



PITZER COLLEGE BULLETIN 1974-75

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*PITZER COLLEGE is*

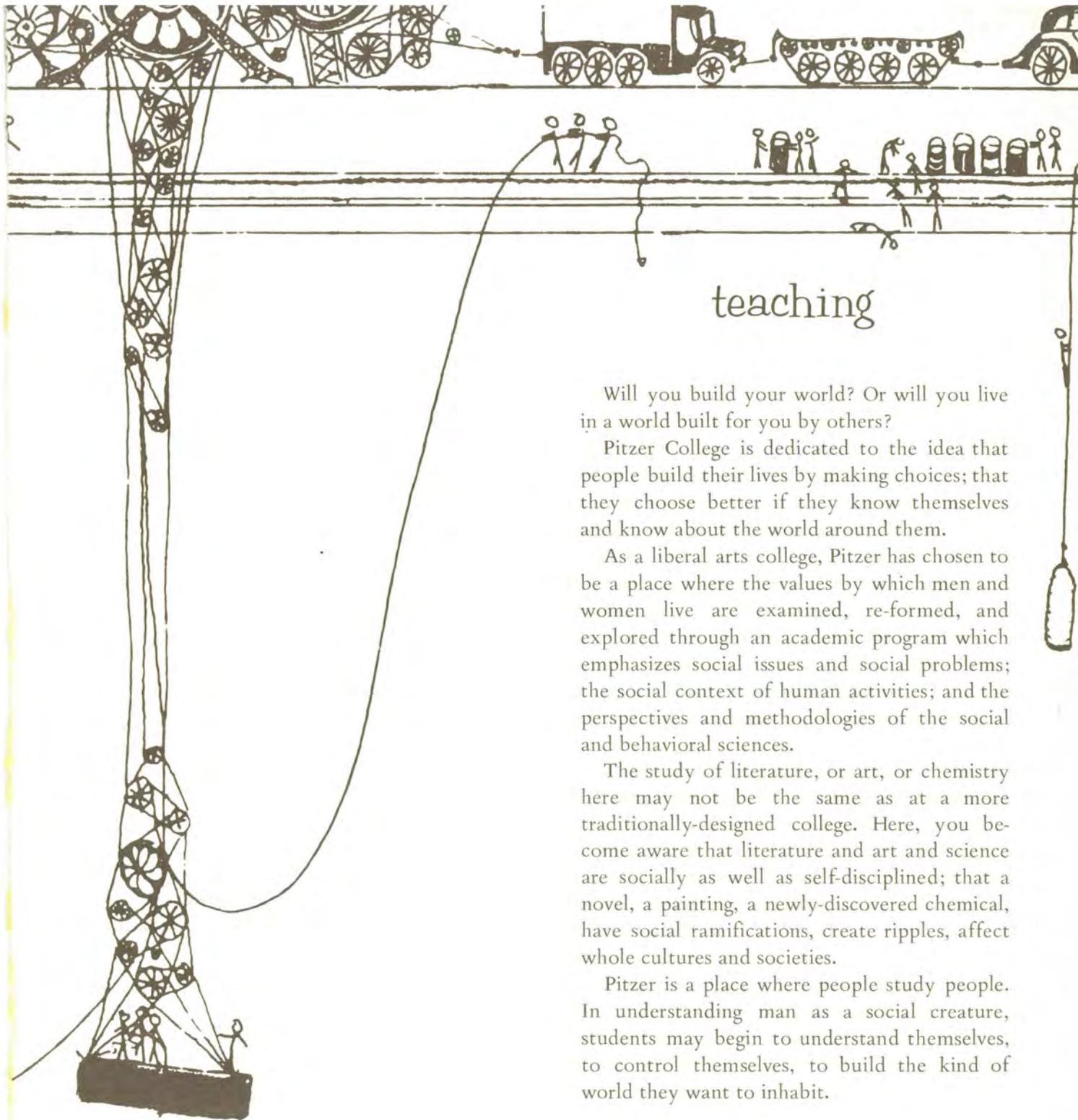
*an independent*

*coeducational*

*residential*

*liberal arts college*

*a member of The Claremont Colleges, with an  
emphasis on the social and behavioral sciences.*



## teaching

Will you build your world? Or will you live in a world built for you by others?

Pitzer College is dedicated to the idea that people build their lives by making choices; that they choose better if they know themselves and know about the world around them.

As a liberal arts college, Pitzer has chosen to be a place where the values by which men and women live are examined, re-formed, and explored through an academic program which emphasizes social issues and social problems; the social context of human activities; and the perspectives and methodologies of the social and behavioral sciences.

The study of literature, or art, or chemistry here may not be the same as at a more traditionally-designed college. Here, you become aware that literature and art and science are socially as well as self-disciplined; that a novel, a painting, a newly-discovered chemical, have social ramifications, create ripples, affect whole cultures and societies.

Pitzer is a place where people study people. In understanding man as a social creature, students may begin to understand themselves, to control themselves, to build the kind of world they want to inhabit.

The educational climate at Pitzer is different. It is created by an amalgam of people – students, faculty, and administration – who participate in the day to day life of the College.

The most influential people 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.

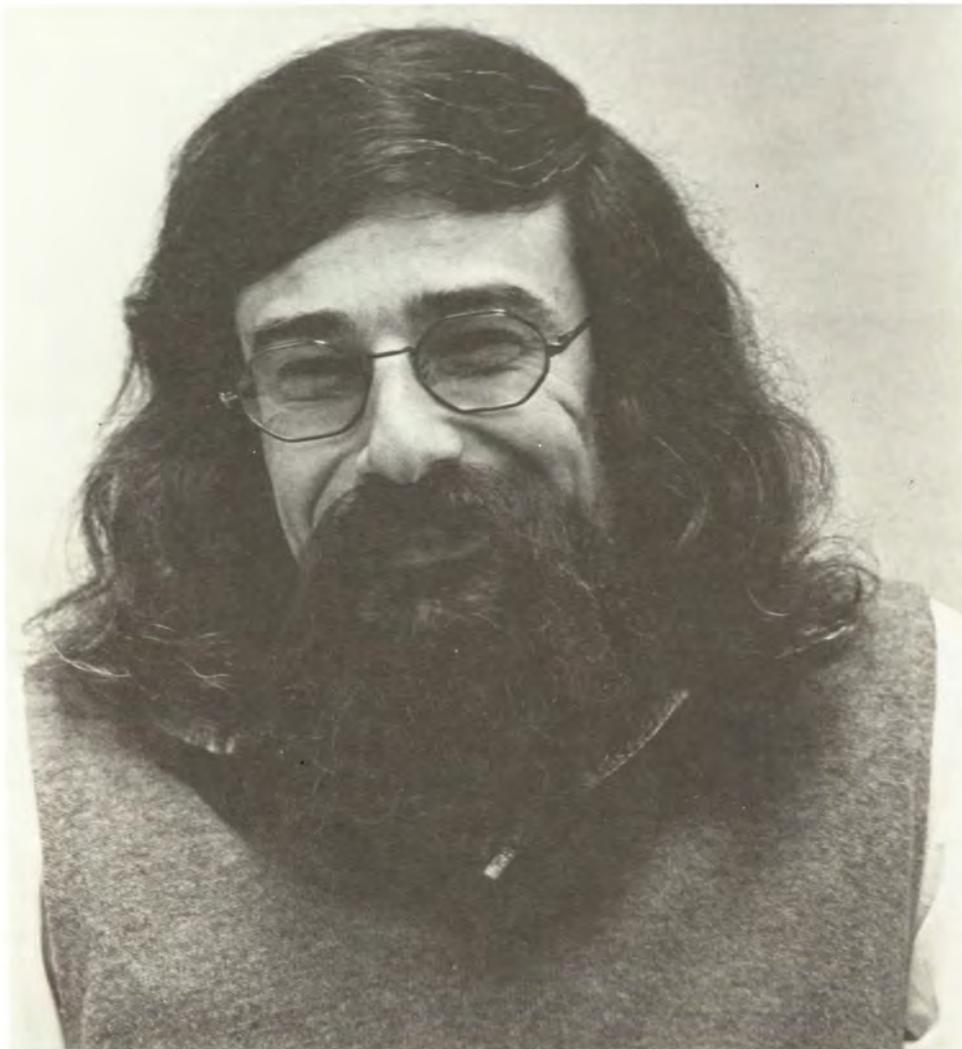
The following examples are not intended as representative of the Pitzer faculty; but they do represent the diversity to be found here.

- *The process of education for me is alchemical, in the sense that the religious understood the word in the Middle Ages: the transmutation of one's soul to some more purified and elevated level. All education – in the labora-*

*tory or the library – works best through revelation, a joyous surprise. The teacher can introduce, lead, perhaps guide, even preach, but finally, it is the student who makes the discoveries. And it is in that process of discovery that the student remakes himself – a literal transformation through experience. So that when the process works well, there occurs, as in alchemy, some kind of magic.*

*The teacher, then, is someone who creates an atmosphere for discovery – perhaps he asks the right questions, ferrets out the proper books, provides the necessary historical background. If one believes Lao Tse, who suggests that the only way to teach is to be, then it must be necessary that the teacher, the hub, also bring his spirit and his life into the classroom. The circle will form. And as part of all this, the classroom, I am convinced, should be an exciting place, a place where the collective spirit pursues with intensity, vigor, and good will, whatever appears to be the truth.*

*What is essential for discovering the truth, for both the student and the teacher, is the spirit of imagination. Students must be willing to suspend their disbelief and be prepared to explore the surreal, to cross beyond what they dearly hold to be reasonable. For the imagination is, I believe, the highest power of the human mind. As many of the Romantic poets have pointed out, the imagination is the power that enables all of us to create works of art –*



poems, paintings, syllogisms, lectures – out of the chaos around us. This birth does not occur, however, without a good deal of labor pain. And painful though it may be, the teacher, like the poet, urges the student to see the ordinary things of the world in a different way, to recreate the world so that the hummingbird becomes “a route of evanescence/with a revolving wheel” and the duck “acts like the tsar/with his hands in his pockets.”

And so, finally, we return to the Middle Ages and to Arthur’s friend and magician

and teacher, Merlin. He stands as a model for me of teacher. It was he who taught Arthur to uncover his imagination, to cleanse his doors of perception, to turn into a big, slimy green frog whenever he chose. And one sad day, when Merlin was about to leave him, the old grey beard taught Arthur the central paradox of knowledge and education: that what Arthur was looking for all the time, he already possessed.

Barry Sanders  
Assistant Professor of English

• One of my favorite philosophical puzzles comes from Bertrand Russell's writing: Suppose that you were to meet someone who claims that the entire world was created five minutes ago complete with (apparent) memories, fossils, history books, and so on. What could you say to this person to convince him that he is wrong? You might tell him that you remember the summer of 1960 or present him with the fossil remains of an ancient animal, but he can respond by saying, "That is evidence for *my* view; I *said* that the world was created five minutes ago *with* (apparent) fossils and memories." In fact, there doesn't seem to be any evidence to show that this person is wrong. Why then, do we believe that he is wrong?

Part of the job of teaching philosophy is getting people to be genuinely troubled by problems of this peculiar sort. Sometimes when I do this I feel like a doctor who has just told an audience about a new and horrible disease. I half expect students to say, "Didn't I have enough to worry about without *that*?" But they rarely do; they just bite their fingernails. And I am enough of an intellectual sadist to enjoy seeing them squirm.

Of course, another part of teaching philosophy is teaching people strategies and techniques for solving these problems. Unfortunately, the ability to solve puzzles always lags behind the ability to appreciate them. So, for each of us, there are puzzles which torment us but which we cannot solve. This is just one of those nasty little facts of life.

Often, when I talk about philosophy this way, people begin to suspect that studying philosophy is pointless. It seems as though the



philosopher first creates (or discovers) problems – which the man-on-the-street ignores – and then solves them. And this seems to leave him exactly where he started. When Russell's problem is solved, for example, we will all know that the world was not created five minutes ago, but this is something which most of us *already* know.

However, a philosopher who works his way through one of these problems ends up understanding something which he didn't before. (The person who solves Russell's problem will understand the grounds for certain of our beliefs.) Please *don't* ask what *use* this understanding will have or how it will change the way people live. Understanding is not desirable only as a means to something else; it is desirable as an end. The question 'why is pleasure desirable?' has no answer except that pleasure is pleasant. Similarly, the question 'why is understanding desirable?' has no answer except that he who understands something understands it. Understand?

Ronald G. Rubin  
Assistant Professor of Philosophy

• It is probably unusual for a psychologist to be teaching in such apparently disparate areas as physiological psychology, perception, and child development. But my interest in the development of our ability to process information about our world has necessarily led me to look at the organization of the brain, at the way we extract information from all the stimuli impinging on us, and at the behavior of children. These interests are combined in my current research on the development of the vestibular system (sense of balance, and spatial orientation) in human infants. In my teaching, I want my students to acquire a respect for



(but not fear of) the enormous complexity of the brain and how it becomes wired to do its job of extracting and using information. The old issue in developmental psychology of nature vs. nurture as determinants of behavior is now quite passé. The brain, as genetically programmed, of course, limits the range of environmental events which we can experience, but we now know that these same experiences will further alter the expression of the genetic code which determined those limits in the first place. This view of the brain as a dynamic system – constantly changing in its behavioral potential as well as its momentary state – is an exciting one for me as a student of the development of behavior. This plasticity of functioning at the molecular (behavioral) as well as microscopic (brain mechanisms) level is particularly marked during gestation, infancy, and early childhood. This means that any treatment – educational, social, biochemical – will have its maximum effect in altering the future course of development if it is applied early in the life of the child. I hope to share with my students some of my own fascination with the development of the mechanisms through which current experiences result in future behaviors, and why the results might be so different for different people.

I find it a challenge to teach in a liberal arts college like Pitzer where my students are likely to come with an initially humanistic view of behavior. I can't assume that they already view human conduct as even partially biologically determined; I have to convince them that a biological perspective can be legitimately juxtaposed with the humanistic. I want them to ask the question of what the fast-approaching

explosion in our understanding of how our nervous systems function and develop will mean for their concepts of themselves as individuals and as members of the larger society. To that end I try to have my students consider alternative techniques to our exploration of behavior and the mind – from the traditional armchair philosophizing, through controlled observation and experimentation on overt behavior, to the more esoteric methods of biopsychology. These methods include electrical stimulation of the brain via implanted electrodes or identification of the site of action of psychoactive drugs by biochemical assay. I also hope that my students can appreciate the fact that although our means of exploring the mind may have advanced enormously, the biopsychologist's basic conclusion is not really much different from that of Hippocrates 2200 years ago: "Men ought to know that from the brain and from the brain only arise our pleasures, joys, laughter, and jests as well as our sorrows, pains, griefs and tears . . ." (The Sacred Disease)

Constance W. Atwell  
Associate Professor of Psychology

- For me education is a never-ending curiosity, search and dialogue about the nature of our world, our reality.

Curiosity expresses two attitudes with which we confront our world. One is the child-like (but not childish) awe and wonder of the cosmos and its order. The other goes to the earlier meaning of the term curiosity – to be full of care for the world. To care for the world demands a serious and rigorous intellectual involvement as well as an attitude of fondness and love.

The search is a quest to understand reality, nature, ourselves and our relations with others. The first leads us to examine the epistemological questions of how we know what we know and the perspective from which we view the universe. The search to comprehend nature leads us to inquire about scientific laws but also to question how we should relate to nature. The third, reiterates the Socratic dictum to "know thyself" which can lead to a concern to understand man's nature or to explore his consciousness and its possible "altered states." The quest to understand our relationships with others draws us to consider the nature of justice, authority, legitimacy, freedom.

The dialogue represents each person's involvement with excellent minds of the past or present who have come to certain conclusions about these questions, expressed them and tried to persuade their audiences of the reasons and rightness of their positions.

I see my role as helping to make that dialogue more vivid, to lead students to understand the problem that confronts each thinker

*and to clarify the issues, concepts, and positions taken. As one view after another is presented, one begins to realize the variety of stands taken on such fundamental ideas and beliefs as the nature of man or freedom or the character of the good life. Gradually, I hope that the student arrives at the point where he not only understands the problems and questions raised but is pushed to recognize that he must examine his own beliefs, thoughtfully make his own conclusions and take his own stand.*

*The concerns and interests which lead me to past philosophers stem from perplexities and problems confronting contemporary men and the concern for the character and responsibility for the future that will emerge from them. In this regard one may read philosophers, scientists, poets or writers of science fiction to examine their understanding of such problems. In this way, I hope that the dialogues will enliven and deepen the student's curiosity and lead him to continually search to understand himself and his circumstances.*

Sharon H. Nickel  
Assistant Professor of Political Studies



Each mortal thing does  
 one thing and the same:  
 Deals out that being indoors  
 each one dwells;  
 Selves – goes itself; myself  
 it speaks and spells,  
 Crying *what I do is me:*  
*for that I came.*

Gerard M. Hopkins

• A good friend of mine – a sociologist – tells me that she is often bemused by what she regards as “the peculiar preoccupation you English people seem to have with words.” I admit to my love of crossword puzzles and Scrabble; and I suppose this is a bit odd when I drive to school I like to figure out how many words I can make from the freeway signs.\*

My “peculiar preoccupation” with the English language is not confined to word games, though. It comes from a conviction I share with the poet, Gerard Manley Hopkins, that each of us has a central identity, an inner landscape continually seeking expression. To discover and free the central self is, it seems to me, the proper aim of education; and I believe that the study of literature and language offers the possibility of doing so in a way unsurpassed by any other pursuit. Understanding “the best that has been thought and said” (as Matthew Arnold describes literature) allows us to confront intimately the hearts and minds of some of the greatest “selves” in our culture. Their efforts to “deal out” their beings can serve as

\*“San Bernardino” and “West Covina” yield quite a few! And did you realize that “stop” and “speed” are “pots” and “deeps” spelled backwards? Of course you did!

the best models for our own expression.

The accomplished essayist or dramatist, the fine novelist or poet achieves for us in our own most common medium – that of language – no small feat. By continually challenging the boundaries of our words, he shows us what we can be, what our “speaking” and “spelling” are capable of at their highest level.

Appreciating his struggle to handle the language well alerts us to those who do it badly – to the banal, the insincere, the unworthy. It is no wonder that, historically, tyrants and demagogues have always feared the verbal weapon, or used it upon the unaware with devastating effect.

What I hope to do at Pitzer is to remind students of the power and beauty of their own language and aid them in the difficult process of dealing out their own beings verbally. This means, of course, that each student must discover the self “crying” for expression and then find those exact and honest words adequate to spell it out. It is a task equal to any curriculum.

I want to see our language used, not as a barrier between me and the Pitzer students I know, but as a means toward an open, precise, and even graceful, exchange of selves. For that to happen, I believe, we must learn to respect each other as bearers of thought and emotion – as speakers – whose language conveys what we are, the quality of our beings. The study of those who have protected and enriched our verbal heritage, the effort to continue to do so – it is, I submit, “for that I came.”

Ellin J. Ringler  
 Associate Professor of English



• *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.*

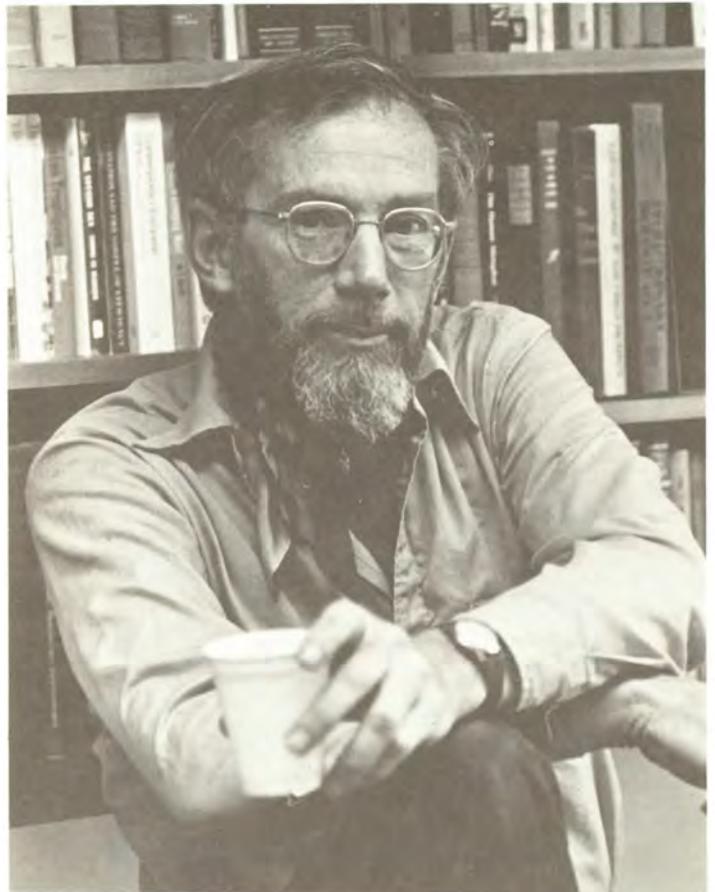
*Human ecology may relate any field of thought to ecosystems or the biosphere. Its*

*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





• One of the few great memories of my highschool experience is of a muggy Oklahoma summer spent in the dusty stacks of the local Carnegie library. My research assignment was to look for causes of the Spanish-American War. The teacher was cantankerous and formidable — piercing black eyes beneath bushy eyebrows that always threatened to burst into flame as he lit his cigarettes with kitchen matches (smoking by teachers and students was strictly forbidden, but Mr. Streeter didn't care). I froze in horror when, on the final day of summer school, he said to the class: "I want to talk to you about Humphreys' paper." You see, I had committed heresy — "treason" would be a better word for a course in

American History — because I had written about my discovery in those volumes of diplomatic correspondence that our nation had no justification for entering that war. Then he spoke to us about the importance of developing a critical intellect, of refusing to be fooled by things people say in textbooks or political speeches. I had exposed the lie behind the patriotic stance, and the teacher was praising me for it! What a high!

Since then, I've received more bruises than praise for my muckraking; nevertheless, I remain convinced that the true scholar and noblest citizen is the person who takes the critical stance. That criticism need not be of national or international politics alone. It

should be extended to the institutions in which we are immersed, the peers who shape our moral standards, the studies that fill the pages of professional journals. Most of all, we should be critical of ourselves: our ideologies, values, prejudices, opinions and poses. Jeb Magruder, one of the Watergate defendants, has recently written: "We had a sense of private morality but not a sense of public morality. Instead of applying our private morality to public affairs, we accepted the President's standards of political behavior, and the results were tragic for him and for us." The minds in the White House may have been sharp, informed, skilled, but they were not critical.

The subjects I teach – criminology, the prison experience, urban social problems, stigmatized sexual behavior, field research methods, violence – cry out for the critical

approach. What I want to do is work with students in probing beneath the rhetoric and surface appearances in all these crucial areas. We need to explore the mystique of sexual identity, to unravel stereotypic roles in order to comprehend sexual behavior. Unless we understand how and why some people are labeled criminal, the front page of the daily newspaper becomes dangerously confusing. Social policy, planning, and reform tend to produce disaster, unless subjected to the searching of critical minds. My aim is to help students gain the knowledge and methods, along with the motivation, that are essential for taking a critical approach to modern social problems.

Laud Humphreys  
Associate Professor of Sociology

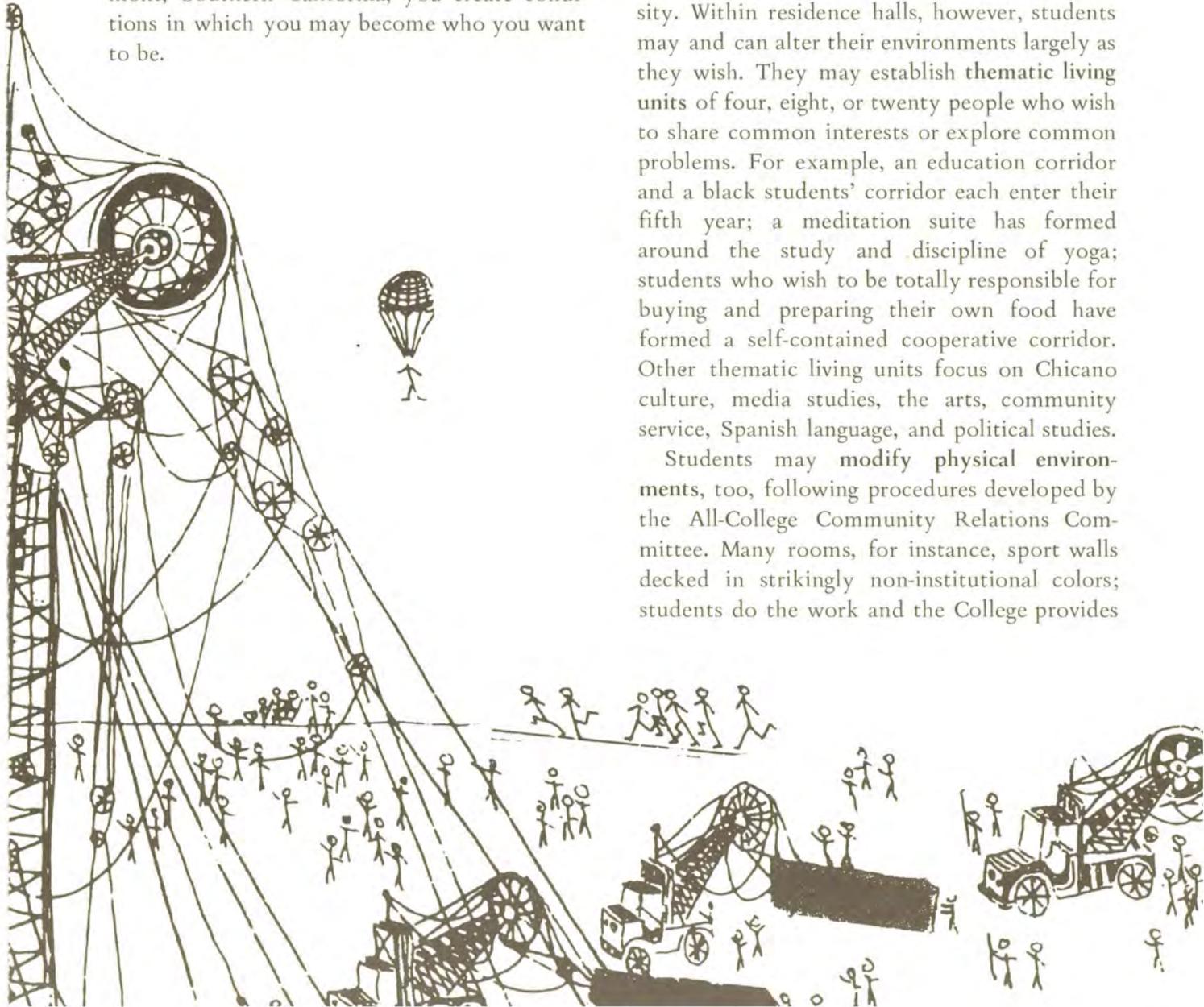
# living

As a student at Pitzer college, you design a life — your life — out of myriad resources. Using Pitzer, The Claremont Colleges, Claremont, Southern California, you create conditions in which you may become who you want to be.

## Life at Pitzer

Students can learn from each other, and therefore Pitzer College's founding as a residential college in 1963 reflected our desire to allow diverse people to learn from their diversity. Within residence halls, however, students may and can alter their environments largely as they wish. They may establish thematic living units of four, eight, or twenty people who wish to share common interests or explore common problems. For example, an education corridor and a black students' corridor each enter their fifth year; a meditation suite has formed around the study and discipline of yoga; students who wish to be totally responsible for buying and preparing their own food have formed a self-contained cooperative corridor. Other thematic living units focus on Chicano culture, media studies, the arts, community service, Spanish language, and political studies.

Students may modify physical environments, too, following procedures developed by the All-College Community Relations Committee. Many rooms, for instance, sport walls decked in strikingly non-institutional colors; students do the work and the College provides



the materials. Other students build sleeping lofts or bunk beds to provide additional floor space.

Pitzer's living accommodations reflect the age of the campus – they're spacious, modern, fully equipped. Some single rooms are available, but new students are assigned doubles (and roommates) by the Dean of Students on the basis of questionnaires they have filled out. In each case, your room will be furnished with a bed, desk, chair, swinging wall lamp, bookshelves, dresser, draperies, and ample closet space. Four students share private bathroom facilities.

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.

Because Pitzer College is a residential college, you will be assigned a room in one of the college dormitories. If you are married, or if your family lives within a 10-mile radius of Claremont, or if you are more than twenty-three years old, you are not expected to live on campus unless you wish to. However, if you are in any of the above categories, you should contact the Dean of Students about your housing plans.

While most students live in the dorms, any senior may live off campus if he or she chooses to, and some other advanced-standing students may be permitted to live off campus, but only if there is not adequate space in the residence

halls. Selections are made each spring by lottery. While the College seeks to be highly flexible in providing housing for students, it remains a residential college – on purpose.

As you consider the clothes, pictures, and other personal belongings to bring to campus, you (and your parents, if appropriate) 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.*

Students who live in residence halls usually eat in the College's dining accommodations – a large, attractive, self-service dining room in McConnell Center. Students work with the manager to prepare organic vegetarian food for those who want it and to plan the rest of the varied menu.

## Orientation

As you begin to design a life in Claremont, you may need guidance; during the first week (if you enter in September) or the first couple of days (if you enter in February) of your first year, Pitzer people will offer you advice and sustenance. The Dean of Students' office will send you detailed information about activities designed to acquaint you with Pitzer and Claremont, courses, social activities, and students from the other colleges.

During the orientation period, one of the first people you'll talk with is your faculty advisor. If you're a freshman, your advisor will be a member of the Freshman Advising Team.





Because of his or her understanding of the special problems freshmen may face, your advisor can provide valuable guidance. Special faculty also advise transfer students. With your advisor, you will plan that educational program uniquely suited to your needs and desires. Together, you'll strive to answer the question, "What kind of educated man or woman do I want to be?"

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 Special Advisor to Students; the faculty; and the President — all feel the obligation to help students explore and test themselves, their theories and their commitments.

### **Life Planning**

As you build a life at Pitzer College, you also build your life after graduation; and in order to enable you to move wisely beyond your years at Pitzer, the College provides tools. One is Pitzer's Career Planning Office, directed by one of the Assistant Deans of Students which offers career counseling, sponsors Career Conferences, Life Planning Workshops, various practical how-to sessions, and meetings with Pitzer alumni (and non-alumni) in various professions. Another is the Claremont Colleges Counseling Center mentioned above, which can provide vocational testing as well as career counseling. The Pomona College Placement Office is partially funded by Pitzer College and its services and extensive vocational library are available to

Pitzer students. Because Pitzer faculty and staff members have varied backgrounds, they can often be helpful to students who consider varying careers following graduation; and the Graduate Studies Advisor, the Chairman of the Medical Sciences Committee, and the Pre-Law Advisor can each provide specialized career information.



### Recreation and Diversion

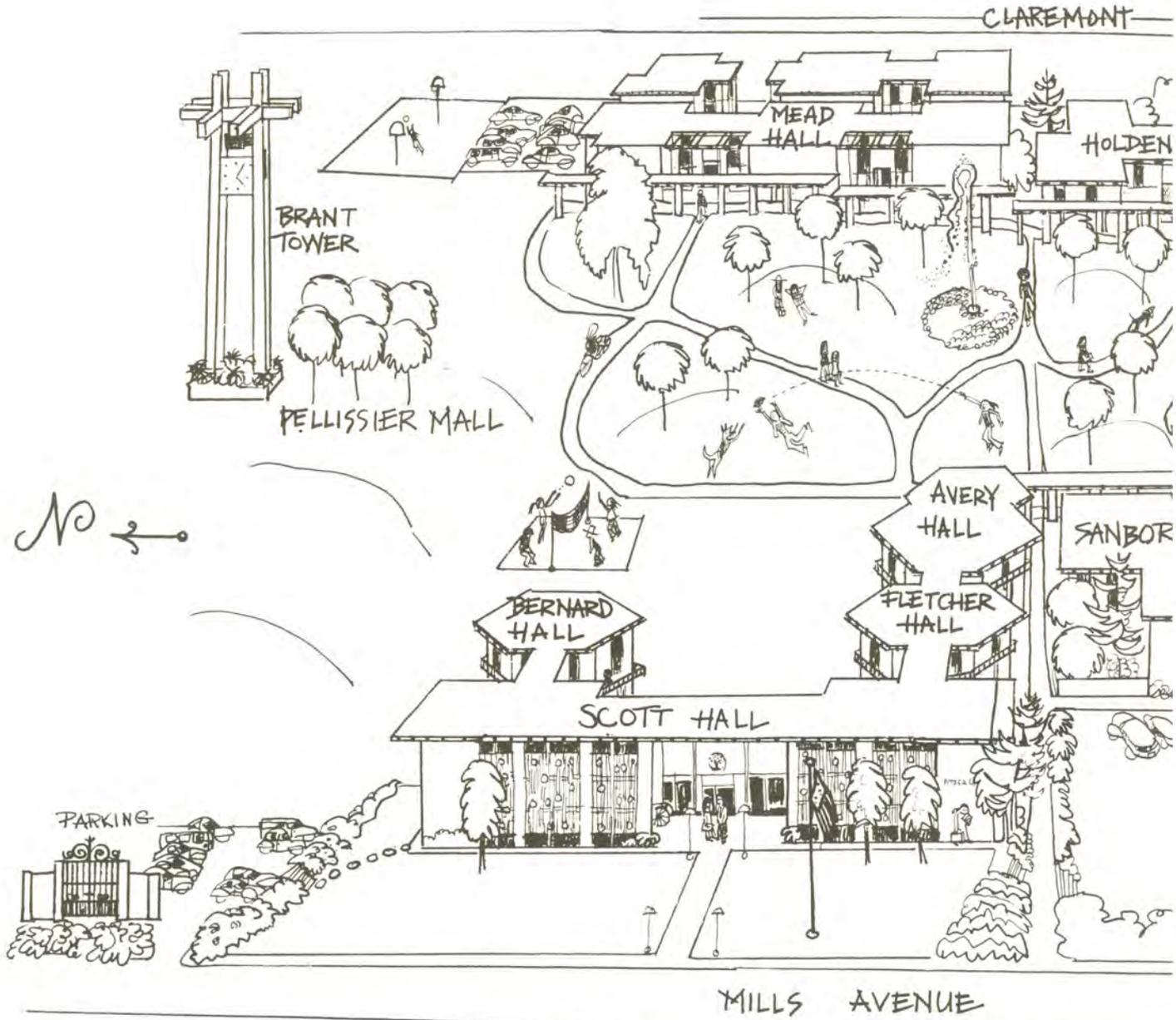
Pitzer students are welcomed at all the recreational facilities of The Claremont Colleges, as other Claremonters are welcomed at Pitzer's. Among the five undergraduate colleges, there are two men's gymnasiums and one women's gymnasium, five swimming pools, twenty tennis courts, and many playing fields.

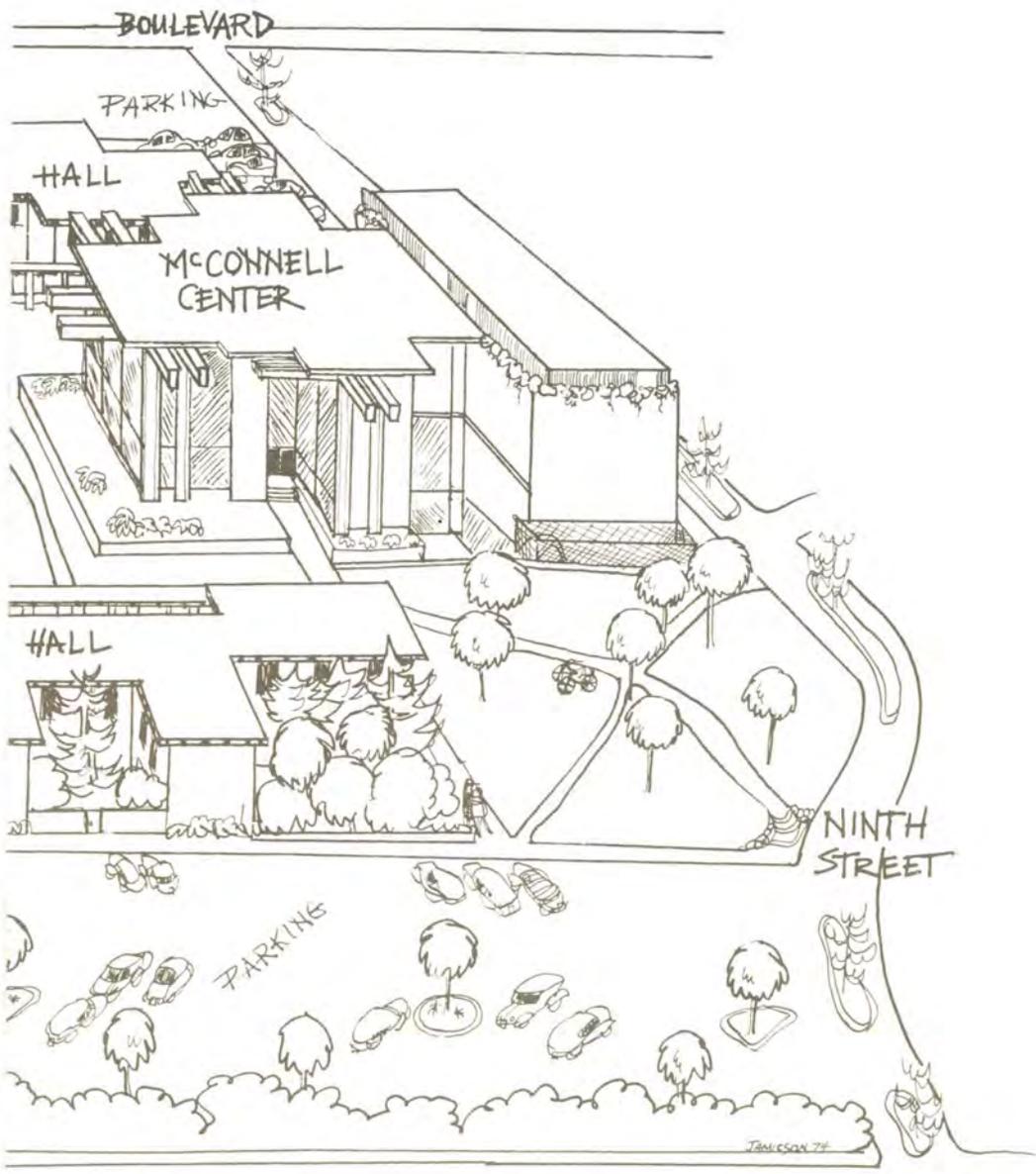
Everything from skin diving to lacrosse to mountain-climbing is readily available. The College Recreation Program — supported by part of the student activities fund — has many kinds of sports and recreation equipment that students may borrow. The Recreation Program also funds the development of other kinds of activities in response to student proposals: a stitchery and fibres workshop, for instance, and a cooking class, a May Day celebration, an all-college art show, departmental kaffee-klotsches, and this year's Kahoutek Festival, far more exhilarating than the comet whose name it bore.

Pitzer College joins Pomona College in fielding athletic teams; Pomona-Pitzer women's teams compete in badminton, basketball, fencing, softball, swimming, tennis, track and volleyball, and men's teams compete in football, baseball, basketball, track and field, cross country, soccer, fencing, water polo, swimming, wrestling, golf, tennis, and bowling. More information is listed in the academic section under "Physical Education."

During the course of the year, dozens and dozens of musical activities occur in Claremont. Many are professional — among them, the Artists' Course and the Celebrity Series — and many others are amateur or student performances. Among the total, Pitzer College presents programs through the Frederick J. Salathé, Jr., Fund for Music and the Cultural Arts. In addition, students who perform as members of the Pomona College Theatre or the Four-College Players of Pitzer, Scripps, Claremont Men's and Harvey Mudd Colleges present about two dozen different plays in Claremont each year. The Siddons Club (a dramatic

MAP OF PITZER COLLEGE





SCOTT HALL

- Classrooms
- Faculty offices
- Office of the President
- Office of the Registrar
- Television Studio
- Computer Facilities
- Office of Conference Programming

BERNARD HALL

- Classrooms
- Faculty offices
- Office of the Dean of Students
- Social Sciences Laboratory
- Office of Educational Resources
- Office of Graphics Services

FLETCHER HALL

- Classrooms
- Faculty offices
- Office of the Dean of Faculty

McCONNELL CENTER

- Art studios
- Dining hall
- The Pit (snack bar)
- Office of Admissions
- Office of Financial Aid
- Office of Planning and Development
- Office of Public Relations and News
- Office of Alumni Coordinator
- Harry Buffum Founders Room
- Frederick Salathé Atrium
- McConnell Living Room

AVERY HALL

- Classrooms
- Faculty offices
- Avery Auditorium
- Office of Publications

MEAD HALL

- Residential suites
- Study rooms
- Special Collections Library

SANBORN HALL

- Residential rooms
- Study areas

HOLDEN HALL

- Residential rooms
- Study areas



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.

*The Collegian* is a thrice-weekly newspaper of the 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 senior portrait journal; and a student handbook.

### Community Government

Beginning its third year in the fall of 1974, Pitzer College's governance system involves students in all levels of decision making and continues a tradition of heavy student involvement as old as the college. Student representa-

tives 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 committee which assigns students to other college committees. Originally designed as an experiment, the governance system will be evaluated and if necessary redesigned during 1974-75.

Students build their lives at Pitzer by choosing among many options. Their lives are what they make them. The College chooses intentionally not to force students in any pre-selected direction; it provides important materials with which to construct, among them freedom and diversity — diversity in people. Finally, Pitzer students are responsible, to themselves and for themselves.

## Life at the Claremont Colleges

Pitzer's size and its specialization echo the commitment made by all members of The Claremont Colleges. Composed of five undergraduate colleges, one graduate school, and a university center which maintains central facilities, The Claremont Colleges are unique among the world's institutions of higher education: each is independent of the others, setting its own degree requirements and establishing its own curriculum, but all share central facilities. They are Pomona College, Claremont Graduate School, Scripps College, Claremont Men's College, Harvey Mudd College, Pitzer College, and Claremont University Center.

**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, though other colleges in Claremont provide more extensive offerings in areas in which they specialize. 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.

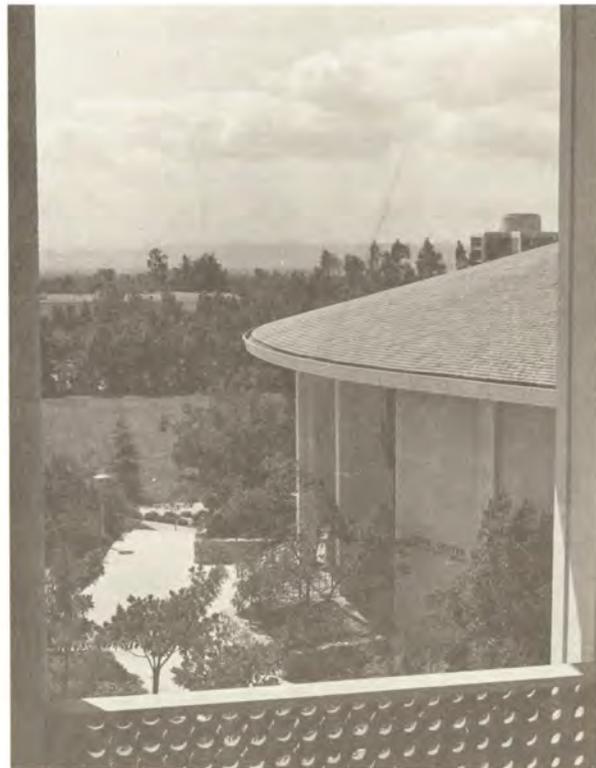


**Scripps College.** Founded in 1926. President, Mark H. Curtis. Enrollment, 570. Scripps College is noted for a special series of courses called humanities which emphasize an interdisciplinary approach to learning and are central to the liberal arts curriculum of the college. Students may concentrate in the arts, literature and languages, philosophy and religion, social studies, science, or in a combination of disciplines. Scripps is a residential college for women 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, 425. 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.





Pitzer College offers not only the vigor and opportunities of a young small college, it also provides the benefits of The Claremont Colleges. Five colleges do some things better than one can. For instance:

**The Claremont Colleges Library.** At the core of this collection of 825,000 volumes and 6,000 periodical subscriptions are the Honnold Library and the adjoining Seeley Wintersmith Mudd Library. Most of the books Pitzer students need are centrally located in these two large buildings. Smaller, specialized collections reside in the Sprague science library at Harvey Mudd College and in six departmental science libraries at Pomona College, in the Ella Strong Denison Library at Scripps College emphasizing humanities and fine arts, and in the curriculum library and the George C. Stone Center for Children's Books at the Educational Resource and Information Center in Harper Hall.

The Honnold Library possesses extensive holdings of journals and currently receives about 6,000 periodicals and 75 newspapers. Through Pomona College, the Honnold Library is a depository for publications issued by the United Nations, other international agencies, and Great Britain. The library has a large collection of materials in microtext format, including some 12,000 reels of microfilm and 350,000 sheets of other forms of microtext. Included in these holdings are long runs of newspapers, early printed books from England and the United States, and the anthropological source materials in the Human Relations Area Files. The microtext room also houses about 2,000 sound recordings. Some 50,000 slides, 5,000 art prints and photographs, 4,500 sound

recordings and 10,000 maps are housed in other academic buildings. The Honnold Library has a good collection of Oriental language materials in its Asian Studies Collection.

There are numerous special collections in the library. Among them are the Oxford Collection, books about the University and the City of Oxford, and the Renaissance Collection, volumes on the Italian Renaissance focused on the life and work of Angelo Poliziano. Three collections provide materials on northern Europe, the de Hass collection on the Netherlands and the Westergaard and Bjork Collections emphasizing Scandinavia and the Baltic area. Western Americana and Californiana are represented in several collections: the William Smith Mason Collection, the Wagner Collection of History and Cartography of the North Pacific, the William F. McPherson Collection of Western Americana, and the collection of materials on the water resources of Southern California. The Robert Burton Collection includes various editions of his *Anatomy of Melancholy* and most of the sources cited by him in his work. The John Dryden Collection features early editions of his plays, poetry, criticism, and works which he translated or to which he contributed a preface or commentary. The McCutcheon Collection assembles many rare books on American hymnology. The Carruthers Collection traces the history of aviation. The Hoover Book Collection on the History of Science and the Metallic Arts is a valuable collection of rare volumes assembled by the late President and his wife.

Three other scholarly libraries catalog their books in Honnold Library — the Francis Bacon Library, comprising materials dealing mostly

with Bacon and the seventeenth century; the library of the School of Theology at Claremont; and the library of the Rancho Santa Ana Botanic Garden, the second largest private botanical garden in the United States. Thus, collections available to Claremont students exceed one million volumes. In addition, students have access to the Los Angeles County collection through the Claremont Public Library.

**Bridges Auditorium.** The largest college or university auditorium in the West hosts a wide range of music and dance programs each year; within the recent past its stage has held such varied artists as Lou Rawls, the Los Angeles Philharmonic, Ballet Folklorico, Alfred Brendel, Roberta Flack, Joan Sutherland, the Waverly Consort, Victor Borge, Beverly Sills, Linda Ronstadt and the Doc Watson Review. The building also provides space for various speeches, convocations, and conventions, and its cavernous basement houses the Claremont Museum.

**Garrison Theatre.** Seating 725 people, Garrison Theatre provides facilities for the Four College Players, the Pomona College Theatre, and other activities of the colleges and the community. It is also the Southern California home of the American Conservatory Theatre, the nation's most distinguished repertory group. Garrison's backstage area can hold sets for as many as three productions at once.

**Black Studies Center.** The Black Studies Center organizes and coordinates a curriculum in Black Studies taught by faculty members from the several colleges as well as by its own staff. In addition, the Black Studies Center

provides counseling and tutoring activities of various kinds and serves as a center for Black social activities.

**Chicano Studies Center.** Members of the Chicano Studies Center staff join faculty members from individual colleges in teaching courses in the Chicano Studies curriculum, and they also provide various kinds of counseling. The Chicano Studies Center organizes tutoring for students in Claremont and it also serves as a center for Chicano social activities.

**The Counseling Center.** A staff of six – five clinical psychologists and one psychiatrist – serve Claremont students through the Center, providing short- and long-range personal counseling as well as career counseling and ancillary services. The Center can administer batteries of tests free of charge to any student who seeks to know more about his patterns of thought and interest, and this service, like all those at the Center, is completely confidential. Even the fact of one's visit to the Center can be disclosed only upon one's own written request.

**Baxter Medical Center.** Four full-time physicians and a staff of nurses provide medical services for all students; bed care and off-hours attention are available twenty-four hours a day at Memorial Infirmary, about three-quarters of a mile from campus. Pomona Valley Community Hospital, four miles from campus, is fully equipped to deal with serious illness or injury.

**Huntley Bookstore.** Supplementing collections available at stores in downtown Claremont and nearby Montclair, the large Huntley Bookstore maintains supplies of books for most courses taught at the Colleges as well as extensive general collections of books, art

supplies, and other paraphernalia. Huntley regularly carries more than 20,000 titles.

**McAlister Center for Religious Activities.** McAlister houses the Chaplains' Offices and provides opportunities for worship, informal study, community services, retreats and workshops. The full-time professional staff includes a protestant minister, a Roman Catholic priest, and a rabbi, and their joint ecumenical ministry welcomes the ideas, questions, and participation of all students and faculty. Besides offices for the chaplains, the building contains a large meeting room, meditation chapel, library, and offices for the Volunteer Service Center, Claremont Draft Counseling Center, Gay Students Union, and the Ombudsman, who acts as an intermediary in resolving grievances of students and faculty members of any of The Claremont Colleges.

**Program in Public Policy Studies.** This intercollegiate program sponsors interdisciplinary teams of students and faculty members who investigate public policy problems and prepare comprehensive research reports recommending policy alternatives.

**Joint Science Center.** Sponsored by Pitzer College, Scripps College, and Claremont Men's College, the Joint Science Center is staffed to provide thorough work in physics, chemistry, biology, and human biology and is housed in modern and spacious facilities adjacent to the Scripps College campus.

**Other facilities.** Undergraduates' lives are less likely to be touched in large ways by these offices and facilities, but they contribute to the smooth functioning of The Claremont Colleges and are important parts of its design: Faculty House; Office for Continuing Education;

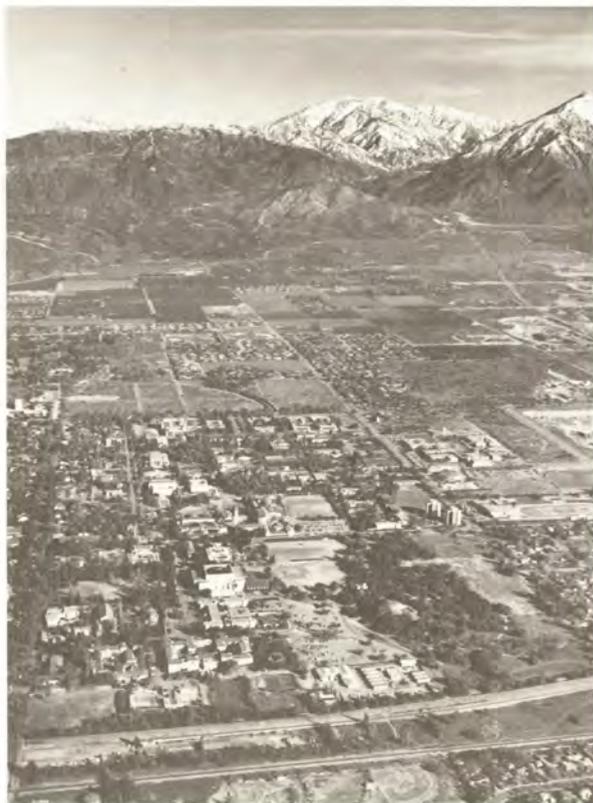
Pendleton Business Building; and The Center for Urban and Regional Studies. Also in Claremont, and staffed by men and women who often have professional connection with The Claremont Colleges as well, are Rancho Santa Ana Botanical Garden, Blaisdell Institute (for world religions), Francis Bacon Library, The School of Theology at Claremont, The Center for California Public Affairs, and The Center for Antiquity and Christianity. The nature of their affiliation with The Colleges varies.

### Life in Claremont

Located at the foot of the San Gabriel Mountains, Claremont has grown up around the colleges which collectively take its name. Like those colleges, it is mostly residential, and its citizens have always sought to make it a pleasant and stimulating place to live and study. Because Claremonters have often come from other parts of the country in response to its collegiate attractions, Claremont looks different from most Southern California suburbs; and in fact it is only within recent years that intervening cities have grown sufficiently to make Claremont truly a Los Angeles suburb. Claremont citizens are proud of the city's schools and parks, and testifying to a long-standing Claremont tradition, the *Los Angeles Times* has cited Claremont for its unique use of trees in establishing the character of the city. Although the city has shunned major commercial development, a number of unusual shops and galleries have grown with the city. Claremont is thirty-five miles east of Los Angeles and has a population of about 25,000.

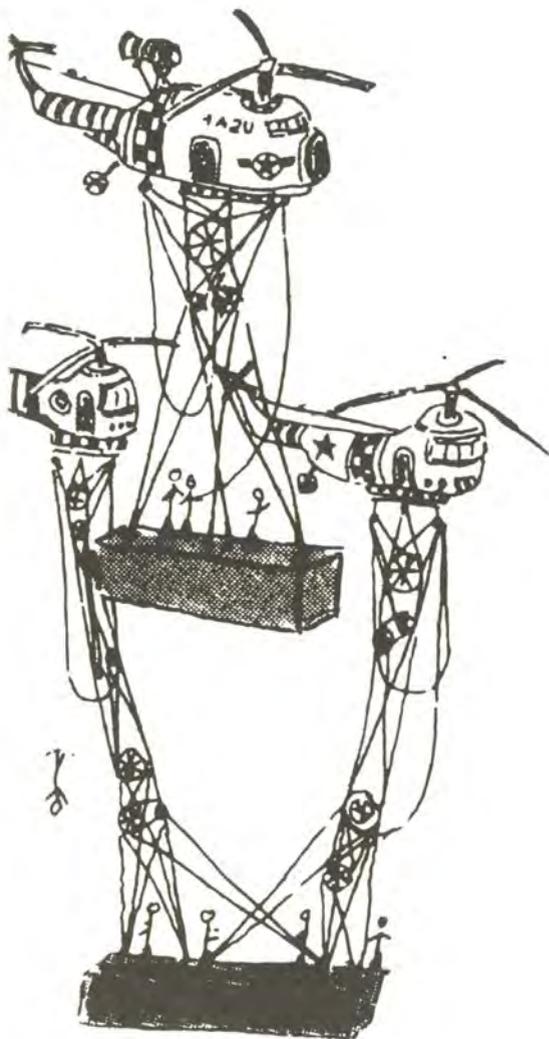
### Life in Southern California

Whether your interest is rock, or raga, or Bach, or boogie; whether you find Disneyland or the Getty Museum or the Music Center captivating, Southern California contains it. With a population of more than ten million, the greater Los Angeles area is one of the world's cultural centers — the center of a culture more diverse, less definable, and more inclusive than any other in the country. In addition to the man-made cultural attractions, Claremonters can enjoy beaches, deserts, or mountains; and all these parts of the Claremont student environment are within about an hour's drive.





## 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 Bachelor of Arts degree.

The academic program offers a large variety of learning opportunities in addition to the classroom curriculum. The spirit and techniques of inquiry may be developed through such avenues as independent studies, seminars, internships, colloquia, and external studies programs.

Moreover, the College acknowledges the wide diversity of student needs, abilities, and interests. Therefore, the College imposes no uniform course requirements beyond those prescribed by the student's field of concentration. We expect that each student together



with faculty advisors will create the most appropriate educational program possible.

### **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 a significant advising relationship.

Beyond officially-designated academic advisors, students are encouraged to consult with other faculty members as well. The faculty represent a wide range of expertise and each of them will be glad to talk with students about his or her fields of interest.

In addition to their academic advisors and other faculty, 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, and to other academic questions.

Upon choosing a field of concentration, which must be done by the end of the sophomore year, the student should acquire a faculty advisor in that field.

### **SPECIAL INSTRUCTIONAL RESOURCES**

In addition to its own standard educational facilities and the important resources shared by The Claremont Colleges, Pitzer provides a variety of special facilities on its campus. Of major importance are the Social Science Laboratory, computer facilities, a large inventory of audio-visual materials, the television studio and equipment, and a residence hall study-library.

#### **Social Science Laboratory**

The recently established Social Science Laboratory provides classroom and research facilities for the social and behavioral sciences. One-way vision rooms are used for observing children's behavior and social interactions in small groups and for monitoring of interviewing techniques. Additional small rooms are available for individual research projects, with such equipment as biofeedback devices, portable videotape unit, tachistoscope, polygraph, memory drums, reaction timers, psychological test files. Cooperative facilities for studying comparative and physiological aspects of behavior are maintained with Claremont Men's College. Facilities for data analysis include programable calculators and terminals for a PDP 10 computer.

## Computer Facilities

As part of the undergraduate Social Science Laboratory, Pitzer has two computer terminals connected to the Control Data PDP-10 computer owned by The Claremont Colleges. These are Cathode Ray Tube (television-like screen) terminals with full capacity for interactive computing. The PDP-10 is part of a major computer installation with a large library of programs and a facility for batch processing work. Normal computer usage is available without charge to all Pitzer students and faculty.

## Audio-visual Resources

The Office of Educational Resources is a center for the storing, locating, development, and usage of audio-visual resources. Students and faculty members are encouraged to use films, slides, tape recordings, videotapes, and other non-print media to assist classroom and research presentations. In addition, a large inventory of equipment in the above media is available for use of Pitzer students in the preparation of individual projects for classroom or thesis work.

The Office of Educational Resources cooperates with several information-sharing networks to make available videotapes and films from other schools and institutions across the country. Productions by Pitzer students are also shared with other schools via videotape exchanges. The office is staffed largely by work-study students who work under the guidance of the professional coordinator, and a

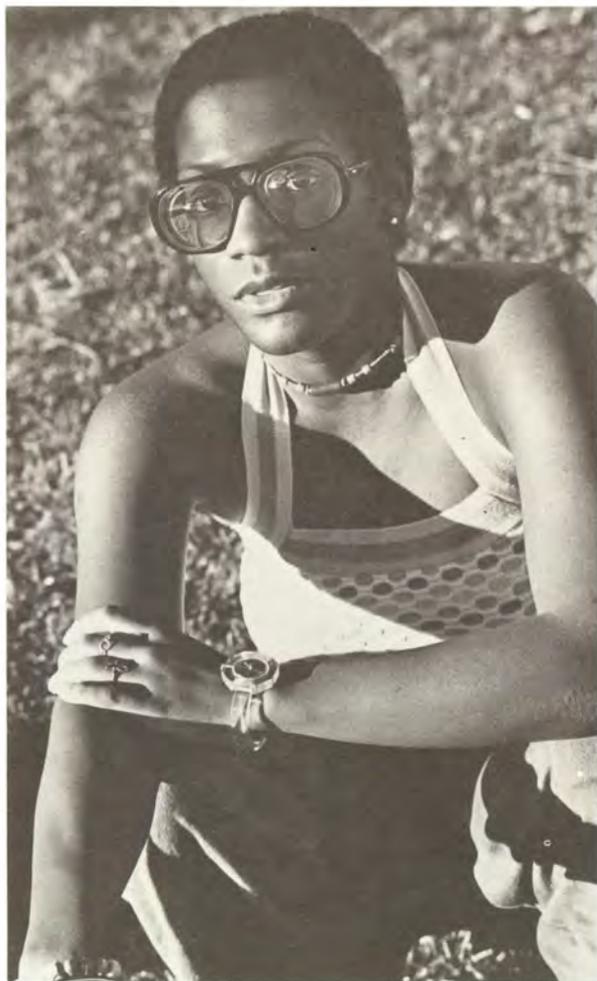
wide variety of non-skilled and skilled jobs is available for new students. In recent years, students have prepared videotapes, films, and slide/tape presentations for use on cable television, in the classroom, and for conferences and workshops.

## Television Facilities

The College maintains an extensive closed circuit television facility for student and faculty use. A complete fixed studio as well as several portable videotape recorders are available at no cost to students for use in class-related projects. Technical and production support is provided for these projects and the results often become part of the college's videotape archives.

The College participates in a cooperative videotape exchange program with other colleges and universities in the area, and every spring hosts an experimental television festival in which colleges throughout Southern California are represented.





### Residence Hall Library

For the convenience of students who wish to use a quiet, on-campus study room with basic reference materials, a study lounge was recently established in one of the dormitories. In addition to the reference collection, it includes selected newspapers and periodicals, and open browsing shelves for pleasure reading — most of which were contributed by faculty, students, and staff. Located in Mead Hall, the lounge-library is open to all members of the Pitzer community 24 hours a day.

## CONCENTRATIONS

To experience the kind of mastery of a subject that makes informed independent judgments possible, the student selects a field of concentration by the end of the sophomore year. A substantial part of the junior and senior years will be devoted to the concentration program.

**Fields of concentration** currently offered are: American studies, anthropology, art, Asian studies, biology, chemistry, classics, economics, English, environmental studies, European studies, Folklore, French, German, history, human biology, Latin American studies, linguistics, mathematics, philosophy, physics, political studies (including international relations), psychology, sociology, Spanish, and the study of man. Certain other concentrations are available by arrangements with the other Claremont Colleges.

**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.

**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.

**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 by the full faculty.

## CONCENTRATION REQUIREMENTS

### American Studies

Each student concentrating in American studies is required to complete satisfactorily the equivalent of 10 courses concerned with American problems. Courses may be chosen

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

A reading list of works with which all majors in the field should become familiar is available from the concentration advisors. Students must pass a comprehensive examination given during the senior year. Students of superior ability in American studies, with the approval of the American studies advisor, may prepare an honors thesis during their senior year. For further information, see Mr. 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 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 concentrating in either Art History or The Materials of Art will be encouraged to enroll in at least one semester of external study. Usually this would be undertaken during the junior year. Such study may be undertaken



in one of several Pitