



PITZER COLLEGE BULLETIN

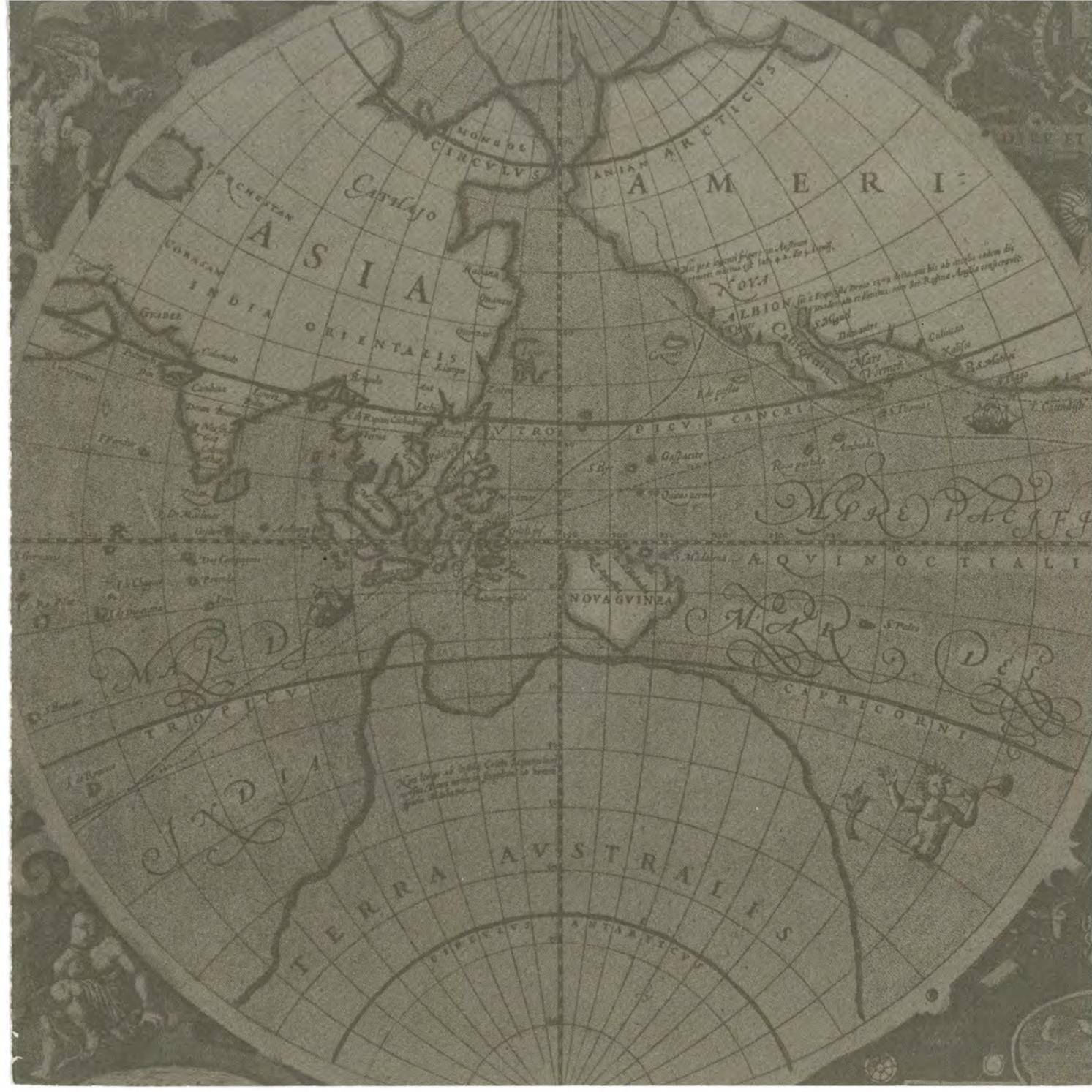
1973-74

Pitzer College
a member of The Claremont Colleges

where you are encouraged to explore intellectual ideas

test theories - yours and others'

where if you're wrong, it's not the end of the world



Carthago

A M E R I C A

A S I A

INDIA ORIENTALIS

MARE PACIFICUM

TROPICVS CANCRI

TROPICVS AQUINOCTIALI

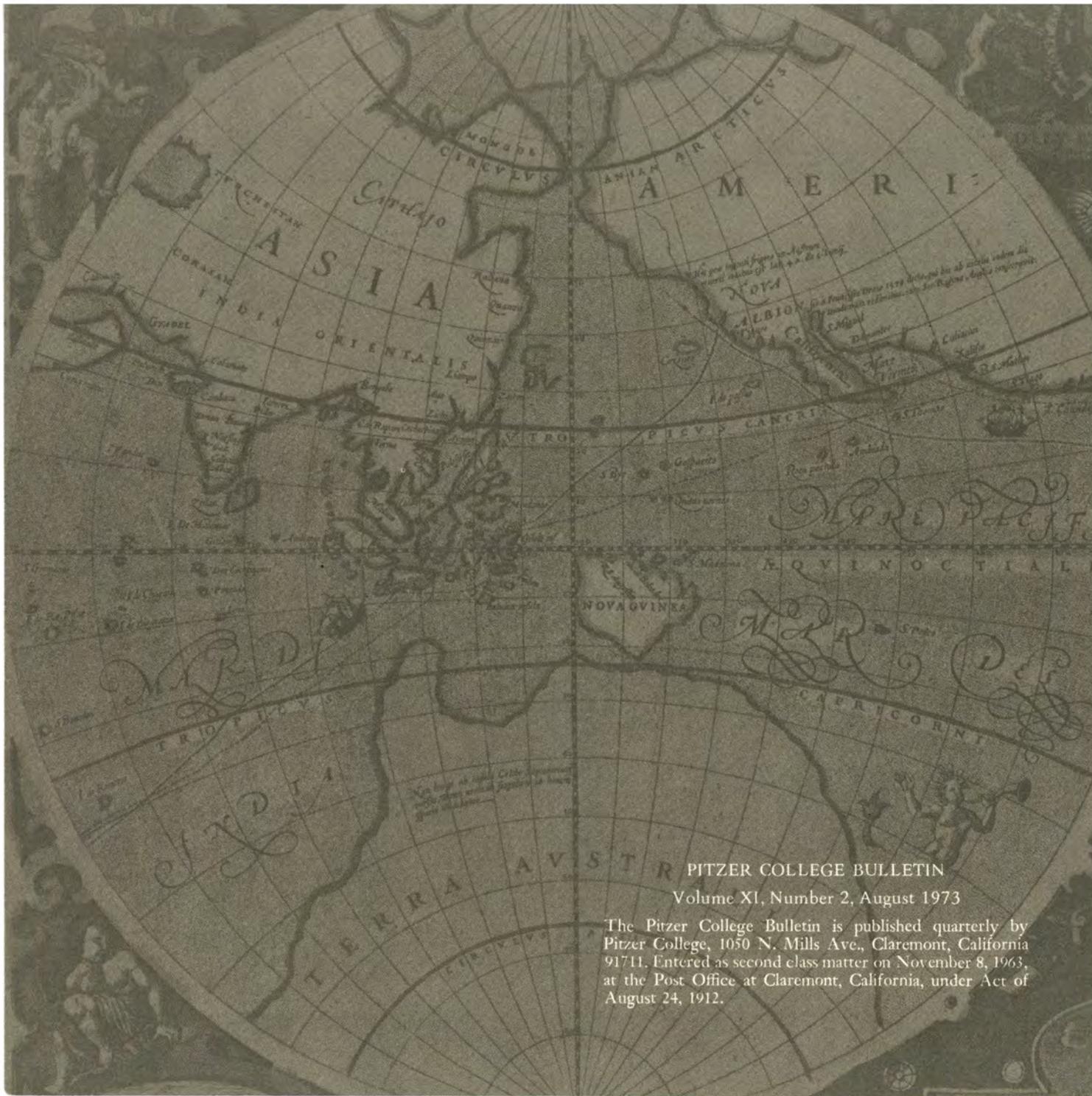
NOVAGVINEA

TROPICVS CAPRICORNI

MARE ARABICUM

TERRA AUSTRALIS

Non sunt ad ista Cetera Regiones
quas Americus et Vesputius se hunc
paulo Malabar.



PITZER COLLEGE BULLETIN

Volume XI, Number 2, August 1973

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BEGINNING AND GROWING

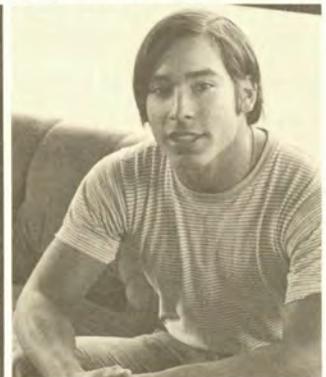
Each student who receives an acceptance letter from the Pitzer College admissions office, and makes the decision to attend Pitzer, could as easily decide to go elsewhere. For Pitzer College selects only those of you with special qualifications.

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 opportunity to explore intellectual ideas and to test theories—those of yours and others. Pitzer's commitment to thoughtful experimentation has been a mark of its curriculum from the beginning.

...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 aspire to broaden your intellectual horizons through graduate studies, you are heartened not only by the rigorous intellectual activity and 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, toward building a saner, more just world, you will 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 are concerned about finding your place in a career or profession, you may be interested in learning that reports from Pitzer alumni indicate that students coming out of the Pitzer College environment are well prepared to meet the demands and challenges of the working world.

...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 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.

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.



§ Formal education is a shepherd's cloak of incongruity, accident, and unexpected achievement. Ideas are to some extent impersonal while people should never be. Ideas should be bent, stretched, annealed, broken, and re-created, but people are mysteriously fragile, and groups of them in classrooms imponderable. Therefore, I try to be intellectually a roving Viking, making fires and edifices from the detritus of a mental heritage, but cautious and fearful about how one remains humane too.

As a student I owe my students the fullest and most earnest account of what I think, as much of what I feel as they want, the 'benefits' of experience and means, and an explanation of where I stand. I also owe them instruction for which they are sometimes without appetite; the necessity of self-discipline, the unavoidable ordered sequence of factual understanding, historical perspective, and gentle dissuasion from things of transient relevance.

Human ecology may relate any field of thought to ecosystems or the biosphere. Its curse and beauty are its scope. It can become a refuge from work and an environment of avoidance and indecision. My field, therefore, has some special problems and these affect what I do in the classroom. They demand a kind of conservatism, dedication to principles, and attention to 'taxonomy' and 'anatomy'—taking those terms in their broadest, even metaphorical, sense to mean factual, elementary structure. My students sometimes find me old-

fashioned, committed to the idea of prerequisites and pyramiding of knowledge, to memory, even to names and dates. Contrary to the rhetoric of what is 'trendy' in academia, I find open discussion of definite but limited value, the student only occasionally a fount of insight, considerable wisdom in the past, and myself reluctant to change for the sake of change.

Paul Shepard
Avery Professor of Natural Philosophy
and Human Ecology

Professor Shepard's research and writings span biology, art, and anthropology. One of his recent books is *Man in the Landscape, A Historic View of the Esthetics of Nature*.





§ *What I hope for in a classroom is that something will happen to students that never happened before—they'll think a new thought, see a new connection, experience a flash of pleasure at a line of poetry or some esoteric Eighteenth Century joke. When this happens, we all know why we're here.*

I have some unfashionable notions on how to bring this about. I think it comes from intense, careful scrutiny of material that is new and difficult of access to the inquiring mind. My own experience has shown me that growth is to be gained not through focus on self-expression as a goal, but through the kind of disciplined immersion in study that lets you forget the self. But at the same time, it is being quietly nourished and expanded by new and evocative work that has the power to turn the mind around. Then it becomes possible to experience mindwork as play, a source of pleasure and freedom for a lifetime.

These goals have led me to what might seem contradictory views. I believe in the greatest possible institutional freedom, together with the highest standards for personal discipline and accomplishment. I have seen that genuine creativity is almost always the result of endless homework (to give it its most mundane name).

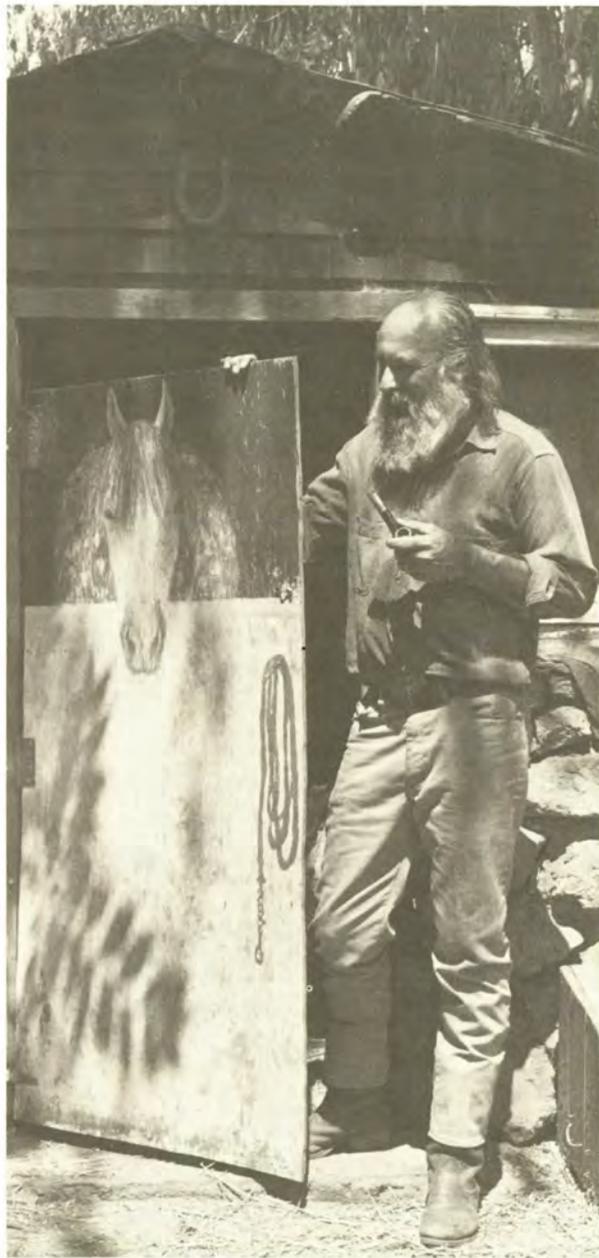
But a person must choose to take on this challenge; it cannot be legislated, only urged and guided.

Further, these pleasures of mind and spirit can come from real study of almost any subject. For this reason, my double interests seem entirely compatible. From a training in Eighteenth Century Literature and Theory of Literary Criticism, I have moved into study of film, where I have seen once more that emotional involvement in an art medium and careful analysis of its works are mutually reinforcing. Each enriches the other, and together they expand freedom to experience the new, the innovative, the complex.

I am one of those people who always loved school. Each new subject seemed a little bit of the world that I had never known before. Each new idea seemed like a gift, and I came to understand freedom and self expression as the ability to live productively by integrating the familiar and the unknown, the mind and its objects, the self and the world. Finally, when I came to teaching, I felt that the best I could hope for was to express this through writing, through the classroom, through every contact that I am privileged to have with students who come to college looking for a way to live the good life.

Beverle A. Houston
Assistant Professor of English

Professor Houston is the co-author of *Close-Up: A Critical Perspective on Film* published by Harcourt Brace Jovanovich and Co.



§ Like all clichés the one about “an art cannot be taught” is true enough. The relevance of art in the college curriculum, however, is more concerned with another question; what can art teach? By teaching we mean facilitating discoveries which effect behavior and enhance the mind.

Art in itself or as an area of study has always had an important pedagogical aspect. Although this has not been the primary function of art, we can make an interesting case for the practice and study of art as concerned with decision-making oriented toward producing and/or perceiving relationships of form, color, texture, style, iconography, etc. It is important to note that the consequences of such endeavors are a kind of instant feedback system signalling to the sensitive student either “it works” or “it doesn’t work.” Such a communications loop need not be entirely conscious. In point of fact, we may assume much of it is not, but this does not either inhibit or prohibit our abilities “to learn” and “to know” as a result of such a process. Art is highly experiential and very direct in itself and as a learning process.



Involving as it does mind and body in close co-ordination we may say it is closer to what our culture signals us is "irrational" than to what our culture signals us is "rational." However, as I view it those signals are arbitrary and irrelevant if one inquires into the nature and function of the arts. One does not propose that the arts through time and space are homogeneous, yet when viewed in broad perspective I feel we derive profound insights from considering similarities more so than differences manifested in the arts throughout human history. In my experience the student who can hold himself or herself open to the vast input of "a world of art" is bound to discover the particular, personalized knowledge and skills each of us seeks as an individual in the acceptance of likeness as a primary value over distinctiveness. I realize this is unscientific and very nearly un-American. However, if we look at the matter ecologically (to steal a phrase from biology), we find much reinforcement for the natural network as a model for what gives meaning to the so-called arts of man as we have come to know them in the late Twentieth Century. Indeed, it would seem that in many of our academic endeavors Pound's reference to nature as a model holds interestingly true for divers intellectual and aesthetic pursuits.

"Had the world not been full of homologies, sympathies and identities thought would have been starved and language chained to the obvious. There would have been no bridge

whereby to cross from the minor truth of the seen to the major truth of the unseen. . ."

At Pitzer our students in art are variously motivated and bring with them equally various kinds of backgrounds and experience. If I anticipate any unitive factor in my relationships with students and art it is that we are all bridge-builders. Living as I believe we do in a society which lacks a natural environment for the arts, much of what we experience, discover, learn and bridge through art has a primary quality. At best this quality is perceived as revelation, but even in its mundane mode it is apprehended as added energy. For those of us who elect to devote our lives to making art there are trials and tribulations ahead. Whether "it was worth it or not" we will not know until our lives end on this planet—if ever. For those of us who incorporate our sensibilities and knowledge derived from art into other life pursuits there can only be better bridges and a relief from lives chained to the obvious. Art viewed thusly is a serious matter, but being attuned to the ambiguities and ambivalences encountered and resolved in the most fundamental aesthetic experience can only lead to a positive perception of world and ourselves in it. Which brings me to a closing cliché, "Art is joy," and that's the truth.

Carl Hertel
Professor of Art

Professor Hertel's professional activities include producing a film on environmental concerns and writing a book, *The Necessity of Destinations*.



“Invitation to a Tea-Party”

“Have you guessed the riddle yet?” the Hatter said, turning to Alice again. “No, I give up,” Alice replied. “What’s the answer?” “I haven’t the slightest idea,” said the Hatter. “Nor I,” said the March Hare. Alice sighed wearily. “I think you might do something better with the time,” she said, “than wasting it in asking riddles that have no answers.”*

*(Lewis Carroll, *Alice’s Adventures in Wonderland*, New York: The New American Library, Inc., 1960, p. 69.)

§ Higher education these days often seems a Mad Tea-Party, asking riddles that have no answers. Indeed, there is a sense in which all of us who participate in “higher education” here at Pitzer are engaged in a continual meandering through Wonderland. My classes and modus operandi are no exception. I begin with the fundamental assumption that there are no answers to the big questions, the “ought” questions of human existence and, like Gertrude Stein on her deathbed, conclude that all we have are questions. A “successful” class, ac-

ordingly, depends upon knowing what questions to pose.

Inasmuch as my “looking-glass” is sociology, my classes are oriented toward asking questions about aggregates of people and then wheeling and dealing with various answers which have been given to the dynamics that underlie human social action. It is almost axiomatic among students of social science that this exercise is “safe” (in the sense that one can investigate what motivates, say, cab drivers, without ever confronting what motivates oneself as a social being) and can even, occasionally, be fun. But, alas, my classes have other purposes built into them.

Centuries ago, Socrates is reported to have stated that the unexamined life is not worth living and, accordingly, “knowing thyself” is the essence of meaningful human existence. My classes are structured in a manner that attempts to teach students to apply their sociological insights toward themselves—to develop, in essence, a reflexive sociology. In order to accomplish such a purpose it is essential that a student, in a sense, become alienated from his/her own social existence; that he/she become capable of realizing that the social processes operating on that cab driver are also operating on oneself. It is in this sense that studying aggregates of people is really a process of getting a handle on oneself and one’s existence in the social world. “Becoming alienated from oneself,” then, is a process of being able to climb outside of oneself long enough to under-

stand that we are all, to a great extent, “victims” of social dynamics. Once that capacity is developed, we discover that we can effectively act on those dynamics—we are no longer only “victims.” That is the rationale, in my view, for lending credence to the Biblical citation that “the truth shall make ye free.”

Thus, my view of a “successful” class lies in the extent to which I am capable of getting students to “see themselves” in all the literature and scientific research they are required to review and understand. Seeing oneself and comprehending what one is all about, as implied above, depends upon the ability to grasp the meaning of human activity on an aggregate level. When a student can adequately answer the question “who am I?” based upon his understanding of “who they are,” I consider the class to have been worthwhile. The manner in which I have been able to accomplish such a goal is to continually address questions as to why and how someone knows what he professes to know and what are the social or personal conditions under which he knows it. Hence, even though it may oftentimes appear, as for Alice, like “the stupidest Tea-Party I ever was at,” it’s the only Tea-Party in town.

Glenn A. Goodwin
Associate Professor of Sociology

Professor Goodwin is the author of “On Transcending the Absurd: An Inquiry in the Sociology of Meaning” in the *American Journal of Sociology* and “The Emergence of Various Theoretical Trends and Their Prospects in Sociology” in *Sociological Focus*.

§ My scientific training, like most people with advanced degrees, was obtained in a large university center where pure research and interest in little else were both the norm and the exalted posture. The sort of work I became engaged in and still carry out is generally considered to be of such a technical nature that it really has little to do with undergraduate teaching. Happily, I have found that here at Pitzer the structure is informal enough that I’m able to engage students in my research to an extent that the distinction between the two is very arbitrary.



Right now we are developing computer models of the evolution of primate social organization by feeding in various ecological factors that we have information on for primates all over the world. Most of the work is being done by a sophomore anthropology student who, I think, is surprised that she now speaks computer jargon and walks about with punched cards in her back pocket. We are also examining the evolution of peoples of the Pacific as this is known from data on genetic differences between island groups. Something of the history of the colonization of these islands is known from archaeological work, and the environments and technology of the traditional peoples of the areas are well enough understood and have been pretty constant through time, so that we feel that it will be possible to build a model of the colonizing situation and then test it against the data on the people today. Really what we want to know is whether social factors like conflict or class structure, for instance, have played a major role in man's recent biological evolution, or are we still pretty much subject to the forces of the physical environment. The common intuition seems to favor the former hypothesis, but there is precious little factual information on this subject at present

A group of students and I are going to the Channel Islands off the Santa Barbara coast (thanks to the U.S. Navy) this June to study

the remains of prehistoric Indian communities on these islands. Since we will dig up the remnants of these people's activities, I suppose that what we are doing is archaeology, but our interests are primarily in discovering whether these very simple societies, which subsisted mainly upon inter-tidal organisms (and left their shells in great piles along the beaches) were prudently harvesting what they needed, or simply exhausting what was there and moving on. The question is of interest to anthropologists, obviously, but I like to think that our week on the island and all the laboratory sweat that we will put in next fall in analyzing our data will tell us something about human nature insofar as it is relevant to our current quest to come into equilibrium with our global environment.

I also hope that the students involved in these activities will begin to see learning as an active endeavor by which they can continue to contribute to human knowledge through their own activities. From this perspective, I believe that if I can pass on some of the excitement and a few tools relevant to this quest, it will be much more important than the half-truths and guesses that I can pass on to them as the conventional wisdom of anthropology today.

David Thomas
Assistant Professor of Anthropology

Professor Thomas describes himself as a human population biologist/anthropologist who is interested in human genetics and biology and human paleontology. He is currently writing a book on the controversy over racial differences in intelligence.



Toward Human Liberation

§ *Humankind seems to need to create symbols of our response to, understanding of, and hope for the conditions of existence. Intellectually and emotionally I affirm the view that by allowing the artists' symbols to touch our lives, we cultivate emotional, intellectual, and psychic or spiritual dimensions of ourselves that ultimately define us beyond blood, bone, and muscle or memory and raw capacity to create images. Among other avenues of our ceaseless journey toward hoped-for understanding, is that of literary study.*

Informing my own expectations and enjoyment of literature are at least two "credos": that language (meaning, in the broadest sense,

how material and ideas are stated) is the profound difference between proclamation and literary expression; and that the best literature promotes, and can and should "be taught" to accomplish the goals of self-understanding and understanding of others. To study literary expression, therefore, is at least (1) to consider imaginative, creative, "artistic" arrangement of symbols; (2) to participate vicariously in the experiences of others whom we seldom will know directly but to whom we are bound by the ties of our common humanity; and (3) to expand knowledge of self while and through expanding knowledge of others.

These views shape all my efforts to facilitate the learning of literature and composition, for I share Plutarch's idea that students are not "vessel[s] to be filled" but "fire[s] to be lighted." Demonstrated and potential ability to learn quantitative information, skills of communication, and power to analyze and to conceptualize creatively are some criteria of intellectual strength and "worthiness to be in college." But worthiness to be in (or to teach in) college does not define human worth personally or to shape and to share in community. My ultimate goals as a "teacher," therefore, are that students in my classes might also be inspired to cultivate and maximize these latter kinds of worth even as they develop and refine their abilities to learn facts, to communicate, and to conceptualize and analyze.

* * *

Convinced fully that traditional study of literature in "America" has been incomplete and grossly distorted because of concern with only Euro-Anglo-white "American" literary expression, to the exclusion of literary expression by Blacks, notably, and by other non-white peoples of the U.S.A., I struck a "blow for freedom" in 1964 when I began studying literature by black Americans. Since then I have included such literature as a major part of my intellectual and pedagogical interests.

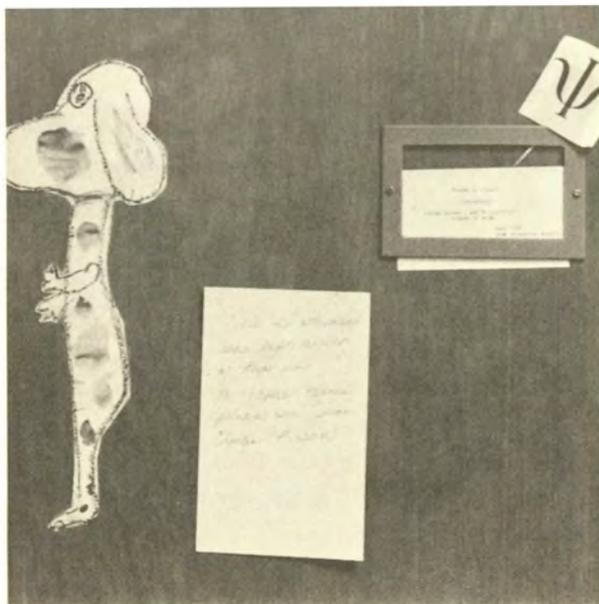
While hopeful of greater future success as a facilitator of learning, I have been gratified continually by my students' openness to and serious consideration, keen analysis, and appreciation of literature by Black writers in "America." In addition, as they have read, analyzed and discussed the literature, they, so far, have seemed to fulfill some of my hopes for both intellectually and emotionally directed cross-cultural, cross-racial interaction.

* * *

In short, therefore, what I would like to have happen in my classrooms all the time for all my students, probably does happen some of the time for many of them—namely, learning and education for human liberation.

Agnes Moreland Jackson
Associate Professor of English

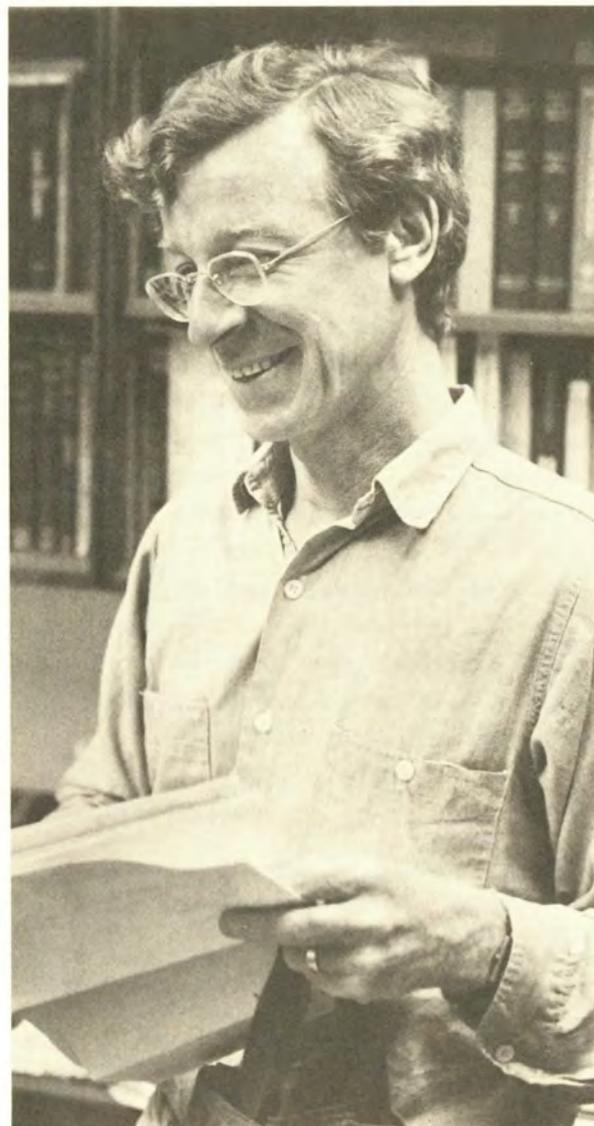
Professor Jackson has been a consultant on Afro-American texts for public schools and has helped to plan college curricula in Afro-American literature. She has had articles published in *Arizona Quarterly* and *Soundings*.



My educational credo:

§ Man is the measure of all things but himself, for the more we learn of the world the more we learn of ourselves and the more we change. This world is much more than physical and much less than heavenly. It spreads all about us and yet centers in each of us. Basically it links us to the past, for we are all children of the past; to the present, for we are all seekers in the present; and to a future, for we are all builders of the future.

For the record, I consider myself a psychologist who is interested in how people become who and what they are; my preoccupation is with time and history and the opportunities that they present us for change and expression. While I began my career preoccupied with



"problems" (my own and others) over the years, and especially since coming to Pitzer, I have become much more interested in healthy development. My research on genius and creative behavior has paralleled this change. In many ways it is much more difficult to understand "health" because it is so varied in the forms and levels it takes.

The credo is really about what I hope I can teach students. It is what I think educated people should realize about themselves and others, especially if they have reflected upon how the social sciences can fit into education. I cannot stand the idea of an undergraduate being narrow in mind or in training, so my emphasis is guided by the thought that a student's four years at Pitzer may be the only formal education he will have. I think this trend will become more true over the coming years as graduate schools become less available and/or less desirable for many. Because undergraduate teaching, then, becomes more essential, I am much more selective in what I have to say to students in and out of classes.

