Anderson & Co.
Bank of America
Buffum's Department Store
Carnation Co.

Computing and Software, Inc.
Continental Airlines
F. W. Woolworth Co.
Firestone Tire & Rubber Corp.
General Electric
Household Finance
Humble Oil Co.
International Business Machines
John Hancock Mutual Life Insurance Co.
Merryll Lynch, Pierce, Fenner & Smith
Smith, Kline & French
Standard Oil Co. of California
Union Bank
Union Pacific Railroad
United California Bank
United States National Bank
United States Steel
Xerox Corp.

Foundations

Avery Foundation
Canfield Foundation
The Coe Foundation
Dart Industries, Inc., Foundation
Hunter Grubb Foundation
John Randolph Haynes Foundation
John R. Haynes & Dora Haynes Foundation
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)
Irwin-Sweeney-Miller Foundation
Elizabeth Janeway Foundation
The Ralph B. Lloyd Foundation
George H. Mayr Foundation
Neff Scholarship Foundation
National Science Foundation
Mabel Wilson Richards Scholarship Foundation
S&H Foundation
The Sears Roebuck Foundation
HMC Sloan Foundation
Elbridge and Mary Stuart Foundation

PITZER COLLEGE
1972 - 1973 CALENDAR

September	23	Saturday	Residence halls open for new students.
	23-28		Orientation for new students.
	26	Tuesday	Residence halls open for returning students.
	28	Thursday	First semester classes begin at 8:20 a.m.
October	11	Wednesday	REGISTRATION for all students.
			Final day for entering classes.
November	16	Thursday	Low grade reports due to Registrar.
	22	Wednesday	Thanksgiving vacation begins after last class.
	27	Monday	Thanksgiving vacation ends 8 a.m.
	30	Thursday	Final day for withdrawal from classes. without academic penalty.
December	1	Friday	Tuition Deposit due - \$100.00
December	1	Friday	Registration for JANUARY PROJECTS
	19	Tuesday	Christmas vacation begins after last class.
January	3	Wednesday	Christmas vacation ends 8 a.m.
January	3-26		PROJECT PERIOD
	25	Thursday	Final day of classes for first semester.
	27	Saturday	Final examination period begins.
February	5	Monday	Final examination period ends.
	10	Saturday	First semester ends.

SECOND SEMESTER

February	12	Monday	Second semester classes begin 8 a.m.
	23	Friday	REGISTRATION for all students.
			Final day for entering classes.
April	2	Monday	Low grade reports due to Registrar.
	13	Friday	Final day for withdrawal from classes without academic penalty.
	13	Friday	Spring vacation begins after last class.
	22	Sunday	EASTER
	23	Monday	Spring vacation ends 8 a.m.
	30	Monday	Registration for MAY PROJECTS.
May	1	Tuesday	Tuition Deposit due - \$100.00
May	7-31		PROJECT PERIOD
	30	Wednesday	Final day of classes for second semester.
June	1	Friday	Final examination period begins.
	9	Saturday	Final examination period ends.
	10	Sunday	Commencement.

1973-1974 OPENING DATES

September	22	Saturday	Residence halls open for new students.
	27	Thursday	First semester classes begin.

INDEX

- Academic Regulations 117
 Academy, The 153
 Accreditation 32
 Achievement Tests, 126
 ACTION 58
 Administration 149, 151
 Admission 126
 Admissions Calendar 125
 Advising 16, 32
 Alliance, The 60, 153
 Alumni Association, The 153
 American History and Government 89
 American Studies 33
 Anthropology 33, 63, 65
 Application (see Admission)
 Archaeology (see Anthropology and Classics)
 Art 34, 66
 Asian Languages 35, 68
 Asian Studies 35
 Attendance 117
 Auditing 129
- Beginning and Growing 4
 Biology 35, 94
 (see also Natural Sciences and Human Biology)
 Black Studies 69
 Board of Trustees 50, 152
- Calendar 155
 Campus and Buildings 16, Back cover
 Chaplain 19, 139
 Chemistry 36
 (see also Physical Sciences)
 Chicano Studies Center 74
 Chinese 68
 Choir 19
 Church, College 19
 (see Religious activities)
 Claremont Colleges 138
 Classics 36, 65, 77
 Classification 119
 College Board Tests 126
 Colleges and the Community 138
 Communications 78
 Community Government 20
 Concentrations 33
 Concerts 18
 Conduct 122
 Cost (see Fees)
 Counseling 18
 Counseling Center 139, 18
 Courses of Study 63
 Credentials, admission
 (see Admission)
 Cross-registration 119
 Cultural Events 118
 Curriculum 63
- Deposit 128
 Dining Accommodations 16
 Dismissal 122, 118
 Dormitories (see Residence Halls)
 Drama 19, 78
- Economics 37, 79
 Education 81
 Employment, part-time
 (see Financial Aid)
 English and Literature 38, 82
 Entering 125
 Entrance requirements
 (see Admission)
 Environmental Studies 38, 46, 84
 European Studies 39
 Examinations 117
 Expenses 128
 External Studies 57
 Extracurricular activities 18
- Faculty 144
 Fees 129
 Financial Assistance 131
 Folklore 86
 Foreign students 127
 French 40, 86
 Freshman Seminars 51
 Furniture, Residence halls 16
- German 41, 88
 Government, Community 20
 Grading system 117
 Graduating 136
 Graduation requirements 32
 Greek (see also Classics) 78
- Health services
 (see Medical services)
 Hebrew 88
 History 41, 88
 Housing 19, 128
 Human Biology 42
 Human Resources Institute 139
 Huntley Bookstore 139
- Incomplete work 117
 Independent Study 55
 Infirmary (see Medical services)
 Institute for Educational
 Computing 140
 Interdisciplinary Colloquia 54
 Insurance 16
 International Relations (see Political Studies)
 Internship Programs 56
 Interview 126
 Italian 91
- January Special Projects 60
 Japanese 68
- Latin (see also Classics) 77
 Latin American Studies 42
 Learning 32
 Leaves of absence 130
 Library 139
 Linguistics 92
 Literature (see English and Literature)
 Living 15
 Loans 133
- McAlister Center 139
 Majors (see Concentrations)
 Map 141
 Mathematics 43, 93
 May Special Projects 61
 Medical services 18
 Monthly payments 129
 Music 19
- Natural Sciences 94
 Newspaper, student
 (see Publications)
- Off-campus living 16
 Orientation 16
 Other regulations 123
- Philosophy 43, 100
 Physical Education 115
 Physical Sciences 96
 Physics (see also Physical Sciences) 45
 Pitzer Parents Association 153
 Policy Studies 100
 Political Studies 45, 91
 Psychology 46, 104
 Publications 19
- Recreation 18
 Refunds 130
 Registration 119
 Religion 108
 Residence halls 16
 Russian 108
- Scholarship Funds 135
 Scholastic Aptitude Test
 (see Admission)
 Seminars 51
 Social Sciences 110
 Sociology 47, 111
 Spanish 48, 114
 Special Academic Programs 51
 Special Advisor to students 17
 Special Courses 59
 Special Projects 61
 Study of Man 50
 (see also Anthropology)
 Swahili (see Black Studies)
 Supporting institutions 153, 154
- Teaching and Counseling 6
 The Colleges and the Community 138
 Thematic Corridors 15
 Transcripts 126
 Transfer 127
 Tuition (see Fees)
- Vocational Counseling 17
- Withdrawal from college 130
 Withdrawal from courses 130
 Writing Seminars 60
- Yoga Suite 15

Founding.	Pitzer College was founded in 1963 through the generosity of Mr. and Mrs. Russell K. Pitzer of Pomona, California.
Control.	Private.
Location.	Claremont, California
Type/Setting.	Residential/suburban, community of colleges.
Degree Offered.	Bachelor of Arts.
Enrollment.	725 men and women.
Faculty.	56
Academic Emphasis.	Liberal arts with an emphasis on the social and behavioral sciences – the human sciences.
Concentration.	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.
The Campus.	The 20-acre campus includes contemporary, comfortable buildings, including Scott Hall, an administration and classroom building; Fletcher Hall, a hexagonal classroom building with audio-visual facilities; Bernard Hall, a second hexagonal building with offices and computer terminals. Avery Hall, a multi-purpose building with a theater-auditorium and faculty offices, three dormitories, Sanborn and Holden Halls, each housing 200 students; Mead Hall, a 230-student dormitory with apartment-like arrangements, and the dining and student center; McConnell Center houses a dining hall with a capacity of 500, a snack bar (The Pit), and a recreation area. Pellissier Mall and Brant Tower complete the campus.
The Community.	Suburban Claremont, California (population 25,000), is located at the base of the San Gabriel Mountains in Los Angeles County, 35 miles east of Los Angeles, easily accessible by freeway. The Ontario International Airport is a twenty-minute drive from Claremont. The greater Los Angeles area provides excellent offerings in music, drama, fine arts, museums of natural history, science and industry, and art. Beaches, mountains and deserts are within an hour's drive of the campus.

*Photographs by Arthur Dubinsky
 (Photographs on page 28 by Kristin Olsen)
 Design and layout by Virginia Rauch
 Drawings by permission of Punch Magazine.*



PITZER COLLEGE BULLETIN

Entered as Second Class Matter

Pitzer College
1050 N. Mills Ave.
Claremont, California 91711

Return Requested