Robert S. Albert
Professor of Psychology

In recent years Professor Albert's research on genius and creativity has resulted in numerous publications. Among them are *Genius, Eminence and Creative Behavior*, Behavioral Sciences Tape Library, 1973; "Genius, Present-Day Status of the Concept and its Implications for the Study of Creativity and Giftedness," *American Psychologist*, 1969, and "Cognitive Development and Parental Loss Among the Gifted, the Exceptionally Gifted and the Creative," *Psychological Reports*, 1971.

§ "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 existence which he would have expected from any liberal arts institution with Claremontian pretensions.

For him Pitzer had pliantly become precisely what he obliged it to become and what he had every right to expect it would become.

Yet another student, choosing to fashion a very different order of things, might have



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

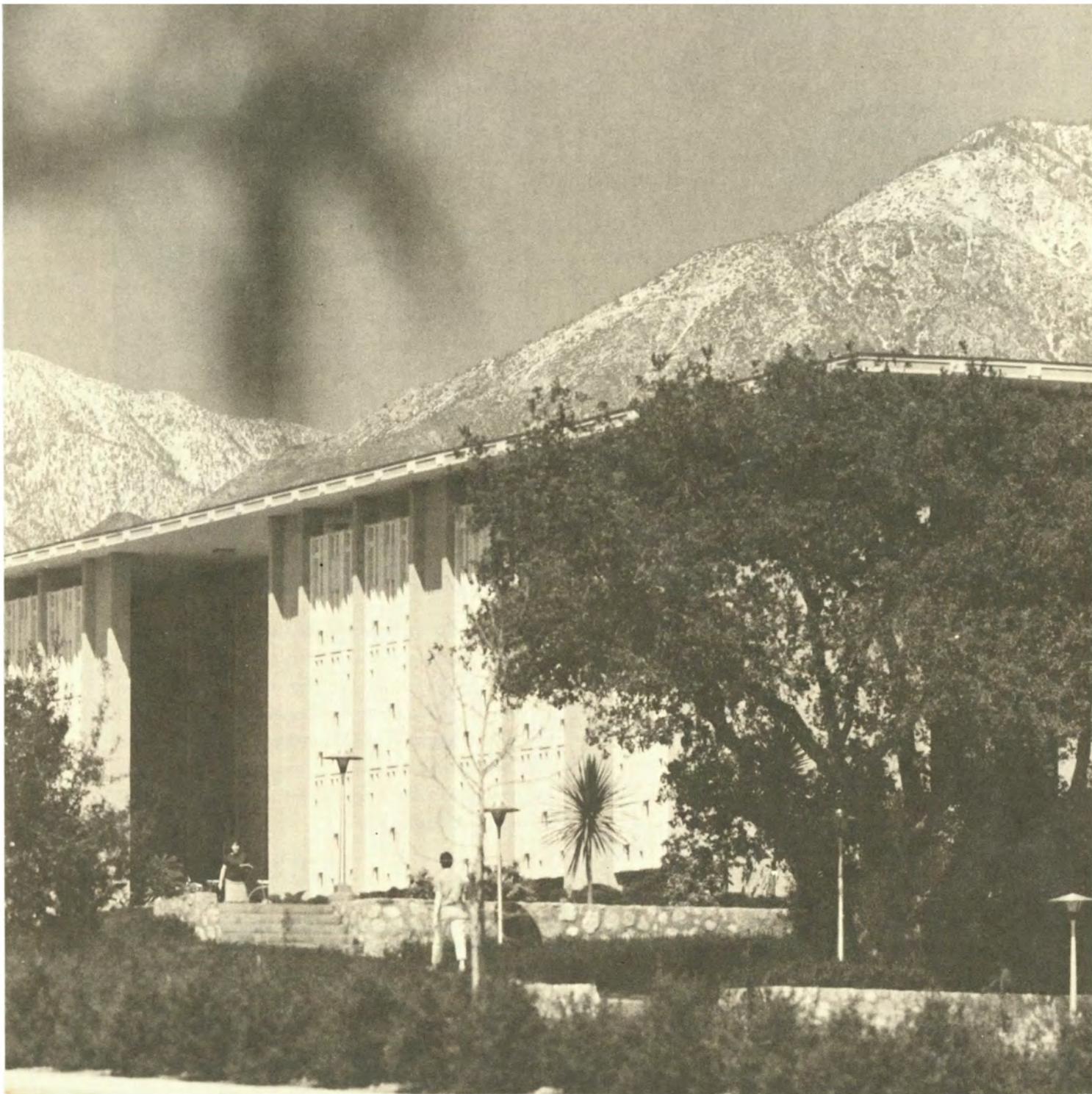
What has occurred in each instance, in fact, is that the college has closed gently around each student and molded itself softly but unmistakably to his academic postures. So it is that as a student at Pitzer draws away for a moment to regard what he thinks is the fixed



image of his college, he discovers in actuality his own contours and a Pitzer shaped in astonishingly high relief to the true variety and intensity of his own intellectual fervor. This, I submit, is more than a beguiling singularity and will be worth recalling when, inevitably, each of you draws back to reflect upon Pitzer some time in the coming year.

Stephen L. Glass
Associate Professor of Classics

Professor Glass was awarded a fellowship last year from the Foundation for the Humanities to continue his study of ancient Athens. He has also held Fulbright, Woodrow Wilson, and Harrison Fellowships.

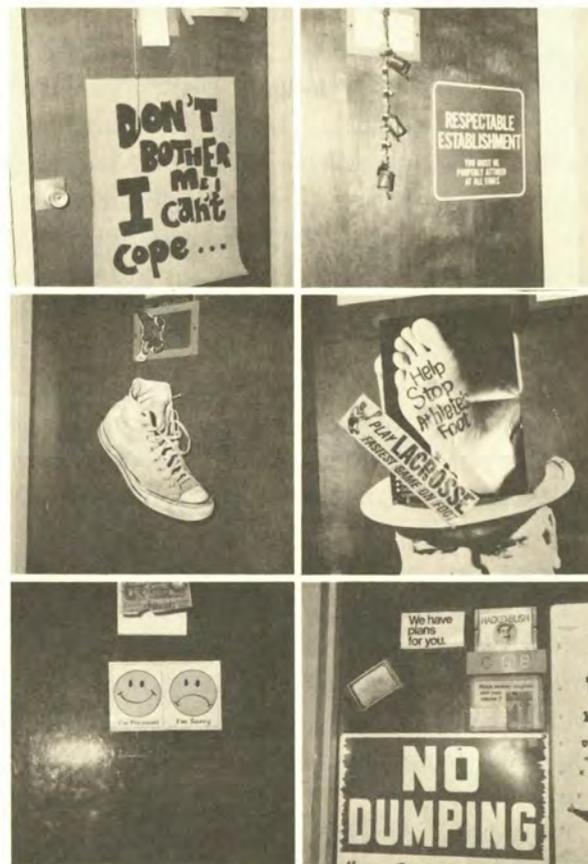


LIVING

The Pitzer campus is the prime arena for each student's explorations. It is a small campus, but with room for adventuring. There is strong community identity, yet there are considerable opportunities for investigating one's inner space.

Campus Living

The focus of campus living is the dorm, and students are free to attempt to alter and improve their environment. Many thematic living units have been formed by small groups—four, or eight, or twenty—with common interests, common problems to explore. For example, an education corridor is now in its fourth year, as is a black women's corridor. A yoga suite is formed around the study and practice of this discipline. Students who wish to be totally responsible for buying and preparing their own food have formed a co-operative on one corridor. Other thematic living units focus on Chicano culture, media studies, community service, Spanish language and the arts.



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 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, a swing-arm wall lamp, bookshelves, draperies, and ample closet space.

Procedures developed by the All-College

Community Relations Committee offer students the opportunity to modify their rooms extensively if the students are willing to do the work. Many students paint their rooms to suit themselves, and some construct sleeping lofts or bunk beds.

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 on the food co-op corridor) eat in a cafeteria-style 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 faculty 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. Special faculty also advise transfer students.

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.

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 tests which will show you something about yourself and show the college something about the profile of the incoming class. 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

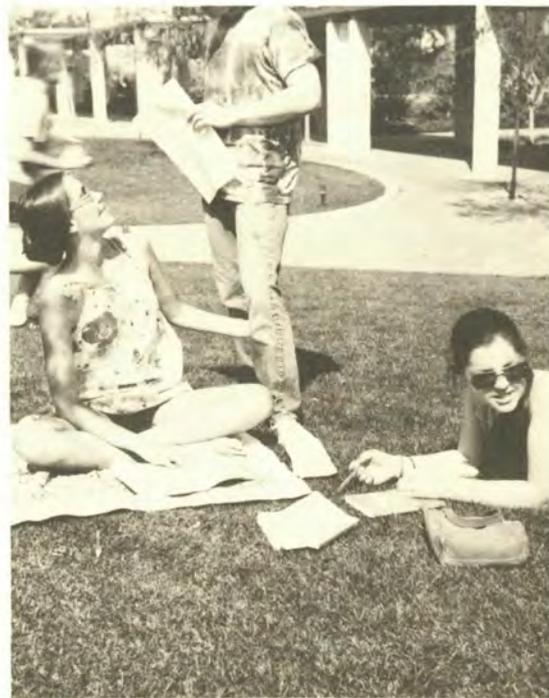
concerning the orientation program before you arrive on campus.

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 has provided many people whom you can turn to for information.

All of the people who work at Pitzer are ready to help you pursue the college adventure. There are eight Resident Advisors and a Hall Director in each dormitory; the Dean of Faculty; the Dean of Students and two assistant deans; the faculty; and the President—all feel the obligation to help students explore and test themselves, their theories and their commitments.

Life Planning, Counseling

This kind of exploration is part of what the college experience is about. We hope you will leave here having broadened your intellectual horizons and having gained a deeper sense of your direction in life than when you came. To that end Pitzer will hold Life Planning Workshops and Career Conferences in 1973-74, patterned on highly successful ones this past year. In addition, the diversity within Pitzer's own faculty and staff means that there is a wide variety of people with different experiences who can provide resources to students in



their life planning. Then as you start to think about specific careers, information and help is available in the Dean of Students' Office, the Pomona Placement Office, and from the Graduate Studies Advisor. Pitzer has an arrangement with the Pomona Placement Office, whose facilities are available to Pitzer students. 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 four full-time physicians and several nurses are regularly in attendance.

Recreation and Diversion

Pitzer students are welcomed at all the recreational facilities of The Claremont Colleges, as other Claremonters are welcomed at Pitzer's. Among the five undergraduate colleges, there are two men's gymnasiums and one women's gymnasium, five swimming pools, twenty tennis courts, and many playing fields. Volleyball and Frisbee are special favorites on the Pitzer campus, but everything from skindiving to lacrosse to mountain-climbing is readily available. The College Recreation Program—supported by part of the student activities fund—



has all kinds of sports and recreation equipment that students may borrow. Also, the Recreation Program funds the development of other kinds of activities in response to student proposals. Among the adventures funded last year were a cooking class, a stitchery and fibres workshop, an all-college art show, a May Day celebration (complete with Maypole), and the sociology group's coffeeklatch.

A traditional part of college life on The Claremont Colleges 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 at \$2.00 per seat. 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 1973-1974 season are as follows:

Utah Symphony Orchestra
Friday, November 9, 1973
Maurice Abravanel conducting

The Waverly Consort
Saturday, March 2, 1974
Company of 8 presenting an evening of 13th Century Spanish court music, "Las Cantigas de Santa Maria"

Alfred Brendel
Pianist
Thursday, April 25, 1974

Los Angeles Philharmonic
Zubin Mehta conducting
Saturday, May 4, 1974

Three Celebrity Series events and two Special Events will be presented in 1973-74. Tickets may be obtained in the same manner as for the Artist Series.

Celebrity Series:

Joan Sutherland
Wednesday, September 26, 1973
Miss Sutherland, internationally renowned soprano, assisted by Richard Bonyngé, pianist (only California appearance)

Heritage Dance Theatre
Saturday, October 27, 1973
Agnes DeMille's new company of 50 singers, dancers and actors

Victor Borge
Assisted by Marylyn Mulvey, Mr. Borge presents his "Comedy in Music"
Friday, January 18, 1974

Special Events:

Emmett Kelly Junior Circus
Matinee and evening performances
Friday, October 19, 1973

“The Nutcracker”

Saturday, December 8, 1973

Pacific Ballet Theatre presentation
of the complete ballet

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 open to 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, Gay Students Union, and the Ombudsman.

Publications

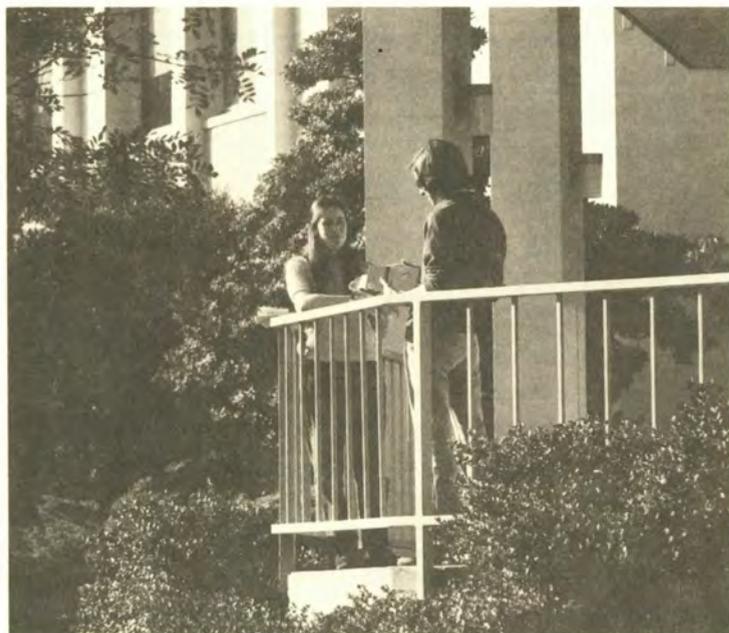
The Collegian is a weekly newspaper of five undergraduate colleges in Claremont. Each college has its own news editor and staff working under the supervision of *The Collegian* editors. In addition, Pitzer publishes a community quarterly, *The Participant*; a business and professional group publication, *The Alliance*; a senior portrait journal; and a student handbook.

Community Government

This is the second year of an experimental college governance system, a system which involves students in all levels of decision-making. Student representatives comprise one-fourth of the voting members of the faculty meeting. Three students and three faculty members are assigned to all of the college's committees, except for a student minority on

the committee which deals with the hiring and firing of faculty. There is a faculty minority on the elected student committee which assigns students to other college committees.

Whatever kind of adventure a Pitzer student seeks, a full set of options is available to choose from. But your experience will be what you make it. Pitzer is a loosely-structured place which does not force you in any direction—its chief gift is the freedom to explore and the presence of people from different backgrounds, with different skills, to help you chart your own course. The use you make of that freedom and of those resource people is up to you.



The
Pitzer

Pumperhickle

(catch her in the eye...)



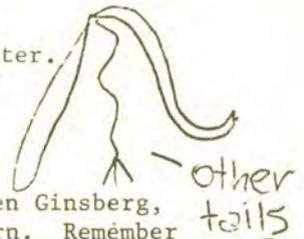
Tuesday May 8	7 p.m.	Science Fiction Festival: three great films for 75¢ with ID. <u>Colossus - The Forbin Project</u> (1970), <u>It Came From Outer Space</u> (1953), <u>Doctor Cyclops</u> (1940). Avery Auditorium.
Tuesday May 8	7:30 p.m.	The Chinese Film Society presents, "Heroes of Heroes", Avery Auditorium.
Wednesday May 9	4 p.m.	Lecture, "Psychoanalysis and Social Unrest", Robert Coles. Avery Auditorium.
Thursday May 10	11 a.m.	Lecture, "Politics: The Selling of a Candidate", by Hal Evry. Mason Hall.
Thursday May 10	4 p.m.	"Mexican Chicanos and Intellectuals", discussed by Philip Koldewyn. Oldenborg.
Friday May 11	1 p.m.	Pitzer art exhibit, Atrium, McConnell Center. (one week)
Friday May 11	8: 30 p.m.	Film, "Night and Fog", German concentration camps revisited - how much have we forgotten? Avery Auditorium.
Saturday May 12	8:30 p.m.	Four-College Players present, "An Evening with Vachel Lindsey". Strut and Fret Theater.



ON-GOING

To whomever wrote us the letter about Allen Ginsberg, Big Bridges, et al: Thanks for your concern. Remember we are only human - we find that mistakes are somewhat a natural result of this condition. In the future we will try to avoid unnecessary hassle. (After all, that's what we're here for.)

Applications for next year's resident advisors are now available in the Assistant Dean of Students Office. 23 positions are open.



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, and attain at least a 2.0 (C) grade point average.

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, and 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, eco-

nomics, fine arts, history, literature, philosophy, political studies, psychology, religion, and sociology. Students should plan a suitable program in consultation with an American studies advisor.

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

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 the 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 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 eight 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)

Requirements for the concentration in biology include successfully completing a minimal number of courses, passing a comprehensive examination in the senior year, and carrying out an individual research project which culminates in the writing of a senior

research thesis. Students who feel it to be in their best interest may, with faculty approval, substitute additional course work for the thesis. Students who plan to enter graduate school are strongly urged to acquire a background in either French, German, or Russian.

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 190).

Senior Comprehensive Examination (early second semester of senior year).

Plus six additional courses in biology. The latter must include one laboratory course each at the cellular, organismic and population or community levels and may be chosen in consultation with the biology faculty from among the courses offered by the Tri-College Science Program and Pomona College.

Chemistry

Requirements for the concentration in chemistry include successfully completing a minimal number of courses, passing a comprehensive examination in the senior year, and carrying out an individual research project which culminates in the writing of the senior research thesis. Students who feel it to be in their best interest may, with faculty approval, substitute additional course work for the thesis. Students who plan to enter graduate school are strongly urged to acquire a background in either French, German, or Russian.

A chemistry concentration requires satisfactory completion of the following:

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).

Plus three additional advanced courses in a second field chosen in consultation with the faculty advisor, and mathematics through Calculus III.

Alternative 2 (intensive-level chemistry):

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

Natural Sciences 121-122.

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

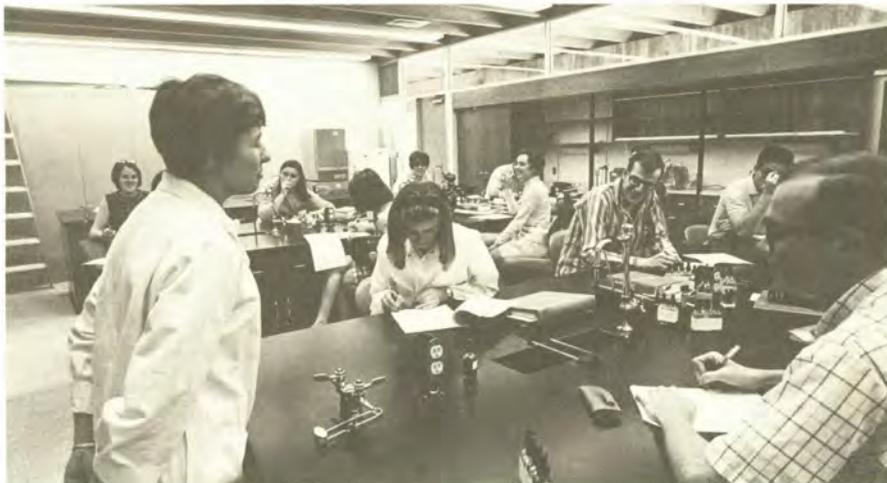
Plus three additional advanced courses in a second field chosen in consultation with the faculty advisor, and mathematics through Applied Advanced Calculus.

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. As many as three courses from other fields—including art history, anthropology, history, religion, and philosophy—may be substituted for classics offerings if warranted by the student's program and approved by the concentration advisor. 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 and welfare economics
 - 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 student's 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 upper-division courses that are strongest in their theoretical orientation.

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.

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 will complete a project involving practical experience "in the field." This will normally be done through participation in the Santa Fe External Studies Program, in a Program in Public Policy Studies environmental team, or in an independent study arranged with an individual faculty member. The field work can be counted as part of the ten-course requirement.

A required Senior Tutorial (191), which may also count as one of the ten courses, should be arranged with a member of the environmental studies faculty for the purpose of helping to integrate the concentrator's program.

Exceptional students may be invited to undertake an honors thesis in the senior year.

Concentration advisors at Pitzer College are John Rodman, Robert Feldmeth, Carl Hertel, David Thomas, and Paul Shepard.

English

The English program offers two courses of study: one for those who plan to pursue graduate study of English and one for those who wish to acquire a general liberal arts education through literature. Either program will help the student to read with comprehension and enjoyment, to write with some skill and style, and to explore relationships between art and life. Henry Sidgwick, a literary critic, suggests that the study of literature is important in that students "may learn to enjoy intelligently poetry and eloquence; that their interest in history may be awakened, stimulated and guided; that their views and sympathies may be enlarged and expanded by apprehending noble, subtle, and profound thoughts, refined and lofty feelings; that some comprehension of the various development of human nature may ever abide with them, the source and essence of a truly humanizing culture."

English and American Literature Program

Students concentrating in the discipline of English must complete nine courses, seminars, or independent studies. At least six must be completed prior to the senior year, including an introductory survey of methods and backgrounds of literature (English 101 a and b), which should normally be taken during the student's sophomore year. (Further work in English is conditional upon successful achievement in these courses.) English 185 a and b, a two-semester seminar in literary criticism, is required during the senior year. In addition, the field strongly urges work outside of the concentration but in fields related to it, such as history, philosophy, art, theatre arts, and music. Students interested in literary studies as a profession, or in a more comprehensive study of literature, are encouraged to attain a reading ability in at least one other language.

A detailed history of literature from *Beowulf* to Virginia Woolf is, of course, impossible in four years. The field group values some historical perspective, however, and so requires that four period courses be taken: two before 1800 and two after 1800; the remaining required courses may be chosen from any area of British and American literature, creative writing, or the communication arts.

In addition to the courses rooted in a particular age, we also offer such courses as genre studies (Modern Drama, Modern Poetry), studies in technique (The Reading of Poetry, Aesthetics of Film), studies in ethnic groups (Black American Authors), studies in theme (Definition of Self in the Modern American Novel), and studies in individual authors (Chaucer, Milton).

General Literature Program

The literature program requires completing ten courses, seminars, or independent studies, including

English 101 a and b. The remaining courses may be chosen from any of the current offerings in literature, in the original language or in translation. Students who select the literature program are also strongly urged to acquire a reading ability in at least one other language and to do substantial work in another related field.

The English field group offers its own selection of world literature in translation. In addition, literature in translation is offered by other language field groups. Students are urged to take interdisciplinary courses or colloquia involving literature, and/or develop for themselves a focus or direction that will enrich their own interests and involvement with humanistic studies.

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 examination when the student is adequately prepared.
- (d) A course in comparative literature in English.

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

2. The above represents a minimum program to which students may add other courses in French. In addition to the nine advanced courses required for a concentration in French, the faculty would recommend other courses such as: English literature, other



foreign literatures, psychology, philosophy, European history and linguistics. A student may combine a French concentration with any other appropriate concentration.

3. Residence abroad in a French-speaking country in which the student will be speaking, writing, and reading in some established program of studies, is strongly recommended for a minimum of one semester. Students should consult with the concentration advisor as early as possible in order to choose an appropriate established program of studies.
4. The concentration requires, in addition, a written examination or a senior thesis, plus an oral examination.
5. Knowledge of one other foreign language is strongly recommended.

German

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

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

Pitzer students concentrating in German must acquire a good knowledge of the political, social, and cultural development of modern Germany and its geography. Graduation requirements for concentrators in German are:

1. An essay in German in the student's particular area of interest.
2. A written comprehensive examination.
3. A conversation in German with the student's advisor on a book or 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 the 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 emphasizing European (other than English) history are expected to have competence in a relevant European language if they expect to pursue graduate study in this field.

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

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 concentra-

tion advisor, and aimed at synthesizing the student's previous work. Superior students may be invited to honors candidacy and write a senior 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 Helia Sheldon.

Mathematics

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

Philosophy

Concentrators in philosophy may choose from a varied program allowing for work at Pitzer and most of the other Claremont Colleges. Normally a concentrator will be required to take the following (a total of seven courses in addition to an introductory course):

1. A one-semester course in logic.

2. Three courses chosen from the following broad areas. No more than one course from each area will be counted toward this requirement:

- (a) Value theory (ethics, aesthetics, political or legal philosophy).
- (b) Metaphysics or philosophy of language.
- (c) Theory of knowledge.
- (d) Philosophical psychology or philosophy of science.
- (e) Advanced logic.

3. Three courses (on individual philosophers, philosophical works, or philosophical schools or issues in a given historical period) from the following areas. No more than one course from each area may be used to satisfy the requirement:

- (a) Ancient philosophy.
- (b) Medieval philosophy.
- (c) Modern philosophy (the period from Descartes to Kant).
- (d) Nineteenth-century philosophy.
- (e) Recent 'non-analytical' philosophy (phenomenology, existentialism, etc.).
- (f) Pragmatism or recent 'analytical' philosophy.

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 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.

Physics

Requirements for the concentration in physics include successfully completing a minimal number of

courses, passing a comprehensive examination in the senior year, and carrying out an individual research project which culminates in the writing of the senior research thesis. Students who feel it to be in their best interest may, with faculty approval, substitute additional course work for the thesis. Students who plan to enter graduate school are strongly urged to acquire a background in either French, German, or Russian.

A physics concentration requires satisfactory completion of the following:

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

Natural Sciences 30-31 (alternatively Natural Sciences 33-34), 14-15, 101, 121.

Senior Thesis in Physical Science (Natural Sciences 190).

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

Plus two additional advanced courses in a second field chosen in consultation with the faculty advisor, and mathematics through Applied Advanced Calculus.

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 190, two semesters).

Mathematics 31, 32, and 111 at Claremont Men's College.

Senior comprehensive examination (early second semester senior year).

Plus one advanced physics course chosen in consultation with the physics staff.

Political Studies

Political studies is an interdisciplinary program aiming at understanding political activities, political relationships, and political organization 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 four of which may be lower division, numbered below 100). These must include Political Studies 10 and at least one course in each of three areas: comparative politics (30-44, 130-145), international relations (40-59, 140-159), and political philosophy (60-79, 160-179). The nine courses must include Senior Tutorial (198) and Senior Thesis (199). With the consent of the political studies faculty, appropriate courses in other fields may be counted as political studies courses.
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.

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.

Political Studies 100 is highly recommended for students wishing to use quantitative techniques and for all students planning to attend graduate school. Other courses will be suggested as appropriate to a student's educational and career objectives.

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 Political Studies 133.

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 requirement may be satisfied 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 the collection and analysis of data; such courses offered at Pitzer College are indicated by an asterisk 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*, 112, 116*, 120*, 123, 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, 181, 182*, 183*, 184, 185, 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 or 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 perceptions of 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 1973-1974.

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. Proficiency in the language as defined by the M.L.A.—the ability to understand, speak, read, and write in the Spanish language should be achieved at least by the end of the sophomore year.
2. The concentrator may choose to emphasize either Peninsular Spanish or Latin American literature. The survey course in either field is advisable.

3. Satisfactory completion of a minimum of eight advanced courses in Spanish. These courses include the following upper division courses plus course number 70 or equivalent.
 - a. Spanish 100 (Conversational Spanish).
 - b. A course in European or Latin American history.
 - c. Five literature courses in the area of concentration.
 - d. A course in comparative literature or in contemporary American literature for Latin American concentrators.
4. In addition to the required courses, the faculty would recommend other courses, such as other foreign literatures, psychology, philosophy, and linguistics.
5. Seniors with a Spanish major will be required to complete either a written comprehensive examination or a senior thesis, plus an oral examination.
6. It is strongly recommended that the student participate in some established program of studies in a Spanish-speaking country 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. For further information, see Lorna Levine.

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

SPECIAL ACADEMIC PROGRAMS



education and will not normally satisfy concentration requirements.

1. **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, m. 7, Eric Crystal.

2. **Mass Media.** Readings and explorations in mass media from Gutenberg to Videofreex. Extensive reading, especially in McLuhan, E. Carpenter and other contemporary theorists, and a moderate amount of

critical writing and discussion. Included in the course will be an examination of the impact of rapidly evolving and highly technical alternate information systems upon the more traditional media and upon human dignity and welfare. Fall, t.th. 2:45-4, Phillip Cleveland.

3. **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, t. 4, Harvey Botwin.

4. **Education and Human Development.** This Freshman Seminar will be conducted as an integral but special part of the course Education 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 4 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. 3-5, Cynthia Siebel.

5. **Poetry.** A general introduction to the nature and characteristics of poetry as a literary form distinct from prose. The student will become acquainted with terminology, genre, explication, etc. Fall, m. 7, Bert Meyers.

6. **"Cars and People."** Few devices have changed our society as much as the automobile. In this course we will examine the effects of the automobile on the environment, social patterns, and urban development, analyze the structure of the automobile industry, and note the effects of this industry on the people who work in it. Additionally, we will take a look at the subcultures of kustom kars and motor racing. Fall, w. 7, Rudi Volti.

7. **Social Sources of Violence.** History of institutional and personal violence in America. Are we concerned about a culture of violence or a subculture of violence? The problem of powerlessness and impersonality. Personal rage and idiosyncratic crime. Fall, w. 7, Laud Humphreys.

8. **Social Psychology of Creative Performance.** The relationships between the artist and his/her art, the artist and audience, and between the artists themselves will be explored through observation, immediate experience, discussion, and reading. The seminar will attend a variety of concert, jazz, dramatic, dance, and other artistic events. Performing artists will participate as guest discussants. Fall, t. 7, Lewis Ellenhorn.

9. **Time.** Time is an ever-present dimension of our lives, yet how well is it perceived, probed, stated, understood? Do we abide with time or by time? How do we learn about time? Discussions, readings, and projects may explore time in fantasy, history, psychology, your lives and the lives of others. Fall, t. 2:45-5, Ruth Munroe.

10. "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. 7:30, Werner Warmbrunn.

11. Modern Britain. A study of some contradictions in the social structure, cultural, political, and economic life of Britain in our time, considered in historical perspective. Readings will include Sampson's *Anatomy of Britain* and Killaby's *Walk Through Britain*. Fall, t. 7, David Cressy.

12. "Such Seething Brains These Lovers Have." For writers, love has always had a strong connection with some form of the irrational—that connection is sometimes positive, as in the imagination of Shakespeare, and sometimes negative, as in the despairing futility of Sylvia Plath. What emerges so far is that for men madness seems to be more a part of their "politics of experience," whereas for women their madness appears to grow out of relationships, not with the State, but with others. Readings will include Shakespeare, Virginia Woolf, Sylvia Plath, Freud, Marx, Fitzgerald, Kate Chopin, R. D. Laing, Henry James, Hemingway, Lawrence, and Barry Stevens. Fall, m. 2:45-5, Barry Sanders.

INTERDISCIPLINARY COLLOQUIA

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 infor-

mation, contact Ronald Macaulay or the Dean of Faculty.

2. **Administrative Internship.** This program provides students with an opportunity to select and gain invaluable work experience for an academic year on a part time basis. Internships are specifically tailored to individual interests and academic pursuits so as to provide possible insights into career development. In conjunction with the weekly work experience at \$2.00 an hour, a three-hour seminar in Community Organization and the Politics of Administrations for one course credit one evening a week is also included. It is important to stress that the program is primarily yet *not* exclusively designed for Chicano, Asian, Black, Indian and other students of color. These students, through their internship and seminar sessions, explore the various avenues of city government, school systems, public and private businesses, newspaper production, college administrative operations, and a variety of other community impact agencies. For further information, contact Leonard Harper.

EXTERNAL STUDIES

External Studies are of several types: (1) Field Programs directed by a Pitzer Program Director 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 a Pitzer Program Director away from Claremont during the academic year 1973-74. Cost estimates are approximate, and students should consult the Registrar or the faculty director for details.

1. Africa: Fieldwork in Anthropology. Students will do anthropological and archaeological fieldwork in Africa (primarily Zaire) and examine the arts, architecture, and culture of African people in traditional and modern settings. Students can earn four courses of credit through a combination of the following: archaeological fieldwork; fieldwork in peoples of Africa; study of African art; study of African environments. Students will spend six weeks of intensive final preparation at Pitzer, six weeks in Africa, and three weeks at Pitzer completing final projects and reports.

Program Director: Sheryl Miller; *Participating Faculty Evaluators:* Carl Hertel, Leę Munroe. *Time Period:* fall semester 1973-74. *Prerequisites:* a) strong background in anthropology; b) consent of academic advisor; c) consent of Program Director. *Costs:* a) Pitzer College tuition; b) \$1600 for transportation, travel and living expenses; c) program fee: \$200 (Pitzer students); \$400 (non-Pitzer students). *Application Deadline:* May 10, 1973. *Program Fee Payment Deadline:* May 29, 1973. Program is subject to cancellation if the number of participating Pitzer College students falls below six. (See also Anthropology.)

2. 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 ongoing projects of the CCH staff and/or will design and execute projects of their own (either

Environmental Studies Program in Santa Fe

We spent the semester working for the Central Clearing House in Santa Fe, New Mexico. Four of us from Pitzer went in with specific goals on what we would do, and not one of us did exactly that.

The situation is that a portion of northwestern New Mexico, held by the Bureau of Land Management, is underlaid by coal. The Western Coal Company wants to strip mine there in ten years. Out of this area, we want to preserve a part of the natural environment, yet allow strip mining to go on to the south and west of the area.

I wanted to discover as an environmentalist major, "What can I do?"

It was a chance to do some lobbying. The idea was not to write a term paper to sit on a shelf somewhere, but to write something that would motivate.

I sent a 30-page paper to the Bureau of Land Management telling them there are other areas that can be mined, and I included extensive maps of those areas. The status now is that we've talked with the Bureau of Land Management and the Western Coal Company, and they say they are willing to make an exchange of land. They don't want to destroy the natural area. The people at the coal company squirmed a bit, but they're not bad people. They'd really like to see this area preserved.

The experience gave us a chance to see how the system works, and brought out that there's a lot I have to learn. I got out there and said, "My God, I should take structural geology, organic chemistry, etc."

I enjoyed the experience, and it was interesting, but maybe it's not what I can do best.

Robert Koster, junior

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.

Program Director: John Rodman. *Time Period:* fall semester and/or spring semester 1973-74. *Prerequisites:* a) consent of academic advisor; b) consent of Program Director. *Costs:* a) Pitzer College tuition; b) living expenses; c) program fee: \$100 (Pitzer students); \$200 (non-Pitzer students). *Application Deadline:* May 10, 1973, for fall semester; November 10, 1973, for spring semester. *Program Fee Payment Deadline:* May 29, 1973, for fall semester; December 15, 1973, for spring semester. (See also Environmental Studies.)

3. Fieldwork 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 at one of several approved institutions. Normally, placements are made in the Devereux Educational Internship Program, which offers a year-long 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 students, under the direct supervision of the resident professional staff. Other placement opportunities include similar programs at the Clear Water Ranch Children's House in Santa Rosa, the Judevine Center for Autistic Children in St. Louis, Missouri, etc. Related readings and special projects will be undertaken with the direction of the

Field Work in the Education and Treatment of Exceptional Children

Devereux was the finest experience Pitzer afforded me. It allowed me a year of independent professional experience with a variety of emotionally disturbed and/or retarded children and adults. Not only did I gain experience working with people in the institution, but people who are the institution.

As an intern at Devereux I was given more freedom than many of the regular teachers. I set up a resource/library room for the adolescent students and worked there in the mornings. It became the place for students to go to when regular classes were too traumatic or boring. In the afternoons I tutored young children on an individual basis who were too disruptive in their usual classes. I established a year-long relationship with one very withdrawn boy, and we grew a great deal together. Towards the end of the year I was asked to aid in setting up a program for young retarded boys. I resented being pulled out of my other program, but since I was able to maintain my relationship with the boy, I was somewhat pacified.

We worked hard and got a tremendous amount in return from the students. I am no longer terrified of bulking adolescents; rather I have an enormous amount of respect for the depth of their experiences. I'm glad the program lasted a year; it gave me time to be new, to get used to it, to become bored and disillusioned, and also to renew my enthusiasm. It also gave me enough time to get to know some really fine people.

Aside from my own personal growth, there are some very practical benefits of the Devereux program. I plan to go to a graduate school of social work, and the experience and recommendations from Devereux should be of tremendous value. Although I had already decided to go into psychiatric social work, the Devereux experience confirmed my enthusiasm for the kind of work I want to do. After several years' experience, I hope to set up a foster home for emotionally-disturbed children.

Katie Lawson, '73

project advisor at Pitzer. Enrollment limited to two to four students at each institution; up to four courses credit per semester.

Program Director: Sue Siebel. *Time Period:* fall and/or spring semester 1973-74, depending on placement. *Prerequisites:* a) previous course work and/or experience in education and/or psychology (especially child development); b) admittance to the specific institution's program; c) consent of academic advisor; d) consent of Program Director. *Costs:* a) Pitzer College tuition; b) living expenses; c) program fee: \$100 (Pitzer students); \$200 (non-Pitzer students). *Application Deadline:* May 10, 1973, for fall semester; November 10, 1973, for spring semester. *Program Fee Payment Deadline:* May 29, 1973, for fall semester; December 15, 1973, for spring semester. Program is subject to cancellation if the number of participating Pitzer students falls below two for the year. (*Note:* For other kinds of fieldwork in education external programs, see Sue Siebel.) (See also Education.)

4. **Pitzer Semester in Argentina.** Students will live and study in and around Buenos Aires, Argentina. Students are eligible for up to four courses of credit through independent studies approved and evaluated by Pitzer College faculty members. The course work may be done in conjunction with classes in Argentinian universities or may take the form of projects planned jointly by the student and Pitzer faculty members. *All work for which course credit is desired must be approved in advance* by appropriate Pitzer faculty members and a special faculty committee. Evaluation of *all* course work, as well as determination of grades, will be the responsibility of these faculty members. A Program Director will be available to assist in all facets of the program, including the coordination of living and travel arrangements upon arrival.

Program Director: Christina Laje; *Special Faculty Committee:* Jim Jamieson, Rudi Volti, Helia Sheldon. *Time*

Period: February-July, 1974. *Prerequisites:* a) competence in Spanish; b) consent of academic advisor; c) consent of special faculty committee. *Costs:* a) Pitzer College tuition; b) living expenses; c) transportation (currently lowest air fare is \$840 round trip); d) program fee: \$200 (Pitzer students); \$400 (non-Pitzer students). *Application Deadline:* October 10, 1973. *Program Fee Payment Deadline:* December 15, 1973. Program is subject to cancellation if the number of participating Pitzer College students falls below three.

5. **Pitzer Semester in Appalachia.** Students will live and study in southern Appalachian communities. 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. Students will participate as volunteers in local agencies and organizations. Students can earn up to four courses of credit for projects and seminars supervised by the Program Director, and for independent studies directed by other Pitzer faculty members. All independent studies must be approved in advance by the Pitzer faculty directors.

Program Director: Guy Carawan. *Time Period:* fall semester 1973-74. *Prerequisites:* a) a fieldwork-methods course in sociology or anthropology is strongly recommended; b) consent of academic advisor; c) consent of Program Director. *Costs:* a) Pitzer College tuition; b) living expenses; c) transportation; d) program fee: \$100 (Pitzer students); \$200 (non-Pitzer students). *Application Deadline:* May 10, 1973. *Program Fee Payment Deadline:* May 29, 1973. Program is subject to cancellation if the number of participating Pitzer College students falls below nine. (See also Folklore.)

Appalachia: A Survey of a Depressed Area

Daily Schedule Blacksburg, Kentucky

- 5:15 Arise to Callie's "Up girls" and radio's Early Bird Show.
 5:30 Breakfast of biscuits, fried apples & coffee.
 5:45 Stumble down holler path and march through awakening town, muse at the slowly creaking coal train as it blocks the way.
 6:00 Open General Store, sell crackers, vitamins & minis (lunch) to miners.
 8:30 School starts, trudge up "school hill," armed with art supplies & ideas.
 12:00 Lunch at school with the kids.
 1-3:00 Afternoon at the general store, talking with customers around the coal stove, manning the "hot-kne" for strip-mine victims. Rush off to waiting for black lung widows with J.T.
 4:00 Dinner with Callie - cornbread, snap beans, slaw, chicken, deep dish pie and buttermilk.
 5:00 Night social life - playing rook down the river, prayer meeting, night watchers, sewing club, community center folkdance, town meeting.

I went into the Appalachian program with the idea of experiencing life in a remote, mountain-rimmed "pocket of poverty" with hopes of meeting "funky" people brimming with knowledge of mountain crafts, music, and tales. I visualized living with a large family

in a small house without enough food and clothes to go around. I wanted to help out in any way possible, though I wasn't sure how. As it turned out, I lived with a widow named Callie, whose husband had died of black lung disease, and two other Pitzer students; and the people of Appalachia gave me more than I ever gave them.

I returned from the area with a few crafts, music and tales. More importantly, people had taken me into their homes, shared their joys and sorrows and taught me about a region, life style and value system which challenged mine. Through meetings and marches, and by opening my eyes, I watched the exploitation of an economic system and government over these people who deserved and wanted decent work and the restoration of their land and self respect. These experiences made sense of the classroom and textbook learning and theories, and stimulated me to question them.

One of the reasons I am taking graduate study in rural sociology at Cornell University this fall is that the Appalachians need people who can speak both languages—those who can relate to the mountain people, yet communicate with legislative bodies whose actions affect them. I think I will be able to do this.

Victoria Sturtevant, '72

6. Pitzer Semester in France. Students will live and study in France (primarily Paris). The program is supervised by a resident director and three French professors who will conduct tutorials in French art history, politics of France, and French literature for students in the program. Students may also attend classes at the University of Paris or attend lectures at the Sorbonne. Arrangements are made in advance for students to live with a family, in an apartment, or in a hotel.

Program Director: Claude de Cherisey. *Time Period:* spring semester 1973-74. *Prerequisites:* a) competence

in French; b) consent of academic advisor. *Costs:* a) Pitzer College tuition; b) living expenses; c) transportation; d) program fee: \$200 (Pitzer students); \$400 (non-Pitzer students). *Application Deadline:* November 10, 1973. *Program Fee Deadline:* December 15, 1973. Program is subject to cancellation if the number of participating Pitzer students falls below nine. (See also French.)

7. Tuscarora Project: Art-Studio Seminar. Students will live in Tuscarora, Nevada (population seven) and 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. Up to four courses credit in art, environmental art, metal sculpture, and painting is available. The students will live in a house in Tuscarora.

Program Director: Dennis Parks. *Time Period:* fall semester 1973-74. *Prerequisites:* a) consent of art faculty; b) consent of academic advisor; c) some studio-art background recommended. *Costs:* a) Pitzer College tuition; b) living expenses; c) program fee: \$100 (Pitzer students); \$200 (non-Pitzer students). *Application Deadline:* May 10, 1973. *Program Fee Payment Deadline:* May 29, 1973. Program is subject to cancellation if the number of participating Pitzer students falls below ten. (See also Art.)

BASIC WRITING COURSES

Pitzer College offers several writing courses to aid those students who need extra practice in the skills of reading, writing, and analysis. Fall courses are open to all students. Spring courses have a preferential enrollment for freshmen. During the fall semester, the writing ability of students will be assessed by their faculty and academic advisors. Appropriate students will be recommended for the course graded on a credit/no credit basis. The Basic Writing course does not fulfill a requirement of any concentration. Preferential enrollment to Pitzer students. Enrollment limited to 25 per section.

1. Basic Writing. Both semesters, m.w. 12, Marianne Boretz.
2. Basic Writing. Both semesters, th. 2:30-5:30, Mary Ann Callan.

Semester in Washington

It was the greatest experience I'll ever have. Academically, it's not that terrific. My courses are much harder here than they were there. The best thing about it is that you can learn everything first hand. The reason for being in Washington is that you can do things you can't do anywhere else.

I was interning in Senator Eagleton's office. My project was to read the letters he got as a result of the Vice Presidential incident and then make up a matrix of responses. Mainly, people liked his personality, like he was a countryman living the great American dream, and someone had pulled the rug out from under him. They would say, "Buddy, I know how you feel." They looked on him as a real fellow countryman. He received about 70,000 letters—about 1,000 against him.

I had two seminars—counting as two course credits—with former Chief Justice Earl Warren, people from McGovern's campaign (Jean Westwood), and from Nixon's campaign. The people who were working for McGovern were so idealistic that they lost sight of the way things really were. That's a big mistake if you're running someone's campaign. They were so sure McGovern was going to win. But all you had to do was talk with friends away from Washington and you knew that the people were never going to elect McGovern.

I was a very big cynic. Going to Washington will make you even more cynical. There's no flowering over—it lets you see the nitty-gritty as it really is. You take everything for granted.

I have no trouble accepting the Watergate thing. There's so much waste and so much corruption, you wouldn't believe it. But as a political science major, you have to see things as they are. I have no desire to get involved in politics at all, but politics is a small part of political studies. I believe I would like to get into legal aid.

Nancy Dasso, junior

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.

Anthropology

- 10 **The Development of Man.** An examination of man and his origins. Studies the techniques by which archaeologists investigate the question of man's physiological and cultural origins. Considers man's biological background as known from fossil finds. Discusses what can be learned from living primates which might parallel early man's social behavior. Traces man's physical and cultural evolution from two million years ago to the emergence of the first agricultural civilizations. Fall, m.w.f. 10, David Thomas; spring, t.th. 12, Sheryl Miller.
- 11 **The Study of Man.** An introduction to social and cultural anthropology through the study of original field reports. Descriptive and analytical approaches will be utilized toward an understanding of culture as a reflection of human nature. Fall, m.w. 12, Lee Munroe; spring, t.th. 1:15, Eric Crystal.
- 63 **Indo-European Mythology.** A comparative study of Indo-Iranian, Celtic, Roman, and German mythology as reflected in religious texts, myth and epic, legal antiquities, and folklore. Fall, t.th. 2:45, Mary Gerstein.
- 81 **Peoples of the Pacific.** The prehistory, cultural variation, and contemporary social situation of peoples of the Pacific Islands and Australia. Spring, t.th. 9:40, David Thomas.
- 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. Fall, t.th. 9:40, Eric Crystal.
- 100 **Religion and World View.** An examination of religious phenomena, the nature of the religious experience and concepts of the natural and social order in a variety of non-literate societies. The religion and world view of one society will be discussed in detail, and students may pursue independent research on others of their choosing. Prerequisite: one course in anthropology or consent of instructor. Fall, m.w. 1:15, Eric Crystal.
- 107 **Social Organization (formerly Anthropology 74).** An introduction to the anthropological study of social organization, including family, kinship, lineage and corporate group systems. Lectures and class discussions will center upon the comparison and analysis of a variety of examples from both non-western and western societies. Spring, t.th. 8:20, Lorna Levine.
- 109 **Woman.** How is she? Where? And why? The higher the fewer everywhere. Examine other cultures too. Spring, t.th. 12, Lorna Levine.
- 112 **Introduction to Folklore.** Traditional narrative, ballad, folk medicine, games, proverbs and riddles, custom and belief. An introduction to the main forms of folklore and to ways of approaching the material. Fall, t.th. 12, Mary Gerstein.
- 115 **Human Evolution (half-course credit).** The continuing discovery of the descent of man from the non-human primates viewed as a historical event. The empirical evidence, theoretical interpretation, and social context relevant to man's understanding of himself as a part of nature and a product of organic evolution will be considered. This will be an intensive course offered during the first seven weeks of the semester. Recommended: Anthropology 10 or some exposure to the concepts of evolutionary biology. Spring, t.th. 1:15, David Thomas.
- 121 **Classical Mythology.** See Classics 121. Fall, t.th. 1:15, Mr. Glass.
- 128 **Archaeological Interpretation (half-course credit).** Advanced techniques of laboratory analysis and statistical presentation of archaeological data. Ecological relationships of Stone Age hunter-gatherers and their interpretation from the archaeological record. Spring, time to be arranged, Sheryl Miller.
- 155 **Socialization and Personality in Cross-Cultural Perspective.** (See Psychology 155.) Spring, t.th. 1:15, Ruth Munroe and Lee Munroe.
- 156 **Seminar: Psyche and Symbol.** A study of the human need for ritual, its nature and symbolic form, and the states of consciousness which various ritual processes induce. Included are initiation rites, fertility rites, rites of communion and sacrifice (especially in Africa), "techniques of ecstasy," states of trance in Haiti and Bali, vision quests and other mystical states. Prerequisite: consent of instructor. Spring, w. 7, Lorna Levine.
- 157 **Seminar: Urban Anthropology.** Analysis and discussion of anthropological research in urban areas with particular emphasis upon the developing nations of the world. Urban and peasant world views will be examined, with particular reference to social and political change. Spring, m. 2:45-5:30, Eric Crystal.
- 158 **Seminar: The Werewolf in Myth, Law, Legend, and Folklore.** Fall, t. 7, Mary Gerstein.
- 161 **Greek Art and Archaeology.** See Classics 161. Spring, t.th. 1:15, Mr. Glass.
- 167 **Seminar: Cross-Cultural Research: Method and Theory (half-course credit).** The "cross-cultural method" involves research on human behavior through the systematic use of the accumulated reports of anthropologists and other observers over the past one hundred years. The student will survey the major findings from this approach and will then design his own modest research project using the HRAF materials at Honnold Library. Not open to freshmen. Fall, w. 2:45-5:30, Lee Munroe (first half of the semester).

- 175 Seminar: Native Americans and their Environments. The seminar will investigate the mundane and ritual inter-relationships of native Americans and their various environments. This includes utilization of wild plants and animals for food and medicine, as well as ceremonials dedicated to the harmony of man and nature. Prerequisite: Anthropology 80. Spring, th. 7, Sheryl Miller.
- 177 Seminar: Models of the Evolution of Society. An advanced examination of attempts to develop formal theories of the structure of human societies from the perspective of evolutionary biology. Questions of the evolution of sexual dimorphism and sexual selection, altruism, selfishness, inter- versus intra-group aggression, and population regulation will be taken up. Prerequisite: Anthropology 10 or consent of instructor. Fall, m. 2:45-5:30, 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, w. 2:45-5:30, Lee Munroe.
- 186 Seminar: Symposium in Field Research (half-course credit). Second half of semester. Fall, w. 2:45-5:30, Lee Munroe and David Thomas.
- 195 Senior Seminar: Comparison of Cultures: Social and Cultural Anthropology. A critical review for advanced students of a series of major works in anthropology, considered as landmarks in the evolution of methods and theory in the field. Required for anthropology concentrators in the junior or senior year. Prerequisite: two anthropology courses or consent of instructor. 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, t. 7, David Thomas.

External Studies

- 1 Africa: Fieldwork in Anthropology. See External Studies Programs. Fall, Sheryl Miller.

See also: Chicano Studies Center

- 80CC Ancient Civilizations of Aztlan: The Chicano Perspective. Staff.
- 104CC Social Sciences and the Chicano. Staff.
- 145CC Socio-Cultural Change: The Chicano Perspective. Staff.
- 170CC Seminar: Issues in Contemporary Chicano Culture. Staff.

See also the catalog of Pomona College.

Pitzer anthropology courses not offered in 1973-74:

- 83 Peoples of Europe. Lorna Levine.
- 84 Peoples of Africa. Sheryl Miller.
- 88 Indians of North America. Sheryl Miller.
- 90 Culture of the Americans. Lee Munroe.
- 108 Man's Ecological Relationships. David Thomas.
- 114 Heredity, Evolution and Society. David Thomas.
- 124 Old World Prehistory (Europe and Asia). Sheryl Miller.
- 133 Mind and Matter. Lorna Levine.
- 144 Anthropological Film. Eric Crystal and Phillip Cleveland.
- 160 Seminar: The Primates and Human Evolution. Sheryl Miller.
- 163 Seminar: Race and Intelligence. David Thomas.
- 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 as represented in the art area curricular pictogram. One track is The Plot, a coordinated study of basic concepts, history, forms and techniques in western art. The Plot is intended for students with a general interest in art history and/or the materials of art. Sub-Plots represent opportunities for specialization in art history and, by means of an "open studio," particular forms and materials of art. The second track is referred to as Pacts. These are contractual agreements between students and art faculty members for variable periods of time dealing with specific areas and methods of study relevant to the student's needs at a particular point in time. Pacts may be construed as substitutes for existing channels such as the mini-course, half-course, double-course, independent study and directed projects.

- 51 Major Monuments/Major Forms. A natural history of the visual and plastic arts from pre-historic times to the present. A basic introduction. Fall, m.w.f. 11, Carl Hertel.
- 55/ 105 Two-Dimensional Art Studio. For beginning and intermediate students. Enrollment limited to 15 students at the discretion of the instructor. Model fee, \$10. Fall, w. 1:15-4 and arranged time, Yando Rios.
- 65/ 106 Ceramics Studio. For beginning and intermediate students. Enrollment limited to 15 students at the discretion of the instructor. Clay fee, \$10. Both semesters, t. 1:15-4 and arranged time. David Furman, fall; Dennis Parks, spring.
- 70/ 107 Sculpture Studio. For beginning and intermediate students. Enrollment limited to 15 students at the discretion of the instructor. Material fee, \$10. Spring, m. 1:15-4 and arranged time, Dennis Parks.
- 90/ 190 Pacts in Art. Advanced materials projects. Senior projects, directed readings. Prerequisite: consent of instructor. Both semesters, time arranged, David Furman, Carl Hertel, Dennis Parks.
- 102 Environments Workshop. Readings, discussions, projects and fabrication of environmental interventions from the functional-aesthetic perspec-

tive. Materials fee, \$10. Fall, w. 1:15-4 and arranged time, Carl Hertel.

- 135 The Landscape as an Art. See Environmental Studies 110. Spring, t.th. 12, Paul Shepard.
- 161 Greek Art and Archaeology. See Classics 161. Spring, t.th. 1:15, Mr. Glass.

External Studies

- 7 Tuscarora Project: Art-Studio Seminar. See External Studies Programs.
- 201G Drawing. Fall, w. 7, Roland Reiss.

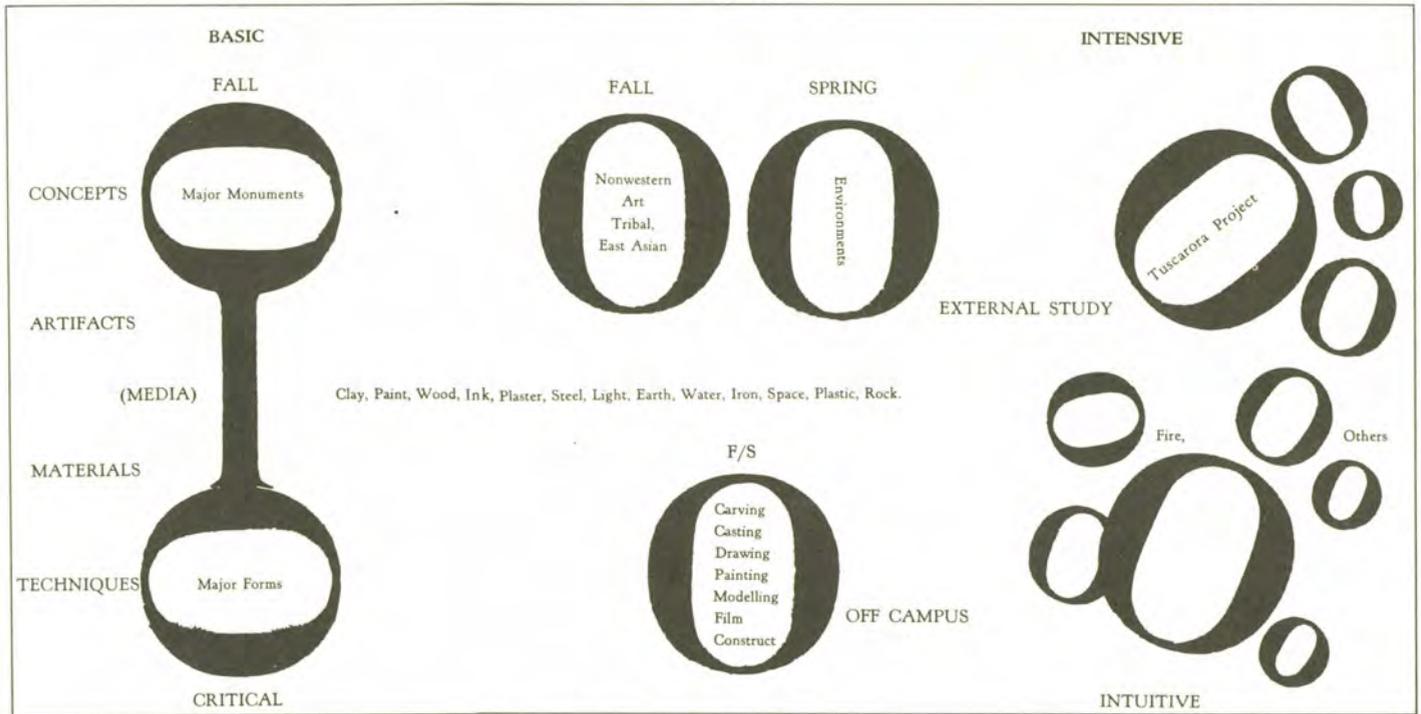




THE PLOT

SUB-PLOTS

FACTS



Asian Languages

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

Courses available at Pomona College:

Chinese Language and Literature

- 1a,b Elementary Chinese. Both semesters; fall, m.t.w.th. 9, Mr. Tsai.
- 101a,b Introduction to Classical Chinese. Both semesters; fall, m.w.f. 8, Mr. Dennerline.
- 121a,b Advanced Chinese. Both semesters; fall, m.w.f. 11, Mr. Tsai.
- 141 Chinese Poetry. Fall, time to be arranged, Mr. Tsai.
- 195 Reading and Research. Both semesters, time to be arranged, staff.

Japanese

- 2a,b Elementary Japanese. Both semesters, m.t.w.th.f. G 11, t.th. 3-4, Mr. Jones.
- 102a,b Intermediate Japanese. Both semesters, m.w.f. G 10, t.th. 9:40, Miss Takata.
- 109G Pre-modern Japanese Literature. Fall, t.th. 1:15, Mr. Jones.
- 110G Modern Japanese Literature in English Translation. Spring, Mr. Jones.
- 202a,b Advanced Japanese. Both semesters, m.t.w.th.f. G 11, Miss Takata.

Black Studies

The Black Studies Center of The Claremont Colleges serves all six colleges. Its courses are considered part of the curriculum of *each* college and do not count as outside registrations.

The Center is responsible for the development and teaching of courses which are related especially to the Black experience; these courses are open to all students. In addition to providing a different perspective on tradi-

tional disciplines to those students who are interested in sampling only a few Black studies courses, the Center enthusiastically encourages those who are considering Black studies in a double major and will aid students in designing a program which will complement their studies in their declared fields of concentration.

Communications

180CC Blacks and the Communications Media. This course will explore the relationship of Blacks to 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. Both semesters, m. 7-9:45 p.m., Mr. Robinson.

Economics

119CC Economic Problems of the Third World. A theoretical comparative study of the economic concepts of capitalism, communism, and socialism. This course will examine levels 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 publications, national statistics, and United Nations studies will be used in evaluating the above relationship. The course will also focus particularly on the Black worker both under colonial rule and in the American labor market. Fall, t.th. 12, staff.

194CC Economic History: The Role of the Black in Africa and America. The role of the Black from the opening of the New World to the present is the central theme of this course. In the economic history of Africa, Europe, and the Americas, attention is focused on the landmarks such as the slave trade, the industrial revolution, and the great wars. The Black's contribution to agriculture, industry, commerce, and education are

evaluated critically in the light of the shifting economic environment of the period. Spring, m.w. 2:45, 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, m.w. 1:15, 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, Ms. Garcia.

English

- 77CC **Elements of Reading Comprehension.** This is a semester-long course devoted to mastery of paragraph design and of theme, essay and exam writing. The writings of minority authors (Black, Chicano, Asian-American, native American) will be utilized as exercises for skill development. In addition, the linguistic patterns of several regional dialects and their effects on reading comprehension and expository writing will be discussed. Enrollment limited to 20. Spring, w. 7-10 p.m., Miss Houchins.
- 91CC **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 includes lectures, class

discussions, paper writing, essay examinations, and some library research. For freshmen and sophomores. Fall, t.th. 1:15, Mrs. Jackson.

- 141CC **Expository Writing, Critical Reading, and Basic Research.** Analytical reading and detailed discussion of fictional and expository texts, extensive expository writing based on the reading, and basic library research 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, m.w. 2:45, Miss Houchins.

- 150CC **NOMMO: Survey in African-American Poetry.** A study of the historical background and the aesthetics of present-day Black poetry, beginning with African auditory and verbal traditions, through early spirituals and blues lyrics, to contemporary African-American poetry, sometimes including folk poetry of selected contemporary singers. Special attention to adaptation and modification of Euro-Anglo-American written forms by Black poets in the U.S.A., as well as the poets' continual use and recent emphasis on written poetic forms rooted in the oral tradition of Black Americans. Consideration of poetry selected from the works of Dunbar, James Weldon Johnson, Claude McKay, Sterling Brown, Robert Hayden, Margaret Walker, Melvin Tolson, Gwendolyn Brooks, LeRoi Jones, Jayne Cortes, and other "newer" poets. Spring, time to be arranged, Miss Houchins.

- 193CC **Contemporary Black Literature Outside the U.S.A.**

General Description: This course will consist either of selected readings and analyses of the writings 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 this course may be repeated for credit.

Main Trends in African and Caribbean Literature: A study of major Black poets and novelists writing both in French and in English. Texts will be in English, but students who wish to do so

may read the French works in the original. Students will be encouraged to draw points of comparison in the literature as written in two different languages representing different experiences. Spring, m.w. 2:45, Mrs. Meyers and Miss Houchins.

History

- 51CC Survey of Black History to 1865. A survey course of the history of Black Americans in the United States. African origins, the slave trade, slavery, abolition, and the Civil War. Fall, m.w.f. 9, Mr. Smith.
- 52CC Survey of Black History from 1865 to Present. A survey course of the history of Black Americans in the United States. Reconstruction, the post-Reconstruction period, World War I, the '30's, World War II, and the Civil Rights Movement. Prerequisite: 51CC or consent of the instructor. Spring, t.th. 9:40, Mr. Smith.
- 103CC Black Freedom: The First Fifty Years, 1865-1915 (Formerly Reconstruction and Its Aftermath). 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. Spring, m.w.f. 9, Mr. Smith.
- 121CC Slavery in the Americas. This course will be concerned with the Black experience in America and Caribbean societies from the colonization period to 1865. Some attention will be given to the African way of life—whence most Black slaves came. Special emphasis will be placed on documents and special studies that will show how Black people felt, acted, and reacted to the slave experience, the war, emancipation, and their contributions. Fall, t.th. 9:40, Mr. Smith.
- 132a,b Tropical Africa. An introduction to the history of Africa between the Sahara and the Zambezi. First semester: the migrations, civilizations, and

empires of precolonial Africa, and a consideration of some aspects of the slave trade. Second semester: African peoples under colonial rule, and the movement toward independence in the Twentieth Century. Emphasis will be placed on knowledge currently being gathered from non-documentary sources. Lectures and class discussion. Both semesters, m.w.f. 8, Mr. Dwyer.

- 152CC Pan Africanism. For course description see Political Science 152CC.
- 190CC Special Studies: Seminar on Black Oral History. An examination of oral history, techniques and analysis. Students will be required to tape and analyze interviews with individuals that bear upon the history of Blacks in the United States. Open to students who have done previous work in Black history or folklore, or consent of the instructor. Fall, time to be arranged, Mr. Smith.

Humanities

- 99CC The Art of Black Cultures. This course will trace the development of art within Black cultures with an emphasis upon the role of social factors and forces in determining form and content. The subsequent influence of Black art styles upon the form concepts of non-Black artists will be discussed. Spring, t.th. 9:40, staff.
- 144CC Art Media in Relation to the Black Experience. A conceptual approach to functional media for the express purpose of exploring and disseminating significant ideas expressive of Black community. To familiarize the students with institutions and the community being served. To also familiarize students with cultural activities and/or artistic expressions in the community. Fall, f. 1-4, staff.
- 151CC Black Theatre Workshop II. The purpose of this course would be to deal with the techniques of theatre, but principally to create a platform of expression for the Black experience. Hopefully this expression 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.



- 185CC **The Next Step: New Forms in Drama II.** 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. 2:45-4, staff.
- 190CC **Contemporary Black Arts: Jazz.** 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. Spring, th. 7-10, Mr. Crouch.
- Language**
- 101a **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, Mr. Mutunga.
- 101b **Introductory Swahili II.** Continuation of Introductory Swahili I. Spring, m.t.w.th. 9, Mr. Mutunga.
- 102a **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. Fall, m.t.w.th. 10, Mr. Mutunga.
- 102b **Intermediate Swahili II.** Continuation of Intermediate Swahili I. Spring, m.t.w.th. 10, Mr. Mutunga.
- 104a **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.
- 104b **Introductory French.** Continuation of Introductory French 104aCC. Spring, m.t.w.f. 10, Mrs. Meyers.
- 105CC **African and West Indian Folk Tales.** The course deals with African and West Indian oral literature as transcribed into a highly literary French by Black writers. A literary approach will be taken to study this attempt to preserve a rich oral literature for the benefit of a modern world whose civilization is based on the written word. Prerequisite: two years of French or permission of instructor. Spring, m.w. 1:15, Mrs. Meyers.
- 160CC **Introduction to Black Literature in French.** Readings of complete individual works, to give the student a solid orientation in Black writing in French from the Caribbean, Africa, and Malagasy Republic. Class discussions and two papers. Fall, m.w. 1:15, Mrs. Meyers.
- Political Science**
- 136CC **Politics of the Black World.** An introduction to the politics and government of states and colonies in 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. Dalizu.
- 137CC **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, m. 7-10, Mr. Medhane.
- 138CC **Comparative Political Theories and Social Change.** Contemporary political ideologies will be examined to facilitate an understanding of the modern state, its relationships to political conflict, revolution and social turmoil. Fall, m.w.f. 10, Mr. Medhane.
- 143CC **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.
- 149CC **Urban and 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. Fall, t. 1-4, Mr. Medhane.
- 150CC **American Institutions of Power: Legal or Otherwise.** This course analyzes: (1) the structure and operation of government at the local, state and federal levels; (2) the distribution of power and the various institutions through which power is exercised; (3) ways in which these institutions, including the Mafia, the military, and the museums, operate and affect Black people; (4) methods and techniques of changing and reorganizing these institutions to be more responsive and responsible; (5) alternative institutions for fostering greater participation by Blacks in determining their own destinies. An examination of past political and social movements is undertaken in order to understand contemporary liberation struggles. Spring, t.th. 2:45, Mr. Dalizu.
- 152CC **Pan Africanism.** The focus of this course will be an examination of the historical evolution of the Pan African concept and its political, social, and

economic implications for the world generally and for Black people in particular. It will include a discussion of the early writers of Pan Africanism (nineteenth century). The writings of George Padmore, W.E.B. DuBois, Marcus Garvey, Kwame Nkrumah, Stokely Carmichael will be discussed and analyzed in terms of their significance to contemporary problems of Black people. Fall, m.w. 2:45, Mr. Medhane and Mr. Smith.

Psychology

- 159CC **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 lectures and field work will take place. Open to juniors, seniors, and pre-med majors. Fall, m.w. 1:15, staff.
- 160CC **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. 7-10 p.m., staff.

Sociology

- 140CC **Community Organization: Theory and Practice.** This course is designed to develop the skills and techniques that are necessary for effective community organizations. It will include field work and the creation of a community-based project designed to bring about improvement in housing, education, etc. This project will be directed towards the Claremont and Pomona communities. Spring, time to be arranged, staff.

177CC Race and Ethnic Relations. This course will study the objective social situations of Indians, Chicanos, Afro-Americans, Asians and Jews in America. 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. Authors to be studied include Marx, Durkheim, Moore, Deloria, Sartre, Dinnerstein, Bennett, and others. Prerequisite: at least one course in sociology, philosophy, history, or instructor's permission. Fall, t.th. 9:40, staff.

Theology

TH215 History and Theology of the Black Church. An 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. However, it is open to juniors and seniors from The Claremont Colleges. Spring, time to be arranged, Mr. Jackson.

Chicano Studies Center

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

Anthropology

80CC Ancient Civilizations of Aztlan: The Chicano Perspective. The study of the development of religion, intellectual thought, esthetics, and socio-economic and political systems in the ancient cultures of Aztlan with an emphasis on the implications for modern day Chicanos. Fall, m. 7, staff.

104CC Social Sciences and the Chicano. The course will 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 presen-

tation of alternative orientations from a Chicano perspective. Prerequisite: a sociology, psychology, or anthropology course and/or consent of instructor. Spring, t.th. 1-3, staff.

145CC Socio-Cultural Change: The Chicano Perspective. 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, t.th. 3, staff.

170CC Seminar: Social Sciences of the Chicano. A 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, staff.

Dance

70CC Regional Dances of Mexico. An introduction to Mexican dances from the different regions of Mexico focusing on the style particular to each. No prerequisite. Both semesters, t. 7, Benjamin Hernandez.

71CC Regional Dances of Mexico. Close study of Mexican dances from different regions of Mexico. This course is designed as a continuing study of Mexican dances for those students who would like to extend their knowledge and ability beyond the beginning level. The course will cover material which will be developed to a higher accuracy in the execution of the step patterns and choreography. Prerequisite: 70CC or consent of the instructor. Both semesters, th. 7, Benjamin Hernandez.

Guitar

165CC Folk Songs of Aztlan: Expression of Social Protest through Song. A survey of Chicano and Mexican balladry and folk songs, with attention to historical developments, regional background, and poetic, social, and musical values. Basic

guitar will be taught as a practical approach to the formal structure of the *corridos*, *huapangos*, *sones* and *boleros*. Spring, m.w. 7, Guillermo Villarreal.

History

- 92CC 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, staff.
- 139CC 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 bilingual student will be encouraged to read in Spanish. Both semesters, t. 3-6, staff.
- 190CC Oral History Methodology. This class is conducted in coordination with the Chicano Oral History Research Project. Students will be engaged in the interviewing of informants and in researching the historical events relevant to the interviews. Fall, time to be arranged, David Sena.
- 199CC Senior Seminar in History. An analytical examination of the methods of historical research (including the "oral tradition") for the study of Mexican-American peoples as related to the history of the United States and Mexico, with emphasis on the Southwest. Seminar will include methods for search of periodicals, tabloids, documentation of Spanish-speaking printed media. Spring, time to be arranged, staff.

Political Science

- 75CC A Survey of Chicano Politics. The social and political development of Chicanos in the United States. The influence of selected variables such as ethnicity, religion, place of residence, occupation, education, etc., on the political behavior of Chicanos. Also, a comparison of the Chicano experience with that of other ethnic groups in America. No prerequisite. Fall, t.th. 10:45-12, Alfredo Cuellar.
- 93CC Introduction to Chicano Studies. This is a writing seminar offered by the Chicano Studies Center to help the student develop his analytical and writing skills as well as to introduce him to Chicano perspectives in the social sciences. The course (which will be on a "pass/fail" basis) will be based on readings, discussions and writing assignments using social science materials that are relevant to the Chicano community. No prerequisite. Fall, t.th. 7-10, Alfredo Cuellar.
- 173CC Social Movements and Chicano Politics. A general survey of the literature on mass political behavior and its relevance to Chicano politics. Emphasis on the recent political activism by Chicanos known collectively as the Chicano Movement, its origins and development, and its place within the context of the Great Society. No prerequisite. Spring, time to be arranged, Alfredo Cuellar.
- 174CC The Politics of Urbanization. The processes of urbanization in the Western world with an emphasis on the United States urban context. The focus of the course will be on the role which urbanization plays in social and political change. We will also discuss historical and cultural trends as well as policies and prospects for the future of urban civilization. No prerequisite. Spring, time to be arranged, Alfredo Cuellar.
- 180CC Theories of Political Change. A survey of theories of political change, the relation of political change to changes in economic and social systems and the relevance of such theories for Western and non-Western societies. No prerequisite. Fall, t.th. 1:15-2:30, Alfredo Cuellar.

Psychology

123CC **Issues in Psychology and the Chicano.** A seminar emphasizing basic theories of learning, personality, and social psychology, and how they relate to the Chicano. We shall explore the nature of prejudice, self-concept theory, sex roles, juvenile delinquency, and the law as they affect the Chicano. Students shall be expected to perform research on selected topics for critical examination. Prerequisite: one year of psychology or consent of instructor. Both semesters, t.th. 1:15, Rick Gutierrez.

Sociology

60CC **Chicano Sociology.** Introduction to basic concepts in sociology and how they apply to Chicano population. Special emphasis will be placed on theoretical perspectives offered by traditional and contemporary social scientists. Fall, m. 7, David Sena.

63CC **Advanced Seminar: "Chicano Social Problems"—The Effects of Structural Stress.** Analysis of cases and the consequences of poverty, crime, delinquency, family dissolution, etc. Sociological aspects of formal institutions as they affect the Chicano population. The course will be taught from a societal, pathological perspective with particular attention to the physiological and psychological stress literature. Spring, m. 7, David Sena.

90CC **Introduction to Social Sciences.** This course is designed for students who have had little or no exposure to the scientific method. The first third introduces students to the goals and methods of social science. Included will be a brief review of mathematics necessary for social science research. The second third of the class will focus on computer usage. The students will learn simple FORTRAN, SPSS, Bio-Med. The last third of the course will cover descriptive statistics and an introduction to probability. This course is a prerequisite to 100a,bCC. Spring, m.w. 2:45, David Sena.

Spanish

10CC **Spanish as a Native Language: Level I.** Basic study of Spanish, oral and written. Fundamentals of grammar with reading and speech practice including idiomatic expression. For students who have some familiarity with the Spanish language. Prerequisite: consent of instructor. Fall, m.w. 11, Guillermo Villarreal.

11CC **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: 10CC or consent of instructor. Spring, m.w.f. 10, Guillermo Villarreal.

50CC **Spanish as a Native Language: Level III.** A brief review of grammar and development of spoken and written Spanish with concentration on the building of vocabulary. Prerequisite: Spanish 10CC, 11CC or consent of instructor. Fall, m.w. 2, Guillermo Villarreal.

51CC **Composition, Conversation and Readings.** Based on literary sources; introduction to literature. Emphasis will be on syntax and idiomatic expressions. Prerequisite: 50CC or consent of instructor. Spring, m.w.f. 1:15, Guillermo Villarreal.

72aCC **Creative Writing, Stylistics and Conversation.** A two semester course designed to develop the writing skills and effective speech communication based on study, discussion and analysis of the Chicano, Latin-American and Spanish cultures. Course is conducted in Spanish. Prerequisite: three semesters of Spanish or consent of instructor. Fall, m.w. 10:45, Luz Watts.

72bCC **Creative Writing, Stylistics and Conversation.** A two semester course designed to develop the writing skills and effective speech communication based on study, discussion and analysis of the Chicano, Latin-American and Spanish cultures. Prerequisite: 72aCC. Spring, m.w. 10:45, Luz Watts.

- 130a 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 Gauchesco literature. Prerequisite: Spanish 50CC, 51CC, 54 or consent of instructor. Fall, m.w. 2:45, Luz Watts.
- 130b 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 Gauchesco literature. Prerequisite: 130aCC. Spring, m.w. 2:45, Luz Watts.
- 164CC The Mexican Currents and Chicano Literature. Selected writings of Mexican literature from colonial times to the present are related to the

major characteristics of the Chicano experience, social protest, the essence of culture and the migratory experience as expressed in Chicano literature. Spring, t. 1:15-3, Luz Watts.

Classics

Joint program with Pomona and Scripps Colleges

- 58 Intermediate Latin. For students with one or two years of secondary school Latin or one year of college Latin. Review of grammar and syntax with readings from Latin prose and poetry. Offered at Scripps College in 1973-74.
- 100 Vergil. An examination of the *Aeneid* and its place in the history of epic, together with problems relating to its composition and verse forms. Offered at Scripps College in 1973-74.
- 102 The Roman Letter. Readings from the letters of Cicero and Pliny. An examination of the epistle as a literary genre. Spring, m.w.f. 10, 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.
- 161 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 of archaeological methods. Spring, t.th. 1:15, Mr. Glass.
- 170 The Roman Historians. A careful study of Roman historiography, primarily through readings in Livy, Tacitus, and Sallust. Offered at Pomona College in 1973-74.
- 175 Roman Satire. A study of satira and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. Fall, m.w.f. 1:15-2:05, 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. Spring, time arranged, Mr. Glass 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: consent 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:

- 51a,b Elementary Greek. Both semesters, m.w.f. 9 and one hour arranged, Mr. McKirihan.
- 101a Intermediate Greek. Fall, m.w. 1:15, Mr. Carroll.
- 181b Latin Readings and Composition (Roman Historians). Spring, m.w. 1:15, Mr. Carroll.
- 182b Greek Readings and Composition. Spring, time arranged, Mr. McKirihan.

In Translation

- ID 50 The Intellectual History of Greece. Fall, m.w. 2:45, Mr. Carroll, Mr. Palmer, Mr. Howe, Mr. McKirihan.

History 101 Greece. Spring, m.w.f. 9, Mr. Carroll.

Classics courses also available at Scripps College:

- 58 Intermediate Latin. Fall, m.w.f. 11, Mr. Palmer.
- 100 Vergil. Spring, m.w.f. 11, Mr. Howe.
- 101b Intermediate Greek. Spring, m.w.f. 1:15-2:05, Mr. Howe.
- 103 The Latin Lyric. Fall, m.w.f. 10, Mr. Palmer.
- 108 Advanced Latin Prose Composition. Spring, time arranged, Mr. Palmer.

In Translation

- 107 Greek Tragedy. Spring, t. 7:30, Mr. Palmer.
- HLA 3-4 The Intellectual History of Rome. Spring, m.w. 2:45, Mr. Carroll, Mr. Palmer, Mr. Howe, Mr. McKirihan.

Pitzer classics courses not offered in 1973-74:

- 8a,b Elementary Latin
- 198 Special Readings in Classical Archaeology

Communications

- 145 History of the Documentary Film. From Lumiere to Vertov, Flaherty, Ruttman, Grierson and the Crown Film Unit, Lorentz, Riefenstahl, Jennings, Resnais, Weisman and others, this course will examine the history and nature of the documentary film as a genre and raise questions about the form, effect and promise of the medium. Course fee \$20. Spring, t.th. 2:45-4, Phillip Cleveland.
- 160 Advanced Photography: Documerica. This course will emphasize the photographic documentation of urban and rural environments with a particular emphasis upon social conditions. This is a photo-journalistic approach which expects thorough research and analysis as a prerequisite for coordinated visual and written expression. Limited enrollment, by consent of instructor. Fall, f. 1-4 plus field work arranged, Phillip Cleveland.

See also: Black Studies

- 180CC Blacks and the Communications Media. Both semesters, m. 7, Mr. Robinson.

Drama

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

- 149a,b Theory of Dramatic Production. Study of the theory and processes of modern play production. Practical work in the fundamentals of acting, directing, and producing, covering flexible and

conscious control of vocal and bodily expression, the understanding of staging principles, and the problems of production. The class work will culminate in the production and presentation of a play. Each member of the class will be expected to participate in the production in some capacity. Open to freshmen with permission of the instructor. Fall, m.w. 1:15, Mr. Swan; spring, time to be arranged, Mr. Swan.

- 150a,b Development of the Theatre and the Drama. The theatre and its development in relation to the other arts and to society. The study of significant plays from the Greek period to modern times. Emphasis on the theatre as a reflection of the thought and behavior of society. Both semesters: fall, m.w.f. 11, Mr. Swan; spring, time arranged, Mr. Swan.

See also: Black Studies

151CC Black Theater Workshop. Mr. Crouch.

See also the catalogs of Pomona and Scripps Colleges.

Economics

- 15 Seminar in Contemporary Economic Issues. An examination of the different ways that one can analyze and solve various economic problems. Selected aspects of the American economy will be discussed, with special attention paid to the distribution of income. Not open to those students who have taken Economics 20 or its equivalent. Enrollment limited to 15 students. Spring, w. 7, Harvey Botwin.
- 16 Alternative Economic Systems. A comparative look at prevailing forms of economic organization in selected countries: the United States, the Soviet Union, China, Japan, and the nations of Europe. Spring, m.w. 12, Jane Arnault.
- 18 The Economic Role of Government. The role of government in regulating the economy to "promote the public interest." This course will include examinations of the impact of governmental decisions on business activity, the supply of public goods and services, and the distribution of income and wealth. Fall, t.th. 12, Jane Arnault.
- 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. Both semesters: fall, t.th. 1:15, Harvey Botwin; spring, t.th. 9:40, Jane Arnault.
- 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. 2:45, Harvey Botwin.
- 117 Radical Economics. An examination of the radical critique of orthodox neo-classical and neo-Keynesian economics. This class will attempt to develop an alternative framework through which the problems of economics and our economy may be viewed. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, t.th. 8:20, William Harnett.
- 125 Urban and Regional Economics. An examination of spatial allocation of resources, with particular emphasis on patterns of urban growth and decay, suburbanization, and the determinants of the location of industry. We will apply our analytical tools to urban problems such as poverty, housing, public health and education, transportation, pollution, and crime. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, t.th. 9:40, Jane Arnault.

- 140 **History of Economic Thought.** The development of economic doctrines and analysis from ancient times up to the present, concentrating on the events subsequent to 1775. Particular emphasis will be placed on the historical perspective of both men and ideas, as well as on the mechanisms through which analytical development occurs. A constant theme will be a comparison of the various economic analyses used in the past with our present engines of analysis. This course is held under the auspices of both Pitzer College and The Claremont Graduate School. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, w. 7, Harvey Botwin.
- 145 **Public Finance and Welfare Economics.** An examination of the costs and benefits of the provision of public goods and a determination of the optimal levels of public activity. Consideration will be given to the role of government in economic stabilization, including analyses of the current tax system and its alternatives as well as the distribution of the benefits of government expenditures. Prerequisite: one year of Principles of Economics or consent of instructor. Spring, t.th. 2:45, Jane Arnault.

See also: Black Studies

- 119CC **Economic Problems of the Third World.** Fall, t.th. 12, staff.
- 194CC **Economic History: The Role of the Black in Africa and America.** Spring, m.w. 2:45, staff.
- 196CC **Economics of Underdevelopment: The Ghetto.** Fall, m.w. 1:15, 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 1973-74:

- 20x **Principles of Economics: Macroeconomics.** Harvey Botwin.
- 120 **Economic Development.** Harvey Botwin.
- 130 **Comparative Economic Systems.** Jane Arnault.



- 160 Economic Theory: Macroeconomics. Jane Arnault or Harvey Botwin.
- 161 Economic Theory: Microeconomics. Jane Arnault or Harvey Botwin.

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.

- 30 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 are planned on an individually contrasted basis and may include readings, lecture and/or discussion meetings, and individual or group independent study projects. Year-long course with full or half-course credit on CR/NC basis. Both semesters, th. 4 with occasional meetings w. 7-9:30 p.m., Cynthia 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.
- 120 History of Education in Europe. See History 120. Spring, t.th. 9:40, David Cressy.
- 123 The Politics of Education. Fall, m.w. 12, Christine Rossell.
- 160 Developmental Human Ecology. See Environmental Studies 174. Spring, m. 7, Paul Shepard.
- 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 CR/NC basis with written year-end evaluation. Both semesters, m. 3-5:30, with occasional meetings w. 7, Cynthia Siebel.
- 187
- 158G Current and Developmental Issues in Higher Education. Spring, w. 1:15-3:45, Mr. Harvey.
- 170G Introduction to Public School Teaching. Spring, time to be arranged, Carolyn Ellner.

External Studies

- 3 Fieldwork in Education and Treatment of Exceptional Children. Cynthia Siebel.

Freshman Seminar

- 4 Education and Human Development. Fall, w. 3-5, Cynthia Siebel.

See also: Black Studies

- 120CC The Death Machine: A Study in Public Education. Fall, th. 7, Ms. Garcia.

See also: Psychology

- 107 Educational Psychology. Spring, Mr. Faust (Pomona).
- 115 Introduction to Early Childhood Education. Fall, w. 2:45-4:45 and 3½-hour lab., Miss Keller (Scripps).
- 154 Creative Activities for Young Children. Fall, th. 2:45-4:45 and 3½-hour lab., Miss Keller and staff (Scripps).
- 155 Problems and Trends in Education. Fall, t. 9:40 and arranged, Mr. Krovetz (CMC).

- 169 Research and Practice in Early Childhood Education. Spring, Miss Keller (Scripps).

English

- 91CC Introduction to Black American Literature. See Black Studies 91CC. Fall, t.th. 1:15, Agnes Jackson.
- 101a,b Introduction to Approaches, Backgrounds, and Genres of Literature. A two-semester course required of English majors, covers representative works from eight periods in British and American literature. The works will be studied according to traditional methods of literary analysis. Fall, m.w.f. 11, Beverle Houston and Barry Sanders; spring, t.th. 12, Bert Meyers and Ellin Ringler.
- 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. 9:40, Barry Sanders.
- 107 History and Aesthetics of Film. Students will read material which explains the technical processes of the medium and explores its aesthetic possibilities. The class will view films which show the historical development of the medium and which illustrate innovative use of its double capacity for recording and interpreting experience. Open to sophomores and juniors only. Enrollment limited to 50 students; first priority to students who signed up in spring of 1973. Course fee \$10. Spring, w.th. 7, th. 1:15-2:45, Beverle Houston.
- 117 Shakespeare: The Major Plays. A study of Shakespeare's theatre: comedy, history, and tragedy. Spring, t.th. 1:15, Michael Renner.
- 121 Truth and Literature. Through reading and discussion of philosophers and literary critics, we will explore questions concerning the nature and function of truth in literature, e.g., what kind of truth does literature tell; can you distinguish between artistic innovation and fraud or "put on"? Readings will focus on metaphor, literary convention, artistic intention, and truth theory. Spring, m. 2-5, Jim Bogen and Beverle Houston.
- 129 D. H. Lawrence: Puritanism, Sensuality and Tenderness. Careful reading of all the major novels (including *Sons and Lovers*, *The Rainbow*, *Aaron's Rod*, *Kangaroo*, *The Plumed Serpent*, and *Lady Chatterly's Lover*, with emphasis on *Women in Love*), with subsidiary investigations of Lawrence's short fiction, his critical and philosophical writings, and his travel narratives. Study of contexts in which Lawrence wrote will help to clarify his attempts to revolutionize modes of thought and perception. Spring, t. 7, plus occasional short sessions as needed, William Lowery.
- 133 Boswell and Johnson. A study of the works of days of the Journalist and the Critic. Opportunity to examine several types of literary expression not normally dealt with: the moral essay, the journal, the biography, etc. Chance to meet other kinds of interesting people: Garrick, Burke, Reynolds, Goldsmith, Paoli, etc. Spring, t.th. 9:40, Michael Renner.
- 140 English Romanticism. English poetry from Blake to Byron. Spring, t.th. 8:20, Barry Sanders.
- 159 Definitions of Self in the Modern American Novel. Analytical reading of selected novels (one each by ten writers from 1920 to the present) to explore some assumptions and problems of *being* including being "an American." Some lectures, class discussion, essay examinations, papers, library research. For juniors and seniors. F: m.w.f. 10, Agnes Jackson.
- 162 The Modern Novel. Exploration in form, style, narrative strategy and subjects of the modern novel. Works chosen from among the following writers: Dostoyevsky, Kafka, Joyce, Woolf, Gide, Mann, Beckett, Robe-Grillet, Frisch. Spring, m.w. 1:15, Barry Sanders.
- 164 Shorter Russian Fiction. Selections, in translation, from the work of major nineteenth and twentieth century Russian writers, such as Gogol, Dostoyevsky, Turgenev, Tolstoy, Chekov, Gorky, and Zoshchenko, will be read and discussed. Fall, m.w.f. 9, Bert Meyers.

- 165 **The Damned and the Divine: Eighteenth and Nineteenth Century American Prose and Poetry.** A study of the conflict between Puritan, Rationalist, and Transcendentalist thinkers in early American literature. The class will read Jonathan Edwards, Benjamin Franklin, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Emily Dickinson to explore the continuing dialogue that produced the paradoxical foundations of American literary thought. Fall, t.th. 12, Ellin Ringler.
- 173 **Seminar: Jews at Princeton: Fitzgerald and Hemingway.** A study of the major novels and stories of Fitzgerald and Hemingway to illuminate the relationship between the two writers, their understanding of alienation in the American twenties and thirties, and their reassessment of the American Dream. We will also try to evaluate the relative achievements of these authors by exploring their aesthetic theories and practices. Enrollment limited to 15. Spring, t. 7, Ellin Ringler.
- 185a **Senior Seminar: Critical Visions.** The course will deal with the ideas of the major critics from Plato to the present. It will explore various theories of critical analysis and evaluation and will require a project in practical application of critical theories. Fall, m.w. 2:45, Beverle Houston.
- 185b **Senior Seminar: Interpretations in Literature.** An exploration of some of the more controversial texts and characters in English and American literature. Enrollment limited to senior English majors. Spring, m.w.f. 9, Robert Duvall.
- 187a **Creative Writing. Poetry workshop.** Enrollment limited to 15 students. Both semesters, w. 7, Bert Meyers.
- 187b **Creative Writing. Prose, other forms.** Exercises in spontaneous writing, rhythm, improvisations. Spring, t.th. 2:45, Michael Renner.
- 189 **Existentialism.** A literary and sociological phenomenon. An exploration of man's search for meaning as it is manifested in the works of selected existentialists and absurdists such as Dostoyevsky, Kafka, Conrad, Camus, Sartre, and Beckett, among others. Selected social science literature to be read and discussed include works by Philip Slater, Alfred McClung Lee, Charles Hampden-Turner, Sidney Finkelstein, Gerald Sykes, Lewis Coser, Diana Laurenson, and Alan Swingwood. Prerequisite: a background in literature and sociology is recommended, and students are encouraged to consult with instructors before enrolling. Enrollment limited to 30. Fall, time to be arranged, Glenn Goodwin and Ellin Ringler.
- 191 **Metaphysical Poetry.** (Formerly Freshman Seminar 15.) 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.w.f. 9, Robert Duvall.
- 198 **Seminar: Advanced Expository Writing.** A course designed for those students whose writing is adequate but not excellent. We will work on problems of complex organization, style, sophisticated research techniques, etc. Enrollment limited to 12. Fall, t. 7, Ellin Ringler.
- 125G **The Origins of American Literature: 1620-1850.** Fall, t.th. 9:40, Mr. Spengemann.
- 185G **The Theory and Matter of Folklore.** Spring, t. 2-5, Mr. Friedman.
- See also: Black Studies*
- 77CC **Elements of Reading Comprehension.** Spring, w. 7, Miss Houchins.
- 91CC **Introduction to Black American Literature.** Fall, t.th. 1:15, Agnes Jackson.
- 141CC **Expository Writing, Critical Reading, and Basic Research.** Fall, m.w. 2:45, Miss Houchins.

- 150CC NOMMO: Survey in African-American Poetry. Spring, time to be arranged, Miss Houchins.
- 193CC Contemporary Black Literature Outside the U.S.A. Spring, m.w. 2:45, Mrs. Meyers and Miss Houchins.
- Pitzer English courses not offered in 1973-74:
- 106 The Medieval Spirit. Barry Sanders.
- 112 Modern American Poetry. Bert Meyers.
- 113 Elizabethan and Jacobean Drama, Exclusive of Shakespeare. Robert Duvall.
- 115 Shakespeare. Michael Renner.
- 118 Utopian Literature. Robert Duvall.
- 125 Milton. William Lowery.
- 134 Eighteenth Century Literature. Beverle Houston.
- 154 Major American Writers. Ellin Ringler.
- 155 Victorianism. Ellin Ringler.
- 156 Poe, Whitman and Dickinson. Bert Meyers.
- 165b Seminar: Melville and Conrad. Ellin Ringler.
- 178 Two Voices from Mississippi: William Faulkner and Richard Wright. Agnes Jackson.
- 191CC Black Writers of the U.S.A. Agnes Jackson.
- 192CC Special Studies in Black American Literature. Agnes Jackson.

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.
- 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, Robert Feldmeth, and staff.
- 100 Confrontations: Man and Nature. Man's relationship to nature is counterpoised between his basic ecology and his ideas of the purpose and organization of creation. Three models of such organization are studied: the kingdom, the machine, and the organism. The course then examines some major transformations of the perception of nature: the domestication of the environment, the idea of place or land in the historical destinies of people, Gothic naturalism and the 'love of nature,' the Book of Nature, and the esthetic assimilation of wildness and wilderness. Particular attention will be given to the idea of man's divine dominion and its relationship to recent ideas of the control of nature and the purpose of nature as the means of progress. Fall, m.w.f. 9, Paul Shepard.
- 102 Environments Workshop. See Art 102. Fall, w. 1:15-4 and arranged, Carl Hertel.
- 110 The Landscape as an Art. The environment is studied as an esthetic experience—primarily in the landscape arts: painting, garden design, and travel. The idea of landscape is studied as a special way of feeling and perceiving nature, interconnecting the development of painting to the scenic arts of tourism and architecture in the past three centuries. These arts will be considered both as ends in themselves and as statements of nature philosophy. Special attention will be given to Romantic thought as a focus on the innocence and beneficence of wild things and places which continues to influence modern thought. Spring, t.th. 12, Paul Shepard.
- 115 Human Evolution. See Anthropology 115. Spring, t.th. 1:15, David Thomas.
- 125 Urban and Regional Economics. See Economics 125. Fall, t.th. 9:45, Jane Arnault.

- 129 Environmental Policy Analysis. See Political Studies 129. Spring, t.th. 1:15, Christine Rossell.
- 146 Ecology. See Natural Sciences 146. Spring, t.th. 8:20 and lab, staff.
- 155 Physical Science of the Environment. See Natural Sciences 155. Spring, staff.
- 160 Seminar: Developmental Human Ecology. This course studies man as a natural being beyond his 'merely' physical requirements. It examines the heritage of the hunting/gathering primate as background to contemporary personal experience and to the search for equipoise between the organic and the cultural in human life. Special attention is given to the life cycle as an evolutionary adaptation, with emphasis on individual development and growth. Such characteristics as language, play, group membership, gender distinctions, religious sensibility, mentorship and mid-life reassessment are approached as parts of a life-long quest for identity and relatedness to The Other. The evolutionary origin and modern implications of these episodes are considered in the light of environmental and educational design. Prerequisite: consent of instructor. Spring, m. 7, Paul Shepard.
- 165 Politics, Economics, and Environmental Aspects of Water Resources in California. See Political Studies 125. Spring, time arranged, James Jamieson.
- 174 The Rights of Non-Human Nature. See Political Studies 174. Both semesters, time arranged, John Rodman.
- 175 Seminar: Native Americans and Their Environments. See Anthropology 175. Spring, t.th. 7, Sheryl Miller.
- 177 Seminar: Models of the Evolution of Society. See Anthropology 177. Fall, m. 2:45-5:30, David Thomas.
- 191 Senior Tutorial in Environmental Studies. Independent study during one or both semesters of the senior year, with the objective of helping to integrate the student's program. Each semester, staff.

See also:

- Freshman Seminar 6 Cars and People. Fall, w. 7, Rudi Volti.
- Anthropology 10 The Development of Man. Fall, m.w.f. 10, David Thomas; spring, t.th. 12, Sheryl Miller.
- Anthropology 81 Peoples of the Pacific. Spring, t.th. 9:40, David Thomas.
- Anthropology 84 Peoples of Africa. Spring, m.w. 12, Sheryl Miller.
- Economics 21 Principles of Economics: Microeconomics. Spring, t.th. 2:45, Harvey Botwin.



- 373 International Relations and the Environmental Crisis. A graduate seminar open to upperclasspersons by permission of instructor. Spring, th. 9:30, Jack Sullivan (CGS).

External Studies

- 2 Environmental Studies Program in Santa Fe. See External Studies Programs.
- African Environments. A course available to students on the African Project. See External Studies Program No. 1.

Natural Sciences 43-44 Introductory Biology. Both semesters, m.w.f. 10 and labs, Margaret Mathies, Robert Feldmeth, and staff.

Natural Sciences 145 Evolution. Fall, w. 7, Daniel Guthrie.

Natural Sciences 169 Topics in Marine Biology (seminar). Spring, t. 1:45-4:15, Robert Feldmeth.

Policy Studies 100CC Program in Public Policy Studies. Both semesters, time arranged, Mr. Gilkeson and staff.

Political Studies 119 Congress vs. the Executive. Fall, t.th. 9:45, David Nexon.

Political Studies 122 Urban Problems. Fall, t.th. 1:15, Christine Rossell.

Political Studies 166 The Year 2000. Spring, t.th. 1:15, Sharon Nickel and Harry Senn.

Political Science 107 (CMC) Politics and Population. Spring, Ward Elliott.

Political Science 139 (CMC) Government and the American Economy. Fall, t.th. 9:40, Ward Elliott.

Sociology 25 Man and Machines. Fall, t.th. 8:20, Rudi Volti.

Sociology 33 Population and Society. Fall, t.th. 9:40, Ann Yates.

Sociology 115 Population Policy. Spring, m.w.f. 11, Ann Yates.

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

Not offered in 1973-74:

Anthropology 80 Indians of North America. Sheryl Miller.

Anthropology 108 Man's Ecological Relationships. David Thomas.

Political Studies 133 The Politics of Ecology. John Rodman.

For additional courses see the catalog of Pomona College (botany, zoology).

Film Studies

182CC Grammar of Film. Both semesters, time arranged, Mr. Wilson.

See also: Communications

145 History of the Documentary Film. Spring, t.th. 2:45-4, Phillip Cleveland.

Folklore

33 English Folklore. See History 33. Fall, t.th. 9:40, David Cressy.

38 American Folk Music and Folk Life Studies. How people live, work, worship, play, express themselves, and deal with their problems in the folk communities of America. Particular emphasis on the rural Black South and Appalachian white areas. Also included will be a consideration of the transition to urban styles of life and more modern forms of folk expression. Guest resource people and field trips. Spring, m.w. 4:15, Guy Carawan.

63 Indo-European Mythology. See Anthropology 63.

105 French Civilization and Folklore. See French 105. Fall, m.w.f. 12, Harry Senn.

112 Introduction to Folklore. See Anthropology 112.

121 Classical Mythology. See Classics 121. Fall, t.th. 1:15, Mr. Glass.

158 Seminar: The Werewolf in Myth, Lore, Legend, and Folklore. See Anthropology 158.

External Studies

5 Pitzer Semester in Appalachia. See External Studies Programs.

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, Harry Senn; at Scripps, m.t.w.th. 8:30, Mr. Arie.
- 1b **Introductory French.** Fall: at CMC, m.t.w.f. 9, Mr. Bour; spring: at Pitzer, m.t.w.f. 10, Harry Senn; at Scripps, m.t.w.th. 8:30, 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. 8:30, Mrs. Goodrich; at CMC, m.t.w.f. 11, Mr. Bour. Spring: at Scripps, m.t.w.th. 1:15, Mr. Arie.
- 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.f. 9, Harry Senn; at Scripps, t.th. 1:15, Mr. Fine. Spring: at CMC, t.w.f. 9, Mr. Bour; at Scripps, t.th. 2:45, Miss Chefdor.
- 103 **Tutorial: 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 include some composition. Limited enrollment. Fall, time arranged, Harry Senn.
- 105 **French Civilization and Folklore.** A study of the major developments in the literature, arts, and history of ideas in France, together with an examination of popular culture as expressed in folk narratives and folk art. There will be individual projects based on the analysis of folktales and other forms of verbal folklore. Prerequisite: French 70 or equivalent. Fall, m.w.f. 12, Harry Senn.

- 115 **French Culture and Civilization.** Spring, t.th. 1:15, Miss Chefdor (Scripps).
- 122 **The French Theatre.** Fall, t.th. 1:15, Mr. Arie (Scripps).
- 123 **The Novelist and Society.** Spring, Mr. Bour (CMC).
- 126 **Reason and Sentiment.** Fall, t.th. 2:45, Mr. Fine (Scripps).
- 129 **The Surrealist Aesthetic and Fiction.** Spring, Mrs. Goodrich (Scripps).
- 130 **La Condition Humaine: Pascal et La Rochefoucauld.** Spring, t.th. 2:45, Mr. Fine (Scripps).
- 134 **Balzac et Flaubert.** Spring, t.th. 1:15, Mr. Arie (Scripps).
- 138 **Voyage et Exotisme.** Fall, t.th. 1:15, Miss Chefdor (Scripps).

External Studies

- 6 **Pitzer Semester in France.** See External Studies Programs.

See also: Black Studies

- 104a,b **Introductory French.** Both semesters, m.t.w.f. CC 10, Mrs. Meyers.
- 160CC **Introduction to Black Literature in French.** Fall, m.w. 1:15, Mrs. Meyers.

Pitzer French course not offered in 1973-74:

- 107 **Medieval Romance and Celtic Mythology.** Harry Senn.

German

- 1a **Introductory German.** The fundamentals of the language. Emphasis on the differences between German and English sentence structure. Four class meetings a week. Practice in the language laboratory. Fall, m.w.f. 11 and one hour arranged, Dorothea Yale.
- 1b **Intermediate German.** Fall (CMC); spring (Scripps and CMC).

- 54 Advanced German. Fall (Scripps).
- 64 Composition and Conversation. Emphasis on contemporary idiom. Developing writing and speaking skills; increasing active vocabulary. Fall, m.w. 1:15, Dorothea Yale.
- 70 Introduction to German Literature. Fall (Scripps and CMC); spring (Scripps and CMC).
- 112 German Civilization and Culture. Spring, Mr. Sheirich (Pomona).
- 122 Romanticism. Fall, Mrs. Burwick (Scripps).
- 123 German Literature from 800 to 1750. Fall, Mr. Sheirich (Pomona).
- 136 The German Novelle. Spring, Mr. Poynter (CMC).



- 140a Modern German Drama. Plays by Hauptmann, Schnitzler, Hofmannsthal, expressionist writers, Brecht, and contemporary authors are studied within the social and political climate of their respective periods. Lectures and discussions in English. All works are available in German and in translation. Half-course, first half of semester. Spring, t.th. 1:15, Dorothea Yale.
- 140b Modern German Drama. Continuation of 140a with additional plays read and discussed in German. Prerequisite: German 140a. Half-course, second half of semester. Spring, t.th. 1:15, Dorothea Yale.

- 150a Modern German Literature. Fall, Mr. Brueckner (Pomona).
 150b Modern German Literature. Spring, Mr. Brueckner (Pomona).
 152 Nineteenth Century Drama. Spring, Mrs. Burwick (Scripps).
 MEL 181 German Literature in Translation: Kafka and Hesse. Fall, Mr. Brueckner (Pomona).

Pitzer courses not offered in 1973-74:

- 130 Thomas Mann: His Life and Works. Dorothea Yale.
 150 Germany's "Angry Young Men": The Post-War Novel. 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. Fall, t.th. 5:45-7:15 and laboratory arranged, Alan Harris.
 11 Introductory Modern Hebrew II. Introductory Hebrew I continued. Spring, t.th. 5:45-7:15 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. 7:15-8:45 and laboratory arranged, Alan Harris.
 13 Intermediate Modern Hebrew II. Intermediate Hebrew I continued. Spring, t.th. 7:15-8:45 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. 1:15, 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. Enrollment limited to 20. Prerequisite: consent of instructor. Fall, 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 readings of selections from such writers as Locke, Montesquieu, and Rousseau. Primarily for freshmen and sophomores. Fall, t.th. 9:40, 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.

- 56 Survey of American History: 1865 to Present. 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 important issues. The emphasis will be on social science approaches to raising and answering historical questions and on the uses of social theory to explain past events. Fall, t.th. 9:40, Robert Buroker.
- 61CC Revolution and Social Change in Modern Asia. An introduction to modern Asia emphasizing the disruptive encounter between the West and traditional Asian societies and the revolutionary upheavals this encounter generated. The course will examine intensively four case studies: the Meiji restoration in Japan, the Maoist revolution in China, the Gandhian movement in India and the Nationalist movement in Indonesia. Lectures and discussion. Spring, m.w.f. 11, Allen Greenberger and Arthur Rosenbaum.
- 120 History of Education in Europe. A study of universities and schools, formal and informal instruction, the theories, content and availability of education, and its interaction with politics, religion and changing society from the twelfth to the nineteenth century. Spring, t.th. 9:40, David Cressy.
- 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. 1:15, David Cressy.
- 130 From Bismarck to Hitler: Germany, 1871-1945. This course will consider the intellectual and political history of Germany since the founding of the Second Empire in an attempt to identify some of the reasons why the Third Reich could come into existence and why it came close to succeeding. Open to juniors and seniors with previous work in modern European history.
- Sophomores must obtain consent of instructor. Enrollment limited to 20. Spring, m.w. 2:45, Werner Warmbrunn.
- 133 British Empire and Commonwealth, 1783 to Present. The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and Southeast Asia, the development of the Dominions in South Africa, Canada, Australia and New Zealand, and the beginnings of nationalism in the dependent empire will be discussed. The emphasis will be on intellectual and social developments: the reasons for British expansion, its effect on domestic institutions, different methods of rule based upon different ideologies, and the different effects of British rule on the various parts of the Empire. Spring, m.w. 2:45, Allen Greenberger.
- 141 India Since 1707. From the decline of the Mogul Empire, stress will be placed on the expansion of British control and the spread of Western culture. This will entail a study of British imperialism and the way in which cultures react to each other. The growth of Indian nationalism and the rival development of Muslim separatism will be emphasized as they lead to the development of two independent nations on the subcontinent. Post-independence India and Pakistan will also be discussed. Source materials such as the writings of Indian nationalist leaders and fiction, both Indian and British, will be widely utilized. Spring, m.w.f. 9, Allen Greenberger.
- 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 the 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 and opposed to social equality. Fall, t.th. 1:15, Robert Buroker.

- CGS 302/ PI 194 **Psychohistory and Biography.** A study of recent literature which seeks to apply findings of psychology and psychoanalysis to our understanding of public actions of statesmen and other historical figures. The seminar will explore the scope and limits of such approaches. Readings will include the Erikson biographies of Luther and Gandhi, the Wilson studies by the Georges and by Freud and Bullitt, the examinations of Hitler's personality by Erikson, Waite, Langer, and McRandle, and a variety of articles in professional journals. A graduate course open to seniors. Juniors may request consent of instructor. Limited to 15. Fall, m. 3-5:30, Werner Warmbrunn.
- 199 **Seminar in History.** An introduction to the philosophy and methodology of history. Students will read and discuss a variety of works ranging from theories of history to techniques of historical analysis to examples of how different historians have approached the writing of history. Required for junior and senior history majors and open to other students with the consent of the history field group. Fall, t. 7, Robert Buroker.

Colloquium

- 1 **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.

- 122G **United States 1815-77.** Spring, m.w.f. 10, Mr. Niven.
- 162G **The Enlightenment.** Fall, t.th. 1:15, Mr. Wade.
- 163G **European Intellectualism Since 1789.** Spring, t.th. 1:15, Mr. Wade.

See also: Black Studies

- 51CC **Survey of Black History to 1865.** Fall, m.w.f. 9, Mr. Smith.
- 103CC **Black Freedom: The First Fifty Years, 1865-1915.** Spring, m.w.f. 9, Mr. Smith.
- 121CC **Slavery in the Americas.** Fall, t.th. 9:40, Mr. Smith.
- 132a,b **Tropical Africa.** Both semesters, m.w.f. 8, Mr. CC Dwyer.
- 152CC **Pan Africanism.** Fall, m.w. 2:45, Mr. Medhane and Mr. Smith.
- 190CC **Special Studies: Seminar on Black Oral History.** Fall, time to be arranged, Mr. Smith.

See also: Chicano Studies

- 92CC **History of the Chicano.** Fall, t. 7, staff.
- 139CC **The History of Mexico.** Fall, t. 3-6, staff.
- 140CC **The History of Mexico.** Spring, t. 3-6, staff.
- 190CC **Oral History Methodology.** Fall, time arranged, David Sena.
- 199CC **Senior Seminar in History.** Spring, time arranged, staff.

Pitzer history courses not offered in 1973-74:

- 14 **The Hellenistic World and Rome to A.D. 565.** Mr. Glass.
- 60 **Society and Tradition in East Asia.** Allen Greenberger.
- 124 **The Social Structure of Pre-Industrial England.** David Cressy.

- 136 Victorian England. Allen Greenberger.
 140 India to 1707. Allen Greenberger.

International Relations

(See Political Studies)

Italian

Courses available at Scripps College:

- 1a Introductory Italian. Fall, m.w.th.f. 1:15, Mrs. Ewing.
 1b Intermediate Italian. Spring, Mrs. Ewing.
 54 Advanced Italian. Fall, m.w.th.f. 3:15, Miss Marino.
 70 Introduction to Italian Literature. Spring, Mrs. Ewing.
 132 Contemporary Italian Literature. Fall, m.w.f. 2:15, Mrs. Ewing.

Latin American Studies

Anthropology

- 51 Introduction to Social Anthropology. (Pomona).
 80CC Ancient Civilizations of Aztlan: The Chicano Perspective. (CSC).
 100 Anthropology of Latin America. (Pomona).

Dance

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

Economics

- 123 International Economics. (Pomona).
 183-184 International Economics. (CMC).

History

- 135 Latin America, 1492-1810. (Pomona).

- 136 Latin America Since 1810. (Pomona).
 139CC The Conquest to Juarez. (CSC).
 140CC Juarez to the Present. (CSC).
 160 Women in the Americas. (Pomona).
 177 Colonialism and Revolutionary Nationalism in Latin America. (CMC).
 179 Modes of Thought in American Cultures. (CMC).

Political Studies

- 158 Latin American Politics. (Pomona).

Sociology

- 155 Mexico and Cuba. (Pitzer).

Spanish

- 130a,bCC Survey of Latin American Literature. (CSC).
 150 Latin American Short Story. (Scripps).
 159 Latin American Novel Since 1930. (CMC).
 173 Literature of Mexico: Seminar. (Pitzer).
 174 Contemporary Latin American Theatre. (Scripps).
 175 Contemporary Latin American Poetry. (Scripps).
 195 Senior Seminar in Spanish: Latin American Studies. (Scripps).

Linguistics

- 103 Introduction to General Linguistics. An introduction to the scientific study of language. The course will be in two parts. The first part (12 weeks) will examine the systematic aspects of linguistic form and meaning in phonology, syntax and semantics. The second part (4 weeks) will be an intensive course in phonetics. Strongly advised for students who wish to enroll in Linguistics 110, 120, 155, or 173. Fall, t.th. 2:45, Ronald Macaulay.
 120 An Introduction to Historical Linguistics. The course will deal with the origin and development of the Indo-European languages with particular

emphasis on English. It will illustrate the comparative method and the reconstruction of proto-languages, and will cover the various theories of linguistic change. Literature majors, if they wish, may concentrate on the significance of the changing pattern of language for an understanding of the literature of the past. Prerequisite: Linguistics 103 or consent of instructor. Spring, t.th. 1:15, Ronald Macaulay.

- 155 Seminar in Generative Grammar. An introduction to contemporary linguistic theory with particular emphasis on English syntax. The course will consider different proposals for writing formal grammars by Chomsky, Fillmore, Lakoff, Ross, and others. Spring, w. 2-5, Ronald Macaulay.
- 170 Bilingualism. An investigation into the psychological, educational, and social implications of bilingualism. The first half of the course will be devoted to a survey of the relevant literature; in the second half students will explore an actual bilingual situation. Limited to 20. Prerequisite: consent of instructor. Spring, t.th. 2:45, 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. Both semesters, time arranged, Ronald Macaulay.

Pitzer linguistics courses not offered in 1973-74:

- 104 Language and Culture. Ronald Macaulay.

- 110 The Social Implications of Language Variation. Ronald Macaulay.
- 165 Seminar in Comparative Grammar. Ronald Macaulay.

Mathematics

Students who have had no mathematics courses in The Claremont Colleges and who wish to register for one of the following: Mathematics 3, Mathematics 20, Mathematics 30, or Mathematics 31 will be given a placement examination in order to determine the most appropriate placement. (Contact the Pitzer College Registrar for further information.)

- 3 Introduction to College Mathematics. A first course in college mathematics designed to provide students with the mathematical skills required for college mathematics and science courses. Topics will include basic computation, linear and quadratic equations, and logarithms. Prerequisite: high school algebra and geometry. Fall, m.w.f. 11, Thomas Iverson.
- 20 Analytic Geometry and Elementary Functions. Brief review of high school algebra, inequalities, and the Cartesian coordinate system. Polynomial, trigonometric, exponential, and logarithmic functions with applications. Conic sections. Prerequisites: three years of high school mathematics, two years of algebra and one year of geometry, or Mathematics 3. Fall: at Pomona, m.w.f. 8, Mr. Cooke; m.w.f. 9, Mr. Tolsted. Spring: at Pitzer, m.w.f. 11, Thomas Iverson.
- 30 Calculus I. Mathematics 30, 31, and 32 comprise a standard course in the calculus of functions of one and several variables. Differentiation, integration, mean value theorem, transcendental functions, vectors and vector functions, partial derivatives, multiple integrals, infinite series. Lectures and discussion. Prerequisite: Mathematics 20 or a satisfactory score on the placement examination. Fall, m.w.f. 9, Thomas Iverson.

For additional course listings see the handbook "Mathematics Courses in The Claremont Colleges,

1973-74," prepared by the Mathematics Field Committee. Copies are available in the Registrar's Office and Fletcher 210. Students are encouraged to seek advice from the Pitzer mathematics faculty.

Music

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

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

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.

See also the catalogs of Scripps and Pomona Colleges.

Natural Sciences

Joint program with Scripps College and Claremont Men's College.

Biology

- 43-44 **Introductory Biology.** The objectives of the course are to provide the student with a basic knowledge of biology, to introduce him to experimental technique and the scientific method, and to indicate the importance of biological factors in current world affairs. Emphasis is placed on biological principles and life functions rather than on descriptive biology. The course treats life at the molecular, cellular, species, and community levels. The laboratory consists of experiments selected to illustrate basic biological principles. 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, Margaret Mathies, Robert Feldmeth, 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. 1:15-4:15, David Sadava and staff.
- 61 **Applications of Science.** A collection of half-semester seminars chosen from among those offered dealing with the role of science in our world, especially the scientific aspects of our technology. Possible topics include astronomy, geology, brain mechanisms, science policy, recent scientific theories and their philosophical implications, genetic engineering, and drugs. Check with the Joint Science Department during pre-registration for topics to be covered. Prerequisite: individual seminars may have specific prerequisites. (Students fulfilling a two-semester science requirement will take Science 60 or equivalent prior to taking this course.) Half or full course. Spring, m.w.f. 9, staff.
- 62 **Man and His Environment.** See Environmental Studies 62. Fall, m.w.f. 11; laboratories, if

- appropriate, m.f. 1:15-4:15 or arranged, Daniel Guthrie, Robert Feldmeth, Jerry Sprung.
- 65 **Environmental Problems.** See Environmental Studies 65, Spring, m.w.f. 9; laboratories, if appropriate, w.th. or arranged, Jerry Sprung, Robert Feldmeth, and staff.
- 140 **Invertebrate Biology.** Aspects of invertebrate biology included are physiology, embryology, structure and ecology. The course theme revolves around the evolutionary history of invertebrates with evaluation of a number of the ideas expounded concerning phylogenetic relationships. All forms significant to the evolutionary story are dealt with. Insects will receive considerable coverage. Prerequisite: Introductory Biology. Laboratory fee \$10. Spring, lectures t.th. 8:20; laboratories t. 1:15-5:15, staff.
- 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 m. 1:15-4:30, 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. 1:15-5:15, 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. Spring, lectures m.w.f. 9; discussion section, t. 7:30, Margaret Mathies.
- 145 **Evolution.** This course attempts to give students further understanding of the modern theory of

evolution and of the status of our research in evolutionary studies. The course is run as a seminar, with students discussing assigned reading with the instructor in class meetings and preparing papers for class discussion. Student paper topics have ranged from study of Teilhard de Chardin to studies of the evolution of behavior, the role of isolating mechanism, and the importance of zoo-geography in the evolution of certain groups. Prerequisite: Introductory Biology or consent of instructor. Fall, w. 7-10, Daniel Guthrie.

- 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 and arranged, staff.



- 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, 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: Biophysics, general physics.
 Mr. Feldmeth: Physiological tolerance of extreme environments, thermal pollution, marine biology.
 Mr. Guthrie: Paleontology, evolutionary studies, human ecology.
 Ms. Mathies: Microbiology, genetics, immunology.
 Mr. Klein: Theoretical physics, brain mechanisms and modeling.
 Mr. Merritt: Spectroscopy, catalysis of organometallics.
 Mr. Sadava: Developmental genetics, plant systems, science policy.
 Mr. Sprung: Gas-phase kinetics, photo-chemistry. A limited opportunity open to all students with consent of instructor. Full or half course. Time arranged.
- 157 **Cell Biology.** This course will be concerned with the molecular aspects of the cells of higher organisms; emphasis on, and readings of, current research. The laboratory will include autoradiography, histology, fractionation of cell organelles, and protein purification. Time will be available for individual projects. Prerequisite: Introductory Biology and Chemistry and consent of instructor. Laboratory fee \$10. Discussion, 3 hours; laboratory, 4 hours. Spring, m.w. 1:15-4:30, David Sadava.
- 169 **Topics in Marine Biology.** A seminar course dealing with current topics in the field of marine biology. Emphasis will be placed upon major areas of the field to familiarize students with recent theory and experimental investigations in ecological aspects of marine science. Specific subjects will be handled by extensive examination of the literature followed by oral student presentations and discussions. Prerequisite: Introductory Biology, Ecology or consent of instructor. Spring, t. 1:15-4:15, Robert Feldmeth.
- 175 **Topics in Developmental Biology.** This seminar will focus on three current topics in the cellular aspects of higher organism development. The topics for this year are: activation of dormant systems (fertilization and germination), chromosome structure, cancer mechanisms. Prerequisite: Introductory Biology and Chemistry and consent of instructor. Fall, m. 1:15-4:15, David Sadava.
- 190 **Senior Thesis in Science.** Seniors may arrange to do a laboratory or field investigation with a faculty member. The topic should be chosen by the end of the junior year. The results are summarized in a thesis with an oral presentation. Additional seminar meetings with faculty in the field of concentration may be arranged. Full year course; two-course credit. Prerequisite: permission of faculty. Hours arranged, staff.

Physical Science

- 14-15 **Basic Principles of Chemistry.** A study of the structure of matter and the principles of chemical reactions. Topics covered include atomic structure and chemical bonding, thermodynamics, kinetics, equilibria, and inorganic chemistry. Three lectures and one four-hour laboratory per week. Laboratory fee \$10 per

- semester. Both semesters, lectures m.w.f. 8; laboratories m.t.w.th.f. 1:15-3:15, staff.
- 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 t.w.th. 1:15-4:15, Leonard Dart.
- 33-34 **Principles of Physics.** A first-year general physics course designed for physics, chemistry and engineering majors. Topics include Newtonian mechanics, gravitation, fluids, wave motion, heat, electrical measurements, DC and AC circuits, Maxwell's equations and light. Prerequisite: one year of calculus preceding or accompanying the course, one year of high school physics or consent of instructor. Laboratory fee \$10 per semester. 33—fall semester, 34—spring semester, as a two-semester sequence. Lectures m.w.f. 11; laboratory t.w.th. 1:15-4:15, Jack Merritt (fall), Stanley Klein (spring).
- 60 **Principles of Natural Science.** (See biological science courses.)
- 61 **Science in the Modern World.** (See biological science courses.)
- 62 **Man and His Environment.** (See Environmental Studies 62.)
- 101 **Theoretical Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisite: Science 34 and Calculus II. Laboratory fee \$10. Fall, lectures t.th. 9:40; laboratory t. 1:15-4:15, Stanley Klein.
- 102 **Electricity and Magnetism.** Fields, potential, DC and AC circuits and Maxwell's equations, with applications. Prerequisite: Science 34 and Calculus III preceding or accompanying the course. Laboratory fee \$10. Spring, t.th. 9:40, Jack Merritt.
- 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 w. 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 w.th.f. 1:15-5:15, 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 phenomena. Prerequisite: Science 15 and 34. Spring, t.th. 8:20, staff.
- 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. Prerequisite: Science 121. Fall, t.th. 8:20, Jerry Sprung.
- 124-125 **Advanced Experimental Techniques.** An integrated approach to advanced laboratory techniques. Experience utilizing a wide range of synthetic methods and physical tests for molecular property determination. Organic, inorganic, or biochemical compounds will be synthesized and their structure and properties confirmed. Half-course. One hour lecture and one four-hour laboratory. Prerequisite: Physics-Chemistry

- 121-122 or concurrent registration. Laboratory fee \$10 per semester. Time arranged, staff.
- 155 **Physical Science of the Environment.** A detailed quantitative study of selected aspects of the environment. Topics include the use and misuse of energy resources and air, water, and solid pollution. The scientific and non-scientific basis of both the problems and possible solutions will be considered. Solutions will be evaluated in the context of the environment as an interdependent system. Prerequisite: an introductory course in chemistry or physics and consent of instructor. Spring, time arranged, staff.
- 161 **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, first half of fall semester, Mr. Campbell.
- 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, Mr. Sly.
- 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.
- 164 **Quantum Mechanics.** Prerequisites: Science 121-122 or Chemistry 161 (Harvey Mudd College or Pomona College). Offered in cooperation with Harvey Mudd and Pomona Colleges. Half course, second half of spring semester, Mr. Sly.
- 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, 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, staff.
- 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, first half of spring semester, staff.
- 176 **Physical Organic Chemistry** (formerly Natural Sciences 174). 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 information is developed. Prerequisite: Science 116 or organic chemistry, introductory biology and consent of instructor. Spring, lectures m.w.f. 10, Freeman Bovard.
- 178 **Biophysics.** A study of the action of various living systems such as the eye, ear, muscle, nerve, etc., from the point of view of mechanics, thermodynamics, and electrical theory. Some discussion of instrumentation in the study of structure will also be included. Prerequisite: introductory



courses in biology and physics, an advanced laboratory course, or consent of instructor. Fall, m.w.f. 9, Leonard Dart.

- 179 **Neural Dynamics.** A survey of neural networks which can learn, perceive, play games, and separate signal from noise. The learning networks will be based on recent neural physiologically plausible models of cerebellum hippocampus and association cortex. The perceiving networks will be based on recent ideas for visual form perception from the fields of artificial intelligence, holography, self-organizing systems and psychology. Prerequisite: Differential Calculus. Half-course, second half of fall semester, Stanley Klein.
- 190 **Senior Thesis in Science.** Seniors may arrange to do a laboratory or field investigation with a faculty member. The topic should be chosen by the end of the junior year. The results are summarized in a thesis with an oral presentation. Additional seminar meetings with faculty in the field of concentration may be arranged. Full year course; two course credits. Prerequisite: consent of faculty. Time arranged, staff.

Philosophy

- 1 **Introduction to Philosophical Problems.** An introduction to problems and methods of philosophy through a discussion of some traditional philosophical topics including the existence of God, freedom and responsibility, and ethics. Spring, m.w.f. 10, James Bogen.
- 2 **Philosophical Classics.** An introduction to philosophical problems and methods through a reading of some important works of traditional philosophers. Readings from Plato's *Republic*, Berkeley's *Dialogues*, and Descartes' *Meditations*. Fall, t.th. 1:15, James Bogen.
- 3 **Introduction to Philosophy: Philosophy of Science.** An introduction to philosophical inquiry through a study of the nature of scientific investigations. Topics will include the nature of theories, explanation in the social and the genuine sciences, confirmation and induction, the structure of scientific change. No special training in mathematics, logic, or science required. 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: the sentential and the predicate calculi. In addition to their actual use, some formal properties of these systems will be considered. Spring, m.w.f. 10, Ronald Rubin.
- 114 **Philosophical Psychology.** Selected topics including pleasure and pain, psychological explanation, the emotions, and materialism. Spring, m.w. 11-12:30, Ronald Rubin.
- 121 **Truth and Literature.** See English 121. Spring, m. 2-5, James Bogen and Beverle Houston.
- 123 **Modern Philosophy: Locke and Leibniz.** An examination of two conflicting eighteenth century views on the nature of psychology and human knowledge, and psychology. Readings from Locke's *Essay Concerning Human Understanding* and Leibniz's *New Essays Concerning Human Understanding*. Prerequisite: an introductory course or consent of instructor. Fall, t.th. 1:15, Ronald Rubin.
- 125 **Introduction to Kant.** A study of Kant's *Critique of Pure Reason*. Spring, t.th. 1:15, Stephen Erickson.
- 191a **Colloquium in Philosophy.** Knowledge and skepticism. Prerequisite: consent of instructor. Offered at Pomona College. Fall, t.th. 2:45, Morton Beckner and James Bogen.
- 191b **Colloquium in Philosophy.** Recent literature in philosophy. Close study in discussion of important recent papers in philosophy. Prerequisite: consent of instructor. Spring, t. 2:45, Morton Beckner and James Bogen.
- 111G **Medieval Philosophy.** Fall, t. 2:45, Mr. Winance.
- 115G **Ethics.** Fall, m.w.f. 11, Mr. Young.
- 125G **Contemporary Catholic Thought.** Spring, t. 1:15, Mr. Winance.

132G Classics of the Orient. Fall, m.w.f. 9, Mr. Hutchison.

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

Policy Studies

100CC Program in Public Policy Studies. The intercollegiate 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, time arranged. Mack Gilkeson.

Political Studies

- 10 Introduction to Political Studies. This course will introduce the student to the study of politics by providing an overview of the discipline and of the various fields, including an examination of the kinds of questions raised by political scientists and how they go about answering them. The course will begin by examining a recent political event: the Cuban missile crisis. Fall, m.w.f. 9, Lucian Marquis and staff.
- 18 The Economic Role of Government. See Economics 18. Fall, t.th. 12, Jane Arnault.
- 30 Comparative Politics and Government. Introduction to the comparative study of political processes and institutions. Selected Western and

non-Western societies will be studied, with emphasis on the sources, mechanisms, and outcomes of political conflict, and the distribution of political power. Spring, m.w. 12, Peter Clausen.

- 46 International Politics. Introduction to the nature and characteristics of international politics, with emphasis on the diplomatic history of the post-1945 period. Principle topics include the Cold War, the confrontation between the industrial and the developing nations, and contemporary problems of technology and resource allocation. Spring, m.w.f. 10, Peter Clausen.
- 65-66 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 for 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, John Rodman (fall), Sharon Nickel (spring).
- 100 Quantitative Methods in Social Science. This course will introduce students to many of the research techniques commonly used in social science. The course will deal with measures of statistical association, sample surveys, use of computer-processed data, and questionnaire design. All students in the course will learn how to use the computer. Fall, t.th. 12, David Nexon.
- 100CC Program in Public Policy Studies. See Policy Studies 100CC. Both semesters.
- 118 Racial Discrimination and Poverty: An American Dilemma. Racial discrimination and poverty are persistent problems throughout America's history. This course will attempt to define the problems, consider methods of solving them, and discuss theories about the U.S.'s failure to respond effectively. Spring, t.th. 9:40, David Nexon.

- 119 **Congress vs. the Executive: The Paralysis of American Government?** This course will examine the relationship between Congress and the President. An attempt will be made to determine the appropriate role for each body. The two institutions will be examined in the light of their Constitutional tradition, their historical evolution, and modern descriptive and prescriptive scholarship. Particular attention will be paid to the alleged decline of the Congress during the Presidency of Richard M. Nixon. There will be a number of case studies on such topics as civil rights, the involvement of the U.S. in Viet Nam and Korea, and pollution control legislation. Fall, t.th. 9:40, David Nexon.
- 122 **Urban Problems.** This course will deal with the problems of American cities: poverty, unemployment, racism, environmental pollution, housing, transportation, and education in terms of the political processes and resources of urban political systems. Students will be expected to participate in a class research project conducted in the surrounding community. Fall, t.th. 1:15, Christine Rossell.
- 123 **The Politics of Education.** This course will examine the ways in which the process of policy-making in schools has certain characteristics which can be termed "political." The emphasis will be on how this process is becoming increasingly and more overtly politicized as new definitions of school purposes and new efforts to make the schools responsive to certain groups and their values have given rise to major changes in the political relationships surrounding the local school. Fall, m.w. 12, Christine Rossell.
- 124 **Comparative State Politics.** This course will deal with the political structures, processes, and policy accomplishments of state governments and their place in the federal structure. Special attention will be focused on California politics and policies. Spring, m.w.f. 11, Christine Rossell.
- 125 **Politics, Economics, and Environmental Aspects of Water Resources in California.** The seminar will examine the policies of federal, state, and local agencies responsible for the development of water resources in California. Primary emphasis will be on how governmental structure, legal constraints, political considerations, and financial criteria affect decisions regarding water resources. Some attention will be devoted to agribusiness and methods by which farmers are subsidized by government programs and policies related to water. Selected policies will be examined in detail to determine the distribution of benefits among various groups. The seminar will be limited in enrollment, and participants will work as a team to complete a specific research project. Field trips to gather data will be part of the research effort. Prerequisite: consent of instructor. Spring, time arranged, James Jamieson.
- 129 **Policy Analysis.** This course will deal with the causes and consequences of public policies. Primary emphasis will be on policies designed to cope with environmental problems (pollution, resources, etc.). This will involve an analysis of the role of environmental forces, institutional arrangements, and political processes on the content and impact of public policies. The course will also deal with political science and the ability of this discipline to describe, analyze, and explain public policy. Students will be expected to complete a research project analyzing a specific public policy within this framework, or write a research design for a proposed policy which would deal with some local or national problem. Spring, t.th. 1:15, Christine Rossell.
- 130 **Sexual Politics.** This course will focus on the social and political position of women in society. A cross-cultural framework will be used in examining the causes of sex differences in behavior and their consequences for the distribution of political power. Spring, m.w.f. 9, Christine Rossell.
- 148 **United States Foreign Policy.** Analysis of the principle themes, problems, and controversies in recent American diplomacy. Topics include the origins and evolution of the Cold War and the domestic sources of foreign policy behavior. Emphasis will be placed on the definition of



national interests, and in particular on the debate between conventional and imperialist interpretations of American policy. Fall, m.w.f. 9, Peter Clausen.

- 149 **Politics of the North Atlantic Area.** Current issues and problems in America's relations with Western Europe. History of the Atlantic Alliance and the European integration movement. Special attention will be paid to political, economic and military alliance strains in the post-Cold War period—relations with the Soviet bloc and the search for an East-West settlement, trade and monetary conflicts, American troops in Europe, etc. Spring, f. 1-3, Peter Clausen.
- 150 **The Arms Race: Escalation and Control.** Analysis of the U.S.-Soviet strategic arms race and efforts to contain it, from World War II to the SALT talks. Topics include the political setting of nuclear strategy and the arms race, the problem of proliferation and the spread of nuclear technology, and the American military-industrial complex. Fall, t.th. 12, Peter Clausen.
- CGS **International Organization.** The character and 353/ role of international organizations in the world
 PI 153 community. The concept of international public interest and its institutionalizations; the United Nations system; regional and other organizations outside the United Nations system; contemporary problems and prospects. A graduate course, open to undergraduates by consent of instructor. Spring, m. 2-5, Carl Zachrisson.
- 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, Castaneda, Lilly, Huxley and Asimov. Spring, t.th. 1:15, Sharon Nickel and Harry Senn.
- 173 **Contemporary Political Philosophy.** 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.
- 174 **The Rights of Non-Human Nature.** Philosophers, scientists, and jurists are finding it increasingly difficult to sustain the notion that only people have “rights.” In the spring of 1974, Claremont will host an international conference on the question of whether non-human beings (e.g., animals, plants) should be regarded as having rights, and what the implications of such a view would be for the political-legal system, the economy, religion, and everyday life. Students will work with the conference director in searching out and evaluating the growing literature on this subject, preparing background papers, planning and running the conference, and evaluating the conference. Prerequisite: consent of instructor. Full or half-course. Both semesters, time arranged, John Rodman.

- 178 Seminar: Marx, Mill, and Alienation. Studies in the life and writings of Karl Marx and John Stuart Mill, their rebellions against Liberalism, their diagnoses of the social conditions of alienation, their alternative paths to personal and public re-integration. Special attention to Mill's *Autobiography* and Marx's early writings. Prerequisite: background in political philosophy or European intellectual history. Fall, m.w. 4:15, John Rodman.
- 180 Politics and the Novel. A cross-cultural study of political novels dealing with revolutionary change. Some of the novels to be read will be Turgenev's *Fathers and Sons*, Stendhal's *The Red and the Black*, Dostoyevski's *The Possessed*, Conrad's *Secret Agent*, Malraux's *Man's Fate*, Koestler's *Darkness at Noon*, Silone's *Bread and Wine* and others. Particular topics to be discussed are: revolutions, Communism, Fascism, Anarchism, and the novel as an instrument of political analysis. Fall, t.th. 2:45, Lucian Marquis.
- 198 Senior Tutorial. Senior concentrators will either arrange: a) an individual or group tutorial with one or more faculty members, for the purpose of surveying major areas of political studies including various approaches to the discipline; or b) work with the faculty coordinator of Political Studies 10 to help design and teach that course. By arrangement, staff.
- 199 Senior Thesis. Spring, staff.
- 315a,b Political Philosophy. An examination of major schools in the history of political thought, with special attention to the ethical and epistemological foundations. The fall semester will draw primarily on classical and early modern thought (the Sophists, Plato, Aristotle, natural law writers, Descartes, and Hobbes); the spring semester on writings since Locke, with special focus on alternative viewpoints such as empiricism, idealism, dialectical materialism, pragmatism, existentialism, phenomenology, and the philosophical presuppositions of 'political science.' A graduate course open to upper division undergraduates with a background in political philosophy (consent of instructor). Both semesters, th. 7, John Rodman.

Colloquium

- 1 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.

105G Metropolitan Government. Fall, m.w.f. 11, Mr. Blair.

127G Communist World. Spring, m.w.f. 11, Mr. Neal.

146G Bureaucracy and Social Change. Spring, t.th. 10, Mr. Goodall.

See also: Black Studies

136CC Politics of the Black World. Fall, m.w. 1:15, Mr. Dalizu.

137CC Imperialism and Colonial Administration. Spring, m. 7, Mr. Medhane.

138CC Comparative Political Theories and Social Change. Fall, m.w.f. 10, Mr. Medhane.

143CC Politics of the Black Community. Spring, m.w.f. 10, Mr. Medhane.

149CC Urban and Guerilla Warfare. Fall, t. 1-4, Mr. Medhane.

150CC American Institutions of Power: Legal or Otherwise. Spring, t.th. 2:45, Mr. Dalizu.

152CC Pan Africanism. Fall, m.w. 2:45, Mr. Medhane and Ms. Smith.

See also: Chicano Studies Center

75CC A Survey of Chicano Politics. Fall, time to be arranged, Mr. Cuellar.

93CC Introduction to Chicano Studies. Fall, time to be arranged, Mr. Cuellar.

173CC Social Movements and Chicano Politics. Spring, time to be arranged, Mr. Cuellar.

174CC The Politics of Urbanization. Spring, time to be arranged, Mr. Cuellar.

180CC Theories of Political Change. Fall, time to be arranged, Mr. Cuellar.

Pitzer political studies courses not offered in 1973-74:

104 Parties, Public Opinion and Voting Behavior. David Nexon.

133 The Politics of Ecology. John Rodman. (Take 129 instead.)

178 Nature of Revolution (formerly Political Studies 136). Sharon Nickel.

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. Three sections of this course will be offered:

Section G will provide a general overview of the entire field of psychology. Fall, t.th. 8:20, Ruth Munroe; t.th. 9:40, Robert Shomer; spring, t.th. 9:40, Robert Shomer.

Section S will provide a general overview of the field with an emphasis on social psychology. Fall, m.w.f. 10, Lewis Ellenhorn.

Section P will provide a general overview of the field with an emphasis on personality. Spring, t.th. 8:20, Richard Tsujimoto.

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. Fall, m.w.f. 9, 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. No prerequisites are required; however, students should consult with instructors before enrolling in this course. Each section will be limited to 30. Both semesters; fall: m.w.f. 11, Leah Light; spring, two sections, m.w.f. 11, Leah Light and Karin Meiselman.

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

- 100 Experimental Psychology. An introduction to the experimental psychology of learning and perception. Topics to be covered will include selected problems in classical and operant conditioning, memory and forgetting, psychophysics, the visual and auditory senses, and information processing. The format of the class will be com-

bined lecture and laboratory. Prerequisite: Introduction to Psychology; while not required, Psychological Statistics is strongly recommended, and preference will be given to students who have had this course. Both semesters, m.w. 2:45-4:45, Constance Atwell and Leah Light.

- 101 **Brain and Behavior.** 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. Spring, m.w.f. 10, Constance Atwell.
- 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. 1:15, Lewis Ellenhorn.
- 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. 9:40, Ruth Munroe; spring, t.th. 9:40, Robert Albert.
- 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. Fall, m.w.f. 9, Richard Tsujimoto.

- 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, t.th. 12, Karin Meiselman.

- 109 **Behavior Modification.** Presents clinical assessment and treatment from a behavioral point of view. The course will critically examine the empirical evidence concerning the effectiveness of behavioral techniques. Treatment procedures



for a wide range of child and adult problems will be considered. Prerequisite: a course in abnormal or personality psychology or consent of instructor. Spring, t.th. 2:45, Richard Tsujimoto.

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 an investigation of the methodology and findings of current research on physiological mechanisms in perception, learning, motivation, and attention. It is intended especially for psychology students with a possible interest in graduate school and for concentrators in human biology. Laboratory fee \$10. Prerequisite: any middle level psychology course or any biology course. Students enrolling in this course may not take Psychology 101. Fall, m.w.f. 10, laboratory arranged, Constance Atwell.
- 112 **Developmental Psychobiology**. An investigation of the biological bases of selected topics in behavioral development. Topics may include emotional development, growth in sensory functions, recovery from early neurological trauma, sexual differentiation, early learning. The course is intended for students with primary interests in either developmental or physiological psychology. Prerequisite: a course in physiological psychology. (Also listed as Psychology 320k at Claremont Graduate School.) Fall, t. 2:30-5, Constance Atwell.
- 123 **The Acquisition of Language**. See Linguistics 173. Fall, t.th. 1:15, Ronald Macaulay.
- 145a **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 inter-
- actional 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.
- 145b **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.
- 146 **Cooperation, Conflict, Violence, and Aggression**. Various approaches to the phenomena of violence, aggression, conflict, and cooperation will be explored with contributions from experimental gaming, bargaining, negotiation, ethological studies, and attitude formation being discussed. Prerequisite: a previous course in social psychology. Spring, t.th. 1:15, Robert Shomer.
- 148 **Attribution of Causality, Locus of Control, and Social Behavior**. Subjects covered will be exchange theory, attribution theory, locus of causality as a general and individual variable, and the psychology of luck. Prerequisite: a previous course in social psychology. (Also listed at Claremont Graduate School as Psychology 320h.) Fall, t.th. 1:15, Robert Shomer.
- 154 **Cognitive Development**. This course will treat selected topics in the intellectual growth of the child. The focus will be on skills required for learning to read. Topics to be discussed will include attention, perceptual development, concept formation (including the work of Jean Piaget), memory, and language acquisition. Prerequisite: any course in child development, learning, or perception. Spring, m.w. 12, Constance Atwell and Leah Light.
- 155 **Socialization and Personality in Cross-Cultural Perspective**. 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, m.w. 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.f. 12, Richard Tsujimoto; spring, m.w.f. 9, 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. Spring, w. 2:45-5:30, Robert Albert.
- 189 **Introduction to Clinical Psychology.** A survey of the field of clinical psychology designed for psychology concentrators who are seriously considering mental health careers. Major topics include professional issues, intelligence and personality testing, psychotherapy, and community psychology. Course limited to juniors and seniors with consent of instructor. Prerequisite: Psychology 181. Fall, t.th. 9:40, 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 from each of Groups A and B. Fall, t.th. 12, Robert Shomer.
- 191 **Senior Thesis Research.** Seniors may be invited to prepare a thesis. Both semesters, time arranged, staff.
- 192 **Seminar in Learning.** A survey of contemporary approaches to the experimental study of human memory. Topics will include attention, short-term memory, retrieval from permanent memory, mnemonics, forgetting. Prerequisite: Psychology 100 or 101 or 108 or 123 and Psychology 91. Fall, m.w. 1:15, Leah Light.
- 194 **Seminar in Social Psychology.** This year's topic will be "Interpersonal Communications." A close examination of the effects of interpersonal exchange, with special emphasis on non-verbal factors. The orientation of the seminar will be on general systems and transactional analysis approach. Prerequisite: Psychology 103, 145, 149, or any other advanced course in social psychology. Spring, t. 7, Lewis Ellenhorn.
- 196 **Seminar in Child Psychology.** This year's topic will be "Instruments and Techniques in Child Development Research." Students will evaluate the usefulness of various research techniques in studying selected topics of interest in child development. Each student will select a variable (or area) of interest and, using one or two children, will employ different research techniques to explore the variable. An evaluation of each method will be required. Prerequisite: an advanced course in child development. Spring, m. 2:45-5, Ruth Munroe.
- 198 **Senior Seminar in Personality.** Students will explore the recent research literature in the area of personality. Special emphasis will be placed on extending what is known about "normal" personality processes to encompass psychopathological processes, especially schizophrenia. Prerequisite: Psychology 107 or 181. Fall, t.th. 2:45-5, Karin Meiselman.
- 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. Both semesters, time arranged, staff.

- 51G Introduction to Psychology. Spring, time to be arranged, Mr. Oskamp.
- 88G Personal and Social Values. Spring, t.th. 10, Mr. Lipsey.
- 92G Introduction to Social Psychology. Spring, t.th. 1:15, Mr. Wicker.
- 97G Behavior Control. Fall, m.w. 1:15, Mr. Schwitzgebel.
- 103G Sociology of Psychology. Fall, t. 7:30, Mr. Brayfield.
- 120G Psycholinguistics. Spring, w.f. 10:30-12, Mr. Taplin.
- 161G Psychology of Thinking. Fall, t.th. 9:40, Mr. Berger.

See also: Black Studies

- 159CC Race, Consciousness, and Personality Development. Fall, m.w. 1:15, staff.
- 160CC Social Psychological Aspects of Black Identity and the Black Experience. Spring, th. 7, staff.

See also: Chicano Studies Center

- 123CC Issues in Psychology and the Chicano. Both semesters, t.th. 1:15, Mr. Gutierrez.

Religion

- 125G Contemporary Catholic Thought. Spring, t. 1:15-3:30, Fr. Winance.
- 132G Philosophy and Religion Classics of the Orient. Fall, m.w.f. 9, Mr. Hutchison.
- 126CC Contemporary Jewish Thinkers. Spring, Rabbi Sands.
- 129CC Wisdom Literature. Fall, m.w. 1:15, Rabbi Sands.

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.

Russian

Courses available at Pomona College:

- 1a,b Elementary Russian. Both semesters; fall: m.w.th.f. 10, Mr. Rinkus; m.w.th.f. 11, Mrs. Ulitin; m.t.w.th. 2:45-3:35, Miss Lindstrom (Scripps); spring: staff.
- 51 Intermediate Russian. Fall, m.w.f. 9, Mr. Rinkus.
- 60 Advanced Russian. Spring, Mr. Ulitin.
- 101 Introduction to Russian Literature, m.w. 1:15, Mr. Rinkus.
- 192 Reading and Research in Russian. Both semesters. Full or half-course credit. Fall, staff; spring, Mrs. Ulitin.

Sociology

- 23 Women at Work. This course will consider various aspects of female occupational roles in twentieth century U.S.A. Historical, social,



- demographic, and legal factors which influence women's choice of career, work socialization and training, and subsequent labor market experience will be examined. Selected groups of women workers (e.g., professionals, domestic workers) will be studied, and implications of women's work for marriage and maternity will be discussed. Fall, t.th. 9:40, Ann Yates.
- 25 **Man and Machines.** The social consequences of technological development are examined in this course. A survey of the history of technology will be presented, accompanied by an analysis of the manner in which people have restructured their lives and thoughts during the course of technological change. Enrollment limited to 40. Fall, t.th. 8:20, Rudi Volti.
- 33 **Population and Society.** This course will introduce students to (1) basic demographic concepts, processes, and measures; (2) theories of population (e.g., the demographic transition, Malthus, Marx); and (3) contemporary issues involving population (e.g., its relative impact on environmental problems, fertility control, and socio-economic development). Fall, m.w.f. 11, Ann Yates.
- 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," "folk-way," 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. Fall, m.w.f. 9, Goodwin.
- 40 **Perspectives in Sociology.** An introduction to various topics and perspectives in sociology. Topics will include general concepts (e.g., social change, modernization, social stratification, community, ethnic relations, socialization and personality), major concerns, and methodologies. Spring, m.w.f. 10, Fred Lynch.
- 41 **Who Gets the Goodies? A Study of Class and Caste in American Society.** The course begins with a descriptive study of American social classes as subcultures within a larger dominant culture. The distinctive world views and life-styles of these subcultures 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. Spring, w. 7, Inge Bell.
- 51 **The Social History of Modern China.** This course will examine the changes in Chinese social structure from the incursion of the European powers in the eighteenth century to the present day. Particular emphasis will be placed on interrelated changes in land tenure, family structure, and governmental authority. The Chinese Revolution and the construction of a socialist society will be studied in depth. Enrollment limited to 45 students. Spring, m.w.f. 10, Rudi Volti.
- 70 **Mass Culture.** Theories of folk and mass culture, leading to a general study of contemporary popular culture, including both media and cultural innovations "from below." Do people get what they want or want what they get? Enrollment limited to 45. Spring, t. 7:30-9 and one hour arranged. John Spier.
- 94 **Sociological Methodologies.** A general overview of the varieties of styles of methodologies in sociology. The course will mainly involve the use of various key studies in sociology which illustrate the use of survey research, participant observation, historical, or ethnomethodological approaches. Attention will be devoted to the assumptions and sentiments which underpin these methodologies. Students will be expected to initiate and complete a research project. Spring, t.th. 1:15, Fred Lynch.
- 95 **Knowledge for What? Research Methods in the Social Sciences.** An introduction to the methods of researching the problematic aspects of social

- issues, institutions and movements. After reviewing basic techniques of research designing and data collection the student is familiarized with data analysis with special emphasis on computer processing and tests of significance. As part of course requirements, students (individually or in group) will initiate and complete a research project in their area of interest. Spring, t.th. 1:15, staff.
- 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. Enrollment limited to 15. By consent of instructor. Fall, t.th. 9:40, 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.
- 115 **Population Policy.** This course will include (1) a brief historical survey of population policies in a variety of societies including primitive societies, island societies, and European countries during the Nazi period, (2) contemporary U.S. domestic population policies, and (3) U.S. population policies with regard to the developing nations. Both intended and unintended policies affecting population will be examined; social, economic, and racial considerations will be reviewed. Prerequisite: Population and Society or permission of instructor. Spring, m.w.f. 11, Ann Yates.
- 117 **Existentialism: A Literary and Sociological Phenomenon.** See English 189. Fall, time to be arranged, Glenn Goodwin and Ellin Ringler.
- 118 **Social Change.** Introduction to the major sociological perspectives on change. Conceptual approaches to be studied will include those of Talcott Parsons, Max Weber, Karl Marx, C. Wright Mills, Robert Nisbet, Ralf Dahrendorf, and Philip Mason. The latter part of the course will focus upon change in a specific historical period or structure, such as the Progressive Era in the U.S. (1900-1920), the Roman Republic, etc. Fall, t.th. 2:45, Fred Lynch.
- 119 **Labor.** Brief history of the labor movement; study of types of unions; the unorganized; questions of the reorganization of work, rank and file revolts, and labor as a factor in national politics. Spring, t.th. 2:45, John Spier.
- 122 **Sociology of Health and Medicine.** An examination of health, illness, and health professionals and institutions from a sociological perspective. Topics to be considered will include class and cultural differences in health and illness attitudes and behavior, the socialization of health professionals, and the organization and politics of health care. Other health care systems (e.g., Great Britain, Cuba, China) will be compared to that of the U.S. Spring, m.w.f. 9, Ann Yates.
- 132 **Peasant Society.** An examination of the economic systems, life styles, and power relationships found in peasant societies, past and present. Ethnographic studies of peasant communities in China, India, Medieval Europe, Viet Nam, and Mexico will be used. The transition from a peasant society to an industrial society will be studied at some length. Fall, t.th. 1:15, Rudi Volti.
- 133 **The Prison Experience.** The sociology of incarceration as a means of social control. The American purpose: rehabilitation. Containment as a result. Serial life-terminers and the promotion of criminal identities. Staff and inmate subcultures and conflict. Enrollment limited to 30. Spring, t. 7:30, Laud Humphreys.
- 137 **Stigmatized Sexual Behavior (formerly Deviance and Sexual Conduct).** Variations in sexual identity and adjustment: co-marital relations, prostitution, and other heterosexual varieties; homosexuality, collective and lone-wolf conduct. Subcultures that feature sexual interest. Sexism, liberation movements and changing norms. Enrollment limited to 40. Spring, t.th. 9:40, Laud Humphreys.

- 150 **Formal Organization.** This course will examine both the internal structure of bureaucracies and the relationships of bureaucracies to their political and cultural milieu. A number of different bureaucratic systems will be studied in detail, ranging from the civil service of Imperial China to an employment agency in the United States. The possibility of a bureaucracy-free society will be also investigated. Prerequisite: one course in sociology. Spring, m.w. 1:15, Rudi Volti.
- 155 **Mexico and Cuba.** Comparisons will be made between Mexico and Cuba concerning the conditions surrounding their revolutions and subsequent economic, political, and social developments. Current issues in each country will be discussed. Spring, f. 1-3, Ann Yates.
- 156 **New Directions in the Study of the Past.** The course will be involved with the study of the most recent works in sociological history, as well as current controversies between sociologists and historians. The work of Hexter, Cahnman, and Boskoff, Kolko, Lipset and Hofstadter, Tilly, Nisbet, Williams and Landes will be discussed. Prerequisite: at least one course in social or political change, the study of revolution or considerable background in history, or consent of the instructor. Fall, t.th. 9:40, Fred Lynch.
- 168 **Seminar: Historical and Sociological Theory.** This is intended for students in sociology, history, anthropology, etc. who are interested in studying theories of history and social change. Enrollment limited to 15. Spring, w. 7:30, John Spier.
- 169 **Sociological Theory: The Classic Tradition.** A critical examination of the social theories of Marx, Weber, Durkheim, Kant, Pareto, Mosca, and Michels. Students are encouraged to take Sociology 175 as a sequel to this course. Enrollment limited to 25. Prerequisite: three courses in sociology, or consent of instructor. Fall, m.w. 1:15, Glenn Goodwin.
- 175 **Contemporary Sociological Theory.** A general survey of the central conceptual perspectives of modern sociology. Topics to be covered include: the Action Frame of Reference, middle-range functionalism, exchange theory, symbolic interactionism, and ethnomethodology. Spring, m.w. 12, Fred Lynch.
- 193* **Seminar: Crime in a Mass Society.** Patterns of criminal behavior in the modern megalopolis. Labeling and the management of stigma in a society characterized by media manipulation and data banks. Specification and control of so-called dangerous classes. Enrollment limited to 15. Fall, t. 7, 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.

*Senior Seminar.

Colloquium

- 1 **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.

See also: Black Studies

- 140CC **Community Organization: Theory and Practice.** Spring, time to be arranged, staff.
- 177CC **Race and Ethnic Relations.** Fall, t.th. 9:40, staff.

See also: Chicano Studies Center

- 60CC Chicano Sociology. Fall, m. 7, David Sena.
 63CC Advanced Seminar: "Chicano Social Problems"—
 The Effects of Structural Stress. Spring, m. 7,
 David Sena.
 90CC Introduction to Social Sciences. Spring, m.w.
 2:45, David Sena.

See also the catalogs of Pomona and Scripps Colleges.

Pitzer sociology courses not offered in 1973-74:

- 26 Introductory Social Problems. Laud Humphreys.
 44 Sociology of Work. John Spier.
 61 Revolution and Social Change in Modern Asia.
 Rudi Volti and Allen Greenberger.
 82 Twentieth Century American Novels and Soci-
 ology. John Spier.
 103 The Working Class: Black and White. John Spier.
 114 Social Classes. John Spier.
 120 Sociology and the Concept of Community.
 Glenn Goodwin.
 125 The Military in America. Inge Bell.
 139 Deviance. Albert Schwartz.
 149 Self and Society. Albert Schwartz.
 157 A Study of Work Alternatives (External Studies).
 John Spier.
 175 American Sociological Theory: What Little We
 Have. Glenn Goodwin.
 177 Seminar: Applied Sociology. Laud Humphreys.

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,b Introductory Spanish. Instruction in basic gram-
 mar, 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. 1a: fall; m.t.w.f. 9,
 Helia Sheldon (Pitzer); m.t.w.f. 11, Mr. Salcedo
 (Scripps); m.w.f. 10 and arranged, Mrs. Johnson
 (CMC). 1b: prerequisite, 1a; spring; m.t.w.f. 9,
 Helia Sheldon (Pitzer); m.t.w.f. 11, Mr. Salcedo
 (Scripps); m.w.f. 10 and arranged, Mrs. Johnson
 (CMC).

10- Spanish as a Native Language. See Chicano
 11CC Studies Center.

50- Spanish as a Native Language. See Chicano
 51CC Studies Center.

54 Advanced Spanish. Prerequisite: 1b or equiv-
 alent. Fall, m.w.f. 9 and arranged, Mr Salcedo
 (Scripps); m.w.f. 11 and arranged, Mr. Koldewyn
 (CMC). Not offered in the spring.

70 Introduction to Hispanic Civilization and Liter-
 ature. Fall, m.w.f. 11, Helia Sheldon (Pitzer);
 m.w.f. 1:15-2:30, Mr. Salcedo (Scripps). Spring,
 m.w.f. 9, Mr. Koldewyn (CMC); m.w.f. 11, Mrs.
 Lamb (Scripps).

100 Advanced Conversational Spanish. A course
 designed for students who wish to develop their
 proficiency in oral and written expression.
 Emphasis on idiomatic expressions and everyday
 spoken Spanish. Prerequisite: Spanish 54 or 70.
 Spring, m.w.f. 10, Helia Sheldon (Pitzer).

120a,b Survey of Spanish Literature. Mr. McGaha
 (Pomona).

150 Latin American Short Story. Fall, m.w.f. 11,
 Mrs. Lamb.

159 Latin American Novel Since 1930. Spring, m.w.
 1:15-2:30, Mr. Koldewyn (CMC).

164 Mexican Currents and Chicano Literature. See
 Chicano Studies Center, Mrs. Watts.

173 Literature of Mexico. Seminar. Contemporary
 writers of Mexico. Class discussions, reports,
 research, term papers. Prerequisite: Spanish 70 or
 equivalent. Fall, t. 7, Helia Sheldon (Pitzer).

- 174 Contemporary Latin American Theatre. Prerequisite Spanish 70 or equivalent, Fall, m.w.f. 10, Mrs. Lamb (Scripps).
- 175 Contemporary Latin American Poetry. Spring, m.w.f. 9, Mr. Salcedo (Scripps).
- 185 Contemporary Spanish Literature. Mr. Young (Pomona).
- 195 Senior Seminar in Spanish: Latin American Studies. Spring, w. 1:15-4, Mrs. Lamb (Scripps).

See also: Chicano Studies Center

- 72a,b Creative Writing, Stylistics and Conversation. CC Both semesters, m.w. 10:45-12, Luz Watts.
- 130a,b Survey of Latin American Literature. Both semesters, m.w. 2:45, Luz Watts.
- 164CC The Mexican Currents and Chicano Literature. Spring, t. 1:15-3, Luz Watts.

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 instruc-

tional 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.

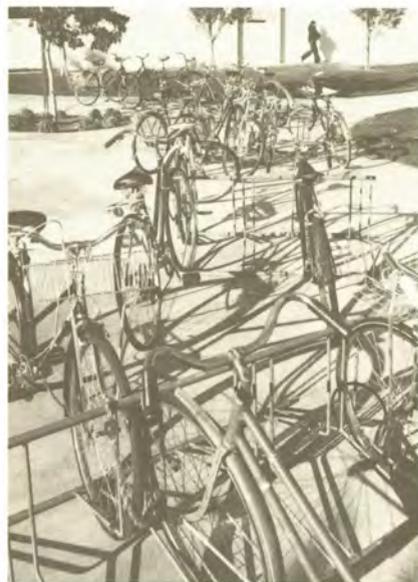
Intercollegiate Athletics

Women students at Pomona and Pitzer have the opportunity to compete in a wide range of sports, including badminton, basketball, fencing, softball, swimming, tennis, track and volleyball. Varsity teams are fielded in these sports and junior varsity teams when student interest warrants. Pomona-Pitzer participates as a member of the Southern California Women's Athletic Conference and the Association of Intercollegiate Athletics for Women.

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, water polo, 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.



ACADEMIC REGULATIONS

Registration and Course Requirements. 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 the student's accomplishments in the course. 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.

A student who wishes to change from a CR/NC grade to a letter grade or from a letter grade to a CR/NC grade must receive the permission of the instructor no later than the final day for withdrawal from courses without academic penalty.

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 aca-

demical 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/NC option.

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

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

Honors in Field of Concentration. Honors in a field of concentration may be awarded to an

exceptionally outstanding student as a recognition of excellence. The faculty in each field may establish special honors programs or special criteria for recommending graduation with honors. Honors are not awarded on the basis of course grades or comprehensive examinations alone, but involve also the successful completion of a thesis, a seminar, an independent study, or some other special program. Recommendations for honors are made by the faculty in a student's field of concentration and are reviewed 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 pre-registration and registration periods. Registration is complete when the student has filled out the necessary registration material, including a study list, and has paid tuition and other fees.

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

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

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

may register for one course outside their college of residence.

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

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

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 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, obtained in the Registrar's office, describing the project for the approval of a faculty member, the student's academic advisor, and the

Dean of 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 inter-collegiate committee of students, faculty, and an administrator deals with cases of alleged discrimination in student housing.

Any housing accommodations rented or leased by a student of The Claremont Colleges must be listed with the housing office located in the central business office. Such listing is accomplished when the property owner or his agent (landlord) signs the Statement of Non-discrimination and the form is then filed with

the housing office. It is the responsibility of each student living off-campus to verify that a pledge is on file for his landlord prior to registration. A student's registration for the term in question shall be deemed incomplete without the acceptable housing listing. Deliberate falsification of address to subvert this policy shall be grounds for suspension.

Motor Vehicles. Freshmen are not encouraged to bring their cars, motorcycles, 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 Stu-



dents 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 hospital reimbursement plan is available to all full-time students to protect against major costs. It is designed to supplement the care provided by the 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.

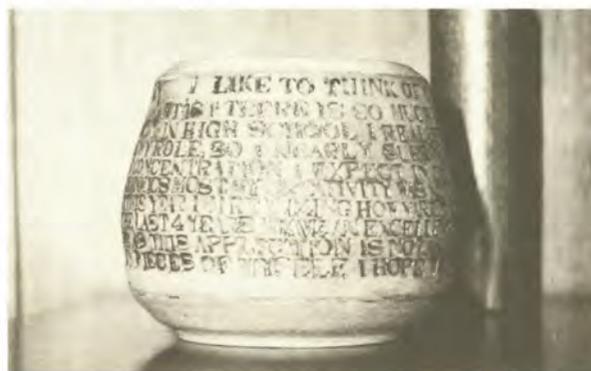
Failure to meet these requirements will result in the suspension of privileges of registration and class attendance until the requirements have been met.

ENTERING

Do you belong to our world? If you do—
Welcome!

How should I describe that world? I can use labels: Pitzer is a small, coeducational, residential, liberal arts college with curricular emphasis on social and behavioral science. Behind those labels, though, lies a spirit of quest, exploration, curiosity; people at Pitzer, like Columbus, follow their ideas through to see where they lead. As they do so, they reaffirm, in many ways, that Pitzer is people. What does that mean?

First, it means that as a liberal arts college Pitzer defines itself differently from other places. We recognize that colleges (at their best) have for centuries helped men and women to examine and re-form the values by which they live. But this college has known, since its founding, that today such examination, such re-formation, such exploration, will happen most productively in those studies in which men and women look at themselves—in social and behavioral sciences, the human sciences. Such studies—like psychology, sociology, anthropology, political studies, environmental



studies—may employ different methods, but they inspect many of the same data—information on how people think, act, interact, and pattern their lives. Most (about two-thirds) of our students choose to concentrate in such studies, focusing on today's social problems. Even for the rest, Pitzer is unusual: to study literature, or art, or chemistry at Pitzer is not the same as to study those areas at a more traditionally designed college, for our world is different. You're aware, here, that literature and science are socially- as well as self-disciplined; that a novel, a philosophy, a religion has social ramifications, creates ripples, affects people's lives; that a technological dis-

covery (DDT, atomic reactors, genetic transmission through DNA codes) will affect men's cultures and societies—you're aware of these things not because the subjects are taught in a different (institutionally biased) way, but because the thrust of this college is to recognize how many and how significant are the inputs which influence what people do and how they live. Thus to study here is always to be aware of people.

Pitzer is people: that also means the amalgam of students, faculty, and administrators who constitute this college. In some ways, these three groups are indistinguishable—all of us are aware that role definitions are arbitrary things, and that each of us may perform many different functions. Thus most administrators are also teachers and are listed as members of the faculty; most faculty members perform important administrative functions as members and chairmen of committees; students in large numbers legislate and administer along with faculty and administrators as members and chairmen of committees and as voting members of the faculty. And students teach all the members of this community. Sometimes they do it formally—most often they do it through their presence. For Pitzer is a diverse college, full of different kinds of people, different culturally, economically, racially, geographically. We expect students (and in this way we're all students here) to be sensitive to the differences among their neighbors and to learn from those differences. Pitzer is a social place.

Which imposes social responsibility. At Pitzer, social responsibility appears in two different forms: most important, we assume that you, as an adult, need to handle the responsibility for making your own decisions (and your own mistakes). Therefore you will control your own life at Pitzer; you will design your own curriculum (obeying only two requirements—that you take a freshman seminar, if you enter as a freshman, and that you fulfill the demands of a concentration, either one listed in the catalog or one you design yourself); you will make your own social regulations; you will live your own life. And as you make these decisions, you will be assuming the kind of control which you will exercise when you leave the college.

On the other hand, the college assumes the responsibility for providing you with resources on which you can depend as you make your own decisions. As you confront difficulties, as you plan for careers, graduate school, alternate life styles or traditional social patterns, you'll find that information, advice, guidance are available to all those who seek it—from the deans, for instance, and from the Counseling Center, the Chaplain's Office, the Black Studies Center and Chicano Studies Center counseling offices, the faculty, the administration, other students. And as you solidify your decisions about life after Pitzer (for Pitzer is part of the process of your life, not a period separated from all else you do), the college will offer

both career workshops and broader-based activities like the Life Planning Workshop, which will allow you to discover those values and goals which your future must enable you to embody.

Applicants are people, too. As Director of Admissions, I read every application with great care; so do the Assistant Director of Admissions and both student and faculty members of the Admissions and Financial Aid Committee, the body which is responsible to the Community Government for the difficult task of selecting from among applicants those men and women who will most benefit from Pitzer and who will, in addition, most contribute to the education of their neighbors.

As we read, we look for evidence of your academic ability and promise; for most students, the best single indicator is secondary school performance. But we recognize that some applicants will evince their intellectual strength in unusual ways, and therefore we emphasize that all portions of the application are important: there are no arbitrary cut-offs in either grades or test scores: you should not be discouraged from applying if you feel honestly that your potential is greater than what you've demonstrated in the past. And, in fact, you may send any additional material—stories, essays, autobiographical statements, art works, poems, what have you (nothing which might be damaged in the mail, please)—if you think our essay suggestions don't allow you to show how



you are developing your mind.

Aside from extra material you might choose to send, your application will consist of these parts: the application statement itself, four recommendations, a transcript of courses, and test scores.

If you have questions, want to visit (please do!), or would like an interview in your home area, write me, or phone me at (714) 626-8511, extension 2637. You'll find that even when I'm travelling, faculty and staff abound to talk to you, and that you're sure of a warm response. We believe in people, and in Pitzer.

Yours sincerely,
William R. Lowery
 Director of Admissions

ADMISSIONS AND FINANCIAL AID CALENDAR

All California Applicants: Apply for California State Scholarship *by* November 10

Midyear Transfer and Freshman Applicants:

Application Deadline for Spring Term December 15

Notification of Decisions for Spring Term *by* January 15

Fall Applicants:

SAT's or ACT's (required) and 3 ACHIEVEMENT Tests (recommended) . *before* January 15

NOTE: CALIFORNIA RESIDENTS MUST TAKE SAT TESTS ON
OCTOBER 13 OR NOVEMBER 3 (OR EARLIER) TO BE
ELIGIBLE FOR CALIFORNIA STATE SCHOLARSHIPS.

Freshmen:

File Parents' Confidential Statement (for financial aid
consideration) *before* February 1

Application Deadline for Fall Term February 1

Interview, on campus or in your home area (strongly recommended) . . *before* March 1

Transfers:

Application Deadline for Fall Term (with financial aid consideration). April 1

File Parents' Confidential Statement April 1

Freshmen:

Notification of Decisions for Fall Term *by* April 15

Candidate's Reply Date (freshmen must make deposits by
this date in order to assure that they have places in the
fall class and to secure their financial aid packages, if any) May 1

Transfers:

Application Deadline for Fall Term (with no financial aid consideration) May 1

Interview (strongly recommended) *by* May 1

Notification of Decisions for Fall Term *by* June 1

To assure that a place is held in the fall class deposits must be submitted . . *by* June 15

All Candidates:

Health Forms must be submitted by committed students *by* August 1

Instructions to Applicant

You may obtain an application form by writing to

*The Admissions Office
Pitzer College
Claremont, California 91711*

All questions are designed to allow you to demonstrate your intellectual and emotional maturity and independence, and, as they will be read with care, they should be answered with care. *No part of your application is more important than your statements on this form.*

You should have the registrar of each secondary school and/or college you've attended send an official transcript to Pitzer. If you're now in secondary school, make sure that both seventh-semester and final transcripts are sent, in addition to the one sent when you apply.

You should request that test scores (either SAT or ACT) be sent to Pitzer. (College Board achievement tests are recommended but not required.) You may solicit information regarding tests from your counselor or you may write directly to The College Entrance Examination Board, 1947 Center Street, Berkeley, California 94704, or P.O. Box 592, Princeton, New Jersey 09540, or The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

You should request that recommendations be sent. (Out of courtesy, stamp the accom-

panying return envelopes before giving them to your referees.) The school recommendation should be completed by your school counselor, advisor, dean, principal, or headmaster. The teacher recommendation form should be completed by someone who has taught you an academic subject. Any friend who knows you well and can speak of your interests may fill out the friend recommendation form; usually this person will be someone near your own age. Finally, complete the self-recommendation form and include it with your application. Here we ask you to take the same objective view of yourself taken by your counselor and your teacher, and we urge you to take special care in analyzing your strengths and weaknesses, and to be honest.

An interview is not absolutely required by the college, and you will not be penalized if you have not talked to a college representative; but we recognize that the enthusiasm, the intellectual curiosity, and the strength of personality and dedication which fit a student well for Pitzer may demonstrate themselves better when you present yourself in person than when you appear on paper, so we strongly recommend that you visit the campus and speak with an admissions officer. If that's impossible, we can often arrange an interview near your home, either with a staff member or with an alumnus. The interview also gives you the best possible chance to derive information not included in the catalog.

We ask that your high school course work prepare you for college level work, but we don't require a specific high school program for you to be considered. The usual college preparatory program includes four years of English, three or more years of social science, and two or more years each of language, science, and mathematics. If your record demonstrates your interest and excitement, gaps in this outline won't prevent your being a candidate. Real independent investigation (not mere escape from the classroom labelled "independent study") may count in your favor, for instance, even if it has "cost" you some more traditional courses. We emphasize diversity.

There are opportunities for outstanding high school juniors to gain **early admission**; if you wish to apply early, you should show us that you are more mature, both intellectually and emotionally, than most applicants your age, and you should demonstrate why college is more appropriate to satisfying your needs than finishing high school. It is also possible for outstanding high school seniors or graduates to obtain **advanced standing**. Pitzer welcomes applications from veterans and older students (who may or may not have completed high school), even from those who may have to study part time for more than four years in order to graduate. You may also choose to apply for **special student** status, either full- or part-time; such a student participates in the life of the college like any other, but is not a

matriculated degree candidate. Such students may later apply for regular status.

Once admitted, you may defer your entrance for a semester or a year to pursue non-academic goals. To hold your place, you should submit deposits as described on page 119. Your tuition deposit would then be refunded if you should withdraw before December 15 (if you deferred until February) or June 15 (if you deferred until September).

If you are a **foreign student** (one who is not an American citizen or a resident alien), you should request a foreign student information form. If the information you submit on that form indicates that Pitzer may suit your needs, we will ask that you complete the regular application materials. In addition, if English is not your native language, you should submit evidence of your ability to speak and write English by taking the Test of English as a Foreign Language, administered by the Educational Testing Service for the College Entrance Examination Board. (Foreign students cannot be considered for financial aid.)

You should include an **application fee** of \$20 (check or money order, please) to help cover the cost of processing your application. If this creates a genuine financial hardship for you, the college will waive the fee after receiving a note from your counselor testifying to your inability to pay.

A final note: 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, nor will you be evaluated on the basis of your religion, socio-economic background, or the area from which you come.

EXPENSES AND FEES

Comprehensive Annual Fee for Resident

Students \$4320

This fee includes tuition (\$2700), room and board (\$1490), and the community and health service fee (\$130). It does not include books, supplies, incidentals, travel, or room and board during Christmas and spring vacations.

Pitzer 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. Thus the comprehensive fee for non-resident students is \$2930.

Payment of Fees

Fees are due and payable each semester (minus deposits made earlier) 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 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 per semester. Inquiries concerning these plans should be directed to *Bursar for Pitzer College, Pendleton Business Building, Claremont, California 91711*.

Deposits for Entering Students

For freshmen entering in the fall:

1. Commitment deposit, \$100.00. This deposit should be submitted to the Admissions Office no later than May 1 by each accepted student choosing Pitzer. (Extensions may sometimes be granted in exceptional circumstances.) Upon receipt of this deposit, the college considers the student entered for the following academic year and reserves dormitory space. This fee is not refundable if the student withdraws *before* registration in the fall. Thereafter, it will be held until the student graduates or withdraws from the college; then it is refunded after any proper charges or fines have been deducted.
2. Tuition deposit, \$50.00. This fee should be sent no later than May 1 to the Admissions Office. It is credited to the first semester tuition charges and is not refundable if the student withdraws after June 15.

For transfers entering in the fall:

Transfer students are required to submit both commitment and tuition deposits described above, by June 15. The commitment deposit is not refundable if the student withdraws before registration in the fall; thereafter it is refunded, minus properly levied charges and fines, when the student withdraws or graduates. The tuition deposit is not refundable if the student withdraws after July 1.

For all students entering midyear:

Commitment and tuition deposits are the same as stated above. The Admissions Office will notify these students individually regarding the date of payment and possible refund.

Deposits for Returning Students

Tuition deposit, \$100. This deposit must be paid each semester to guarantee the student a continuing place at Pitzer and to allow him/her to register for courses and/or receive a room assignment. First semester, payment of the \$100 tuition deposit will be required by December 1 to be credited to second semester tuition charges. It will be refunded if the student indicates before January 1 intention to withdraw or take leave of absence. Second semester, payment of the \$100 deposit will be required by April 1 to be credited to first semester tuition charges for the following year. The deposit will be refunded if the student indicates by May 1 intention to withdraw or take leave of absence.

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 enrolled students carrying full programs in The Claremont Colleges. Fee for all others is \$125 per course.

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

8. Late registration fee. Students who have not registered by specified dates at the beginning of each semester will be charged a \$10 late registration fee.

9. Transcript fee. The first transcript a student requests is provided free of charge. Thereafter,

a fee of \$1.00 is charged for each additional transcript requested. It will be issued only when obligations to the college have been paid in full, or satisfactory arrangements have been made. A transcript is sent out only at a student's request, except for the annual report to his secondary school.

10. Fee for graduating senior, \$20.

11. 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.

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 a semester with the following exceptions: 1) in the case of students withdrawing because of illness within the first week of a semester following the first day of classes, 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 157) 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.

Endowed Scholarship Funds:

John W. Atherton Scholarship
Susan Crawford Memorial
Martha Louis Criley Memorial Scholarship
Sylvia Sticha Holden Scholarship
Ada Belle McCleery Scholarship
Flora Sanborn Pitzer Endowed Scholarship
Harold B. Pomeroy Scholarship
Pitzer Parents Association Endowed Scholarship
Primus Inter Pares Fund
Esther Stewart Richards Scholarship
Annis Van Nuys Schweppe Scholarship
George G. Stone Memorial Scholarship
William Rodgers Scholarship
Edna S. Castera Scholarship
Maud Barker Neff Scholarship

Contributions for scholarship funds are also made by individuals, corporations, and foundations.

FINANCIAL AID

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 solely on need; any full-time student regularly enrolled in or admitted to a program leading to a Pitzer degree is eligible for financial aid, when family financial circumstances justify it. The college is acutely conscious of the fact that admission, as such, may not make sense to some persons without financial 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 \$4920, 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	\$2700
Fees	130
Room and Board	1490
Books and Personal Supplies (estimate)	600
	<u>\$4920</u>

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 books and 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, which is the only 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 factors. 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 Parents' Confidential 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, as listed previously, the difference becomes the amount of financial aid required.

Types of Financial Aid

Financial aid is derived from grant funds, loan funds, and employment 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 qualification.

Pitzer Grants

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

Supplemental Educational Opportunity Grants

These are authorized in the Higher Education Act of 1972 of the federal government. Under the terms of this act, institutions may apply to the federal government for funds to supplement their existing grant 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, grant, loan, or employment or a combination of such aid. No special application is necessary.

Loans

Two types of loans are available to Pitzer students: National Direct Student Loans and Federally Insured Student Loans. The National Direct 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 1972.

National Direct Student Loans

These are long-term loans available through the college from funds allocated under the

terms of the Higher Education Act of 1972. 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. By special provisions those teaching in certain schools in areas designated by the government as depressed areas or those teaching the handicapped may receive a 15% reduction each year they remain in such schools to the maximum of 100%.

Federally Insured Student Loans

These loans are insured under the terms of the Higher Education Act of 1972 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 after the student ceases to be a full-time student and must be paid in full within ten years. 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 contacting the Financial Aid Office at Pitzer.

Loans are regarded as a means of enabling a student to invest some of his future earnings in his education. The student assumes the respon-

sibility for repayment when the loans come due.

Employment

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



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.

In addition, Pitzer College allocates a sum of money each year for students who need to work but who are not eligible for work-study funds. This Pitzer College program is referred to as campus employment. 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.

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 Financial Statement (SFS) only. For the married student the application is the Student's Financial Statement. These forms are available in secondary schools and community college counseling offices, or from the Financial Aid Office at Pitzer. Students should know that once they have entered Pitzer College as a dependent student (that is, having filed the Parents' Confidential Statement) they may not change to independent status and file the Student's Financial Statement.



The PCS and SFS forms are sent to College Scholarship Service centers (addresses are shown on the form), analyzed, and then a copy of the PCS or SFS along with a Financial Need Analysis Report is sent to the Financial Aid Office at Pitzer, where they are carefully reviewed again.

Students applying for aid for the first time should submit the PCS or SFS to the College Scholarship Service 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 to the College Scholarship Service by February 1. Transfer students must apply by April 1. Financial aid consideration cannot be assured if the PCS or SFS is not filed by 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 receive notification of new awards and renewals in May.

In Review

November—Application for new California State Scholarships must be submitted to State Scholarship and Loan Commission, 1410 Fifth Street, Sacramento, California 95814 *no later than November 10, 1973.*

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

February 1—Deadline for submitting PCS or SFS of new and currently enrolled students to the College Scholarship Service.

April 1—Final date to submit PCS or SFS for transfer students.

Mid-April—On or before April 15 new students notified of admissions and financial aid.

May—Returning Pitzer students and transfers notified of financial aid awards.

GRADUATING

It is an axiom of higher education that the progress, vitality, and contribution that alumni evidence in the larger society are the true measure of any given institution. While Pitzer's scale of measurement is short—only eight years—the evidence on Pitzer alumni proves what the experience at Pitzer does, that is, that its graduates seem especially able to cope with the settings into which they have moved. The ways of working at the college enable people to emerge and grow as self-starters, as leaders. As the class notes below indicate, Pitzer graduates are arriving at various kinds of destinations, both personally and professionally; they are succeeding in unusual as well as usual ways.

Class Notes

1965

Marlene Bates. Editor of Pembroke Newsletter in Birmingham, Michigan. Mother of three children, 8, 5, and 2 years.

Nicole Scheel Buser. "I hope this year to get into a psychology course in Basel University, Switzerland. Weil is in a fantastic location for hiking, for cultural events, for travel."



Katherine Gibbs Gengoux. "Life here (France) is very expensive, building costs are double California costs. As we live in the country (not yet suburbs) I must wait till my two boys are old enough for school full-time in order to work. Part-time jobs, particularly in architecture and city planning, just don't exist."

1966

Frances Sibal Short is working on a master's degree in biology at Northern Arizona University.

Sara Smith Tripp is looking into an obstetrical assistant's program at the University of Colorado Medical School.

Fusako Takemasa. "Presently I work at the American Embassy in Tokyo with the hope to contribute to two countries to which I greatly love. Now I am in the Exchange of Persons branch. Please let me know if there is anything I can do in Tokyo."

1967

Susan Woenne. "We are in the process of expanding James' Westralian Computer Consultants Party, Ltd., which means a computer and lots of peripheral stuff. I have finished 13 months of glorious field work 500 miles west of Alice Springs in the Northern Territory, and am now preparing my thesis for a Ph.D. I hope to finish writing the middle of next year. I am waiting anxiously to hear whether I have been awarded a very beefy grant to expand a computerized set of programmes for a Dictionary of the Western Desert Language of Australia."

Ross Dianne Syford. Assistant to the Director of the United Arts Council of Puget Sound.

1968

Kathleen Wyatt Laughery. "Stevenson, Oregon is a town of 950 people, with a very rural way of life. My husband is the county doctor for two years while he serves in the National Health Service Corps."

Jamie Young. Foreign Affairs Officer, U.S. Arms Control and Disarmament Agency.

Sandra Lee Douglas Boyd. Research Analyst, State of Wisconsin.

Elizabeth McGuire Wolf. Research Assistant, U.S.C. Medical School.

Eunice Ann Miles Maioroff. Instructor, Palomar College, San Marcos.

Diane G. Mooney Frisby. "Enid, Oklahoma is a relatively small, conservative, mid-west town where people take care of their own. Housing is high, pay is low, and jobs are scarce."

Sarah Oakie Eppenbach. "Juneau, Alaska offers a charming life to those who can cope with its isolation and very high costs of living. Except for government work, employment opportunities are few,

though more is available of traditional woman-type employment than for men. It must be said, however, that because the Alaskan government is young, vigorous, healthy, innovative, and much wealthier than that of other states, working for the state can be a very exciting experience."

Carolyn F. Reznikoff. Social Worker I, University of Oregon Medical School. Holds an MSW from San Diego State College.

Abbey Klein Sikes. Day Care Director, Maud Booth Family Center. In graduate study, Human Development, Pacific Oaks College.

Linda Tremelling Landau. Library Assistant, Werner Management Consultants.

Penny Sue Sutton Johnson. Elementary School Teacher, Honolulu, Hawaii.

Kirsten Gronbjorg Suttles. Lecturer, Hofstra University, and a Ph.D. candidate in sociology, University of Chicago.

Betty J. Greenwood. Executive Secretary, Arthur Andersen & Co., Belgium.

Kay Gerard. Associate Director, Community Referral and Information Service, Laguna Beach.

Maggi Dunn Wargin. Ph.D. candidate in psychology, University of Missouri.

Iris Levine Shuey. Student in medical school, New York.

Suzanne Silverman Zetterberg. Teaching high school art, Royal Oak High School, Covina.

Karen Cummins Freeburg. Attorney for City of Los Angeles.

Deborah Deutsch Smith. Doctoral Fellow, Teaching Assistant, Experimental, University of Washington.

Sarah Baker Munro. Working toward M.A. in Folklore at University of California at Berkeley. "Still writing my thesis on Basque-American folklore. I'm thinking of teaching, but mostly of museum work."

Ruth Dudleston Robarts. Completing M.A. in Political Science, University of Chicago.

Lynn Thompson. Operating a non-profit, public corporation known as Groupways, which sponsors group homes for adolescents in Boston's South End.

Edith Schwartz Brannon. "After two years of living in Mexico City, doing nothing but learning, living, and loving, I ran out of money and came back to the States. I am presently buying fashion accessories, gourmet foods and candy for a department store. I still get to travel, as markets are in New York. The work is hard, the pressures unreal, as we fight for sales figures every day, but it is always a challenge. I guess I was destined for a retailing job, and it does pay rather well if one can get the chance at merchandising."

Gayle Carlsmith Palmer. Typing theses and dissertations at home.

Linda Carmona Monroe. Eligibility Supervisor, L.A. County. Attending Loyola Law School at night.

Suzanne Beal Henkel. Completing an M.S. in Library Science.

Barbara Bowen Splain. Working as a community consultant to parents' groups on federal feeding programs, especially the National School Lunch Program; Field Director, Children's Foundation, Washington, D.C.

Lindsey Brashear Cleveland. Coordinator, Educational Resources, Pitzer College.

Louise Beaudette. Administrative Assistant/Office Manager at San Marino Medical Management Company. "It's a great job, if you like detail (which I do) and it has great potential—including going back to school to learn more about the business of selling life insurance and possibly becoming a licensed C.L.U. (Certified Life Underwriter)."

1969

Susan Robertson. "By June, I shall have completed all course requirements for a certificate, and all but two courses for an M.S. in Occupational Therapy."

Anne Vogel Brubaker. Teaching first grade at Margarita School in Montclair, California.

Catherine Wallace White. Head Librarian, Irell & Manell Law Firm, Los Angeles.

Linda Witwer Whitehurst. Library Technician, City of San Francisco.

Margaret Yao Crusey. Teacher, Passaic Board of Education, New Jersey.

Laurel Weight Quady. Graduate student in accounting, Cal State Sacramento.

Nancy Martin Hinckley. Ph.D. candidate in biology, Harvard University.

Wendy Jane Carrel. Completing graduate studies at U.C. Berkeley. "I have been a reporter for John Howard and Associates, Press Feature Service, London, Paris, Rome, Athens and New York. I manned the Rome office in the fall of 1970 chasing stars and starlets and writing gossip columns about their private lives. I got bored very quickly and returned to the University of California, Berkeley, in a more serious attempt to learn about journalism. As soon as I complete a documentary film about the Pit River Indian land claim I shall receive my M.A."

Gayle Breitbart Lieberman. Taking care of her six-month-old baby.

Barbara Berman. Teaching in bilingual kindergarten, Fountain Valley Schools.

Deborah Patton Hughes. Senior Merchandising Coordinator, *Seventeen* magazine. "New York City speaks for itself, I think. I love it for its freedom and absolute diversity. It's a good place for a working couple (both people, that is) because there's so much to do, see and eat! Social life here generally comes through relationships at or through work. It would be a drag to come here single and friendless. Housing costs are generally absurdly high, but then salaries here compensate for the cost of living."

Joan Kimball Humberger. Director-Teacher, Chapel Hill Cooperative Preschool. In graduate study, early childhood education, School of Education, University of North Carolina.

Susan Hall Patron. Children's Librarian, Los Angeles Public Library.

Tina Hehmeyer Dykstra. Lawyer with Isham, Lincoln & Beale Law Firm, Chicago, Illinois.

Beryl Herzberg Druker. French Teacher, Arcadia High School.

Marcia L. Green. Assistant Planner, Planning Commission, Sacramento. Earned the M.S.W. in June 1972.

Christine Keedy Reeder. Reference Librarian, City of Commerce Public Library.

Robin Hall Leason. "I have spent the past year as a sales and service representative for the Diagnostic Division of Smith, Kline and French Laboratories for the greater Los Angeles territory which covers the cities between Long Beach and Pomona south to Newport Beach. It's been great fun but I am planning on retiring soon as Jack and I expect our first child in July."

Lauren Arnold Brannen. Associate Editor for *Teenage* magazine (Petersen Publishing Co.).

Sarah Lothrop Schantz. Works in customer service for Motorola.

Norma Moore Field. Graduate student in East Asian languages and literature, Indiana University.

Elizabeth F. Mueller. Practicing, studying and teaching yoga. "Yogaville West is a community oriented around the practices and study of yoga. Those living here on a permanent basis live communally, giving all earnings towards the growth of the community."

Carrie Bostrom Glauthier. "I'm helping maintain a co-op nursery school which Jim and I started last year, working as a volunteer assistant to the minister of our church—Unitarian."

1970

Jody Zacharias. Dance Therapist, Bronx Children's Psychiatric Hospital.

Marian McDevitt. Working toward M.F.A., Claremont Graduate School.

Mary Ann Macnulty. Substitute teacher, San Diego City Schools.

Marilyn Masquelier Adams. Secretary, William Todd Claim Service.

Nancy Martin Hinckley. Ph.D. candidate in biology, Harvard University.

Iлона Missler. X-ray Technician Apprentice, U.C.L.A. Hospital.

Susan Patricia Nemer. Graduate study, psychology, University of California, Santa Barbara.

Elizabeth Newton Caton. Writer for Gloria Zigler & Associates, Inc.

Minh-Linh Nguyen. Working toward M.S. in Business Administration, U.C.L.A.

Virginia Nichols Morrill. Administrative Assistant, City of Los Angeles.

Susan Putnam Guiney. Materials Aide Clerk, Walnut High School Library.

Susan C. Price. Junior Staff Analyst, State Department of Social Welfare.

Cornelia Reynolds. Secretary, Barry O'Neill & Diercks, San Francisco. Studying to be an insurance broker.

Tamar Lane. Special Education Teacher, Inglewood Unified School District. "After graduation, I rafted down the Rio Grande in Texas and climbed mountains in New Mexico and generally enjoyed nine months off before returning to graduate school."

Marianne Smith. Studying creative writing at San Francisco State College.

Rebecca Z. Sokol. "Medical school (U.S.C.) is very interesting and enjoyable this year. We are learning about mechanisms of disease, and it is very fascinating."

Susan Tannehill. Teacher, Central School District.

Martha Stockton Flournoy. Learning Disabilities Teacher, Rowland Unified School District.

Leslie Storey Struble. Research Chemist, California Portland Cement Company.

Ann Stanton Snipper. Ph.D. candidate in human development, Cornell University.

Ann Hudelson Bartlett. Working toward a B.S. in Nursing from the University of Texas.

Daphne Ann Bowen. Curator of Photographs, Southwest Museum.

- Linda Cole. Graduate study in educational psychology, U.C. Berkeley. Ph.D. candidate for school psychologist.
- Leslie Dashew. Psychiatric Social Worker, Jewish Family and Children's Service. Holds MSW from University of Michigan.
- Susan Haywood. "Just returned from 17 months on the road—often on coal trucks or sitting on petroleum drums. In Tanzania I helped lead the snow-bound down 32 miles of rocky Mt. Kilimanjaro, then went on to enjoy the game reserves, where we camped in the open one night and were encircled by wild wart hogs doing a snorting routine.
My last stop, after a long and stormy nine days at sea in Greece, was India—a depressing country—amazingly overcrowded. After five weeks of dysentery I decided to fly home via London instead of through the Orient (my original intention)."
- Lynn Feher. Teacher, Etiwanda School District.
- Sally Miller. "Since May, 1971, the Cook County Department of Public Aid has employed me as a caseworker. Our district office is on the west side. Anais Nin has enchanted me through the winter. A night school course in trig and algebra has reopened academia."
- Setha M. Low. "I am taking my Ph.D. orals in anthropology at the University of California, Berkeley. Then I will go to Costa Rica on a NIMH awarded traineeship to study the concept of family health in San Jose, Costa Rica as my doctoral field work."
- Lee Ann Arnold Morris. Teaching third grade in Oregon Consolidated Schools.
- Susan Brock. "I'm in a Ph.D. program in educational counseling at the University of Minnesota."
- Jo Deana Zalay. "I am teaching the deaf adult basic education at Valley Vocational Center, City of Industry. V.V.C. is the largest training facility for adult deaf students in California. We recently received the H.E.W. award for best educational facility in the area of 1) adult basic education, 2) manpower development training, 3) vocational training for adults.
- Janet Sheingold. Working toward an elementary teaching credential at University of Southern California.
- Connie Weller. Teacher, Whittier Union High School District.
- 1971
- Lauri L. Devine. Assistant Director of Licensing, Arizona Racing Commission.
- Barbara Horosko Manderbach. Graduate study in painting, University of New Mexico.
- Eileen Edmundson Brown. "Isla Vista, right next to University of California, Santa Barbara, is a great community to live in as there are many young people concerned about how things ought to be."
- Suzanne Shelton. Coro Foundation Intern, working with the Economic Research Associates.
- Diantha Lynn Douglas. Ensign, United States Naval Reserve (Active Duty). "If anyone would have said I would be here 1½ years ago I would have laughed. But here I am and I have mixed feelings about getting out and going to grad school."
- Alice Bremer Moersch. Kindergarten teacher, Etiwanda School District.
- Laura Smith. Research Assistant, Avalanche Control Research, University of Washington.
- Maya M. Tsuji. Secretary, Institute of Medical Sciences. Will start graduate school in the fall.
- Kristen Mendenhall. Recreation Counselor, Devereux School.
- Michele Morris. Kindergarten teacher, Etiwanda School District.
- Kathryn Rupp Haas. Looking for a teaching position.
- Camille Gayle Lombardo. Assistant Field Director, Grey Advertising, New York City. "I expected to be working, but I never dreamed I'd end up in New York City. I came to the east to live in a small New England town, but there is no work in small New England towns. So I did the practical thing; got a job in the city which allows me to travel to small, medium, and large towns all over the country (Grey pays all expenses!), and an apartment in the suburbs."

Clydie Lynn Connolly. Graduate study in nursing, College of Marin.

Carolyn Bergson O'Brien. Research Assistant on Infant Studies, Frank Porter Graham Child Development Center, University of North Carolina.

Sally Stroud Ruben. Data Control Clerk, GTE Sylvania; part-time ski instructor in winter.

Diane Moskowitz Keppel and Bill Keppel. "I've been teaching since August at the Fruit and Flower Day Nursery. I have a class of five-year-olds. It's a full-time day care situation. It's an exhausting job, but I'm very satisfied with the work I'm doing. Bill has been working for the past four months on building a house. He's doing *all* the work himself."

Marianne Iwasa Rothstein. Clerk Flexowriter, Veterans Administration. "Honolulu is a typical American city. A great number of high-rises, other buildings and roads nearly obscure the beauty one used to be able to see 10 or 15 years ago. Also expensive.

Gayle Gubman. Graduate study, sociology, University of California, Santa Barbara.

Sylvia Haas Keady. Ph.D. candidate in German and American literature at Stanford University.

Sharon L. Hawkins Cockroft. Teaching high school English for Peace Corps in Iran.

Michele Dale Heimsoth. Teacher, Central School District, Cucamonga.

Nancy Murray Tkacheff. "We are now settled in New York City in an art loft in Chinatown. Peter is in his second year at the Columbia Graduate School of Fine Arts, going for his Master of Fine Arts degree. As for me, last year I was in New York also, working for Condé Nast Publications. I was in charge of the technical side of book production; copyreading, editing, checking to see that the photos were in good shape. I am in the process of being interviewed by different departments at the NBC studios in the field of documentary television. If I'm lucky, I'll be employed."

Ann Hicks Sacks. Teacher, Kantoul City Schools.

1972

Bella Hopkinson. "I find there is a lack of opportunity for graduates, but my problem is really a personal lack of ambition. I haven't yet decided what to do with my life, but hopefully, the next year will help me decide."

Shelley Donaldson Lafler. Graduate study in education, Claremont Graduate School.

Kathleen Louise Spangler Spinner. "I would like to find a job dealing with children and psychology without having to go to graduate school right away."

Alan Erenberg. Model Maker, Frank Gehry and Associates.

Roland Dumas. Graduate work in psychology, Stanford University.

Terri Walsh. Hospital Social Worker, Kaiser Hospital.

Ann Marie Sweet. Teacher, retarded children and adults.

Nancy Klein Abell. Junior Administrative Assistant, Los Angeles City Personnel Department.

Bill Schnapp. Affiliated with Good and Associates, which is associated with Good Financial Corporation of Houston.

Ann L. Matthews. Coordinator, Tacoma Model Cities Program. Graduate studies in law, University of Puget Sound.

Sheila Sussman Lynch. In graduate study for teaching credential.

Carol Stansbury. Senior Clerk Typist at Raytheon Company.

Sue Mellers Williams. Clerk, Pacific Gas and Electric.

Nancy Palmer. Graduate Assistant, University of San Diego, and working for M.A. in Education, University of San Diego.

Joan L. Haussler. Claims Adjuster, State Compensation Insurance Fund.

Elizabeth Wilson. Self employed photographer, specializing in portraits of children. "I'm preparing to leave for a year in London to study at the St. Nicholas Training Centre for Montessori teaching."

Johanna Yerby Kropp. Attending Loyola Law School, Los Angeles.

Victoria Sturtevant. Research Coordinator, Pitzer College.

Jeannie R. Wakeland. In graduate study of journalism, University of Oregon.

Lisa A. Lieberman. Eligibility Worker I, San Diego County Welfare Department.

Judy Bloom. Graduate study, University of Washington.

Kathleen Blunt Jacobson. Graduate study in public health, Harvard University.

Nancy Buell. Community worker/counselor at drop-in drug abuse center under auspices of Palo Alto Community Drug Abuse Board.



Pitzer College Alumni, 1965-1972

Graduate school (M.A. and/or Ph.D. programs)	23.0%
*Graduate and professional schools (future)	20.0
Teaching (from pre-school through college)	15.0
Public or volunteer service positions. . .	12.0
Business-related occupations	8.0
Professional fields.	6.0
Variety of occupations (unable to categorize)	8.0
*Full-time homemakers/mothers	8.0
*Job hunting	4.5

*Denotes overlap; thus percentages do not total an even 100%.

Pitzer College Graduating Class, June 1973

(Based on 35% of the class of 145 seniors responding)

Graduate school (accepted)	38.0%
Professional graduate school (near future)	58.0
Employed temporarily	19.0
Seeking employment	54.0
Married or to be married	24.0

(Because these categories are not mutually exclusive, the total is not 100%.)

THE COLLEGES

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.

The curriculum contains work in all major fields of the arts, humanities, social sciences, and natural sciences. Pomona College is not a technical school, and the curriculum is designed not to prepare students for immediate

employment in specialized jobs but rather to cultivate rigorous thought and nurture aesthetic sensibilities.

Claremont Graduate School. Founded in 1925. President, Barnaby C. Keeney. Enrollment, 1300. Claremont Graduate School is an independent, privately supported institution devoted to study beyond the bachelor's degree. It offers study in the humanities, mathematics, psychology, biological and social sciences, fine arts, and education, awarding both master's and doctoral degrees.



Scripps College. Founded in 1926. President, Mark H. Curtis. Enrollment, 570. Scripps College is noted for a special series of courses called humanities which emphasize an interdisciplinary approach to learning and are central to the liberal arts curriculum of the college. Students may concentrate in the arts, literature and languages, philosophy and religion, social studies, science, or in a combination of disciplines. Scripps is a residential college where students govern their own affairs and are full voting members of major academic and policy-making bodies of the college.



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 political science, economics, history, foreign languages, literature, philosophy, psychology, sciences, mathematics, and management-engineering.



Harvey Mudd College. Founded in 1955; began operations, 1957. 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 four 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.

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.

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.

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

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.

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

School of Theology
at Claremont



1/72

MAP INDEX

CLAREMONT
UNIVERSITY CENTER

(Claremont Graduate School)

- 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

AFFILIATED INSTITUTIONS

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

JOINT FACILITIES

- A Garrison Theater
- B McAlister Religious Center
- C Hannold 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 Sonborn 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 Fray 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 Sumner 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
- 16 (S) Eyre Nursery School
- 17 Frankel Hall
- 18 Rutt 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. (On leave fall semester.)

*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. (On leave spring semester.)

Elizabeth Jane Arnault, Assistant Professor of Economics, 1973. B.A., Smith College; M.A., doctoral candidate, University of Pennsylvania. Research Associate, Office of Policy Research, Department of Social Service, New York City; Instructor, Rutgers University and Pomona College.

Constance W. Atwell, 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.

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.

*Tery L. Barr, Assistant Professor of Chemistry, 1973. B.S., University of Virginia; M.A., University of Southern California; Ph.D., University of Oregon.

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. (On leave 1973-74.)

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. (On leave fall semester.)

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.

- Marianne Boretz, Instructor in Writing, 1973. B.A., Mount St. Mary's College; M.A., Ph.D., University of Southern California. Teaching Assistant, Writers' Workshop, Compton College and University of Southern California; Instructor, Santa Monica City College; Lecturer, California State University, Fullerton.
- Harvey J. Botwin, Associate Professor of Economics, 1967. B.A., M.A., University of Miami; M.A., doctoral candidate, Princeton University. Foundation for Economic Education (Bank of America) Fellow; Assistant Instructor, University of Miami; Instructor, Princeton University.
- *Freeman 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.
- Donald Brenneis, Assistant Professor of Anthropology, 1973. B.A., Stanford University; doctoral candidate, Harvard University. Teaching Fellow, Research Associate, Harvard University. (On leave 1973-74.)
- Robert Buroker, Assistant Professor of History, 1972. B.A., Wabash College; M.A., Ph.D., University of Chicago. Research Assistant, University of Chicago; Ford Foundation Urban Studies Fellow.
- Mary Ann Callan, Lecturer in Writing, 1973; Director of Public Relations and News, 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*.
- 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, Highland Schools, Tennessee. (On leave fall semester.)
- Peter A. Clausen, Instructor in Political Studies, 1973. B.A., University of California, Davis; C.Phil., London School of Economics; M.A., doctoral candidate, University of California, Los Angeles. Teaching Assistant, University of California, Los Angeles; Lecturer, California State University, Long Beach.
- Phillip D. Cleveland, Lecturer in Communications, 1970; Television Engineer, 1969. B.A., California State University, Los Angeles; candidate for M.F.A., 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., Ph.D., 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.
- †Egambi F. K. Dalizu, Associate Professor of Government, Pomona College, 1971. B.A., Howard University; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School. Lecturer, California State University, Los Angeles; Associate Professor, Black Studies Department, and Lecturer, California State University, Long Beach; Associate Professor, Acting Director, Black Studies Center, The Claremont Colleges.
- *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.

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, Assistant Professor of History, Pomona College, 1969. B.A., M.A.T., Yale University; Ph.D., Columbia University. Fulbright-Hays Travel Fellowship to England and East Africa; Lecturer (summers), Shippensburg State College (Pa.) and State University of New York; Education Officer, Ministry of Education, Uganda.

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 University, Los Angeles; Associate Professor, University of Toronto. (On leave 1973-74.)

*C. Robert Feldmeth, Assistant Professor of Biology, 1970. B.S., California State University, 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.

David Furman, Artist-in-Residence and Assistant Professor of Art, 1973. B.A., University of Oregon; M.F.A., University of Washington. Teaching Assistant, University of Washington and Penland School of Crafts (Penland, N.C.); faculty member, Factory of Visual Arts (Seattle, Wash.).

†Sandra A. Garcia, Lecturer in Education and Psychology, 1972. B.A., Texas Western College; M.A., University of Texas; Ph.D., University of Southern California. Teaching Assistant, University of Texas; Research Associate, Southwest Laboratory for Educational Research and Development; Lecturer, California State College, Dominguez Hills; Assistant Professor, California State University, Los Angeles; Acting Assistant Professor, Assistant Professor, University of California, Los Angeles.

Mary R. Gerstein, Visiting Assistant Professor of Anthropology and Folklore, 1973. A.B., Smith College; M.A., Ph.D., University of California, Los Angeles. Teaching Assistant, Instructor in Extension Program, University of California, Los Angeles.

M. Mack Gilkeson, Professor of Engineering, Harvey Mudd College, 1961; Director, Program in Public Policy Studies, The Claremont Colleges, 1973. B.E., University of Southern California; M.S., Kansas State University; M.S.E., Ph.D., University of Michigan. Associate Professor, Tulane University; Engineering Consultant, Chief of Party, U.S. AID Project RITA-Paraiba (Brazil); NSF Design Seminar IIT (Delphi) India; Engineering Consultant, USAID (India).



- 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.
- Glenn A. Goodwin, Associate 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. (On leave spring semester.)
- 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. (On leave fall semester.)
- *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.
- ††Rick Gutierrez, Instructor in Psychology, 1973. B.A., La Verne College; M.S., California State University, San Diego.
- William Harnett, Instructor in Economics, 1973. B.S., Seton Hall University; doctoral candidate, University of California, Riverside. Teaching Assistant, University of California, Riverside.
- Leonard Harper, Lecturer, 1973; Director of Financial Aid and Associate Director of Admissions, 1971. A.A., Pasadena City College; B.A., La Verne College. Assistant Director, Center for Educational Opportunity, The Claremont Colleges.
- 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.
- ††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. (On leave spring semester.)
- †Sue E. Houchins, Instructor in English, 1972. B.A., M.A., doctoral candidate, University of California, Los Angeles. Teaching Assistant, Research Assistant, Instructor, University of California, Los Angeles; Instructor, Santa Monica City College.
- 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, California State University, Northridge.
- 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.
- Thomas Iverson, Instructor 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



University, Los Angeles. (On leave spring semester.)

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.

*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.

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. (On leave fall semester.)

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 1973-74.)

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 R. 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.

Frederick R. Lynch, Instructor in Sociology, 1973. B.A., University of Michigan; M.A., University of Missouri; doctoral candidate, University of California, Riverside. Research Assistant, University of Missouri; Research Intern, City of Los Angeles; Research Consultant, Office of Economic Opportunity; Teaching Assistant, University of California, Riverside.

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.

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. (On leave spring semester.)



*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, Assistant Professor of Political Science, 1970. B.A., M.A., California State University, Los Angeles; doctoral candidate, Claremont Graduate School.

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*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.)

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*Joint appointment with other Claremont Colleges.

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SUPPORTING ORGANIZATIONS, CORPORATIONS, AND FOUNDATIONS

The Academy of Pitzer College. 1966.

This is a vital support group involved with the financial and academic growth of the college. By working together, Academy members seek to understand and interpret major social issues.

Through the concerned support of its members, The Academy, individually and collectively, encourages the scholarship, service, and leadership of Pitzer women and men and encourages excellence in teaching, counseling, and research among the faculties of Pitzer College.

The Academy offers to its membership an annual lecture series (both on campus and on the west side of Los Angeles) to encourage people of all ages to continue their education by learning the possibilities open to them in higher education. This series bridges the gap of the theoretical and practical by mixing Town and Gown in the lecture-discussion-dialogue setting.

The Academy also offers the opportunity to endorse one of America's finest innovative private colleges and, in this way, to help insure that a balance between public and independent institutions of higher learning exists as a choice for qualified young people.

Membership is available on four levels, renewable on an annual basis: Patron, \$1,000; Associate, \$500; Affiliate, \$250; Member, \$100. A special membership is available at \$25 to alumni of Pitzer College.

Academy Lecture Series, 1973-74

General Theme: *Whose Law and Whose Order?*
(Moral Issues of Our Time)

October—*Honesty and the Individual*

November—*Government: For What People?*

January—*Mass Media: Facade and Fact*

February—*Gestapo or Gestalt?* (Oppression or Freedom)

March—*Toward a New Morality?*

The Alumni Association of Pitzer College. 1967.

Service-oriented by nature, the Pitzer College Alumni Association was formed to serve the entire Pitzer community—not only alumni but present students as well. Volunteer efforts are underway in several major areas: recruiting for admissions; planning alumni area events; obtaining feedback from alumni on what they are doing and how Pitzer can continue to help them; supporting the annual fund which provides scholarships. Pitzer alumni are seeking an association which brings together the best of the innovative at Pitzer College. Involvement at Pitzer has always meant more than attending classes and rallies, and it is in this spirit that alumni and their association will develop and grow.

Statistics on the 750 Pitzer alumni prove that these graduates seem especially able to cope with the settings into which they have moved: 25% are in graduate school, another 20% expect to be; 15% are teaching on all levels, from nursery school through college; 12% are in public or volunteer service organizations; 6% are in professional fields, and 8% are in the business community. A small proportion are full time homemakers/mothers, job-hunting, or in occupations difficult to categorize.



Parents Association of Pitzer College. 1965.

The purposes of the Parents Association have grown with the college. Originally it was formed as a close communication link between parents and the college in an effort to interpret the meaning the college's metamorphosis had to its students and its educational program. Through the years, this original purpose has grown into a specific program for parents, including stimulating events on campus and special events in areas across the country, wherein parents have an opportunity to discuss issues, directions, and goals of the college with faculty and staff. The Parents Association as a group has responded to the myriad needs of the college by raising funds that have been allocated to scholarships, landscaping, library acquisitions, and student emergency loans.

Parents Association activities, 1973-74:

September

Orientation luncheon (on campus) for parents of new students with Parents Association board members

October

Fall Parents Day and Parents Association General Meeting

January

A benefit event to augment scholarship funds

March

Parents Association Annual Dinner

May

Parents Association Annual Meeting

The Alliance. 1970.

The Alliance, a support group of Pitzer College, was established in 1970 as an exciting program bringing leaders of business and the professions into meaningful relationships with students. The purpose of The Alliance is to bridge two groups who, for years, have been dubious of each other—businessmen and students—within the particular context of Pitzer's emphasis and spirit. Activities of The Alliance helping to achieve this purpose are the following:

On-campus dialogue sessions are designed to provide an opportunity for intense conversation on varied topics—creating or simulating real-life encounters. Topics include the following: “Establishing a Business in a Hard-Core Unemployment Area,” “Is the Profit Motive Necessary?,” “The Social Responsibility of Business,” and “Is Technology Manageable?”

Off-campus dialogue sessions provide opportunities for selected students to get inside the workings of a company. These are more than guided tours—the sessions open discussion of work expectations and education required for certain jobs.

The Alliance business and professional members, through annual contributions, underwrite Alliance seminars offered each semester on the Pitzer College campus, but open as well to interested students from the other Claremont Colleges. Alliance members serve as instructional resource persons. For 1973-74 the seminars are:

Fall: “Urban and Regional Economics.”

Spring: “Public Finance and Welfare Economics,” or “Who Gets the Goodies? A Study of Class and Caste in American Society.”

Faculty participants in The Alliance program include Professors Arnault and Botwin, economics; Bell, sociology; Duvall, literature; Ellenhorn, psychology; Nexon, political science; Siebel, education.



For career guidance, members of The Alliance, with their varied fields of experience, are invited from time to time to the Pitzer College campus to provide vocational and career information to students in live group exchanges or on a one-to-one basis.

A series of research projects provides another kind of interaction. Research sponsored by The Alliance has included the following: "Students' Attitudes Toward Business," "Growth Study of Claremont," "Minority Group Economics."



Unique internships have been secured in banks, law offices, and independent businesses where students learn through practical experience. More are now being created.

Student membership in The Alliance is open to all Pitzer College students. There are no membership requirements except for an interest in the goals of The Alliance and attendance at as many Alliance programs as possible. The students plan and execute program activities of The Alliance; five of them serve on the Alliance Board of Directors.

Corporations:

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PITZER COLLEGE CALENDAR 1973-74

First Semester

September	22	Saturday	Residence halls open for new students.
	22-25		Orientation for new students.
	25	Tuesday	Residence halls open for returning students.
October	27	Thursday	First semester classes begin at 8:20 a.m.
	10	Wednesday	REGISTRATION for all students. Final day for entering classes.
November	16	Friday	Low grade reports due to Registrar.
	21	Wednesday	Final day for withdrawal from classes without academic penalty.
	21	Wednesday	Thanksgiving recess begins after last class.
	26	Monday	Thanksgiving recess ends, 8:00 a.m.
December	1	Saturday	Tuition deposit due—\$100.00.
	19	Wednesday	Christmas vacation begins after last class.
January	3	Thursday	Christmas vacation ends, 8:20 a.m.
	24	Thursday	Last day of classes for first semester.
	26	Saturday	Final examination period begins.
February	4	Monday	Final examination period ends.
	9	Saturday	First semester ends.

Second Semester

February	11	Monday	Second semester classes begin, 8:00 a.m.
	22	Friday	REGISTRATION for all students. Final day for entering classes.
March	29	Friday	Low grade reports due to Registrar.
April	1	Monday	Tuition deposit due—\$100.00.
	5	Friday	Final day for withdrawal from classes without academic penalty.
	5	Friday	Spring vacation begins after last class.
	14	Sunday	EASTER.
	16	Tuesday	Spring vacation ends, 8:20 a.m.
May	29	Wednesday	Last day of classes for second semester.
	31	Friday	Final examination period begins.
June	8	Saturday	Final examination period ends.
	9	Sunday	Commencement.

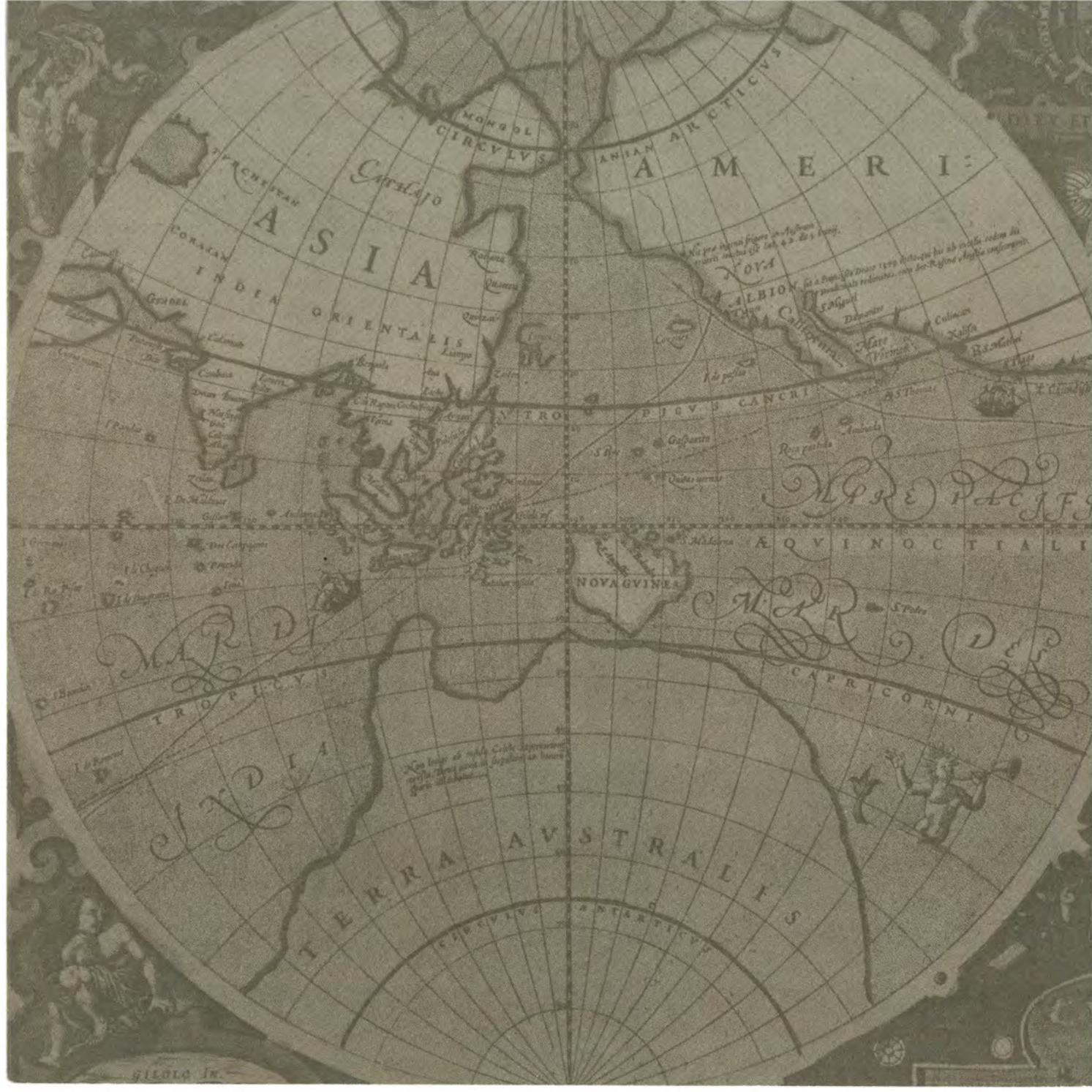
1974-75 Opening Dates

September	21	Saturday	Residence halls open for new students.
	26	Thursday	First semester classes begin.

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.
Concentrations:	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, housing 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.

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Circulus Arcticus

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ASIA

INDIA ORIENTALIS

NOVA ZEELANDIA

NOVA GUINEA

TROPICUS CANCRI

AEQUINOCTIALI

MARE PACIFICUM

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ASIA

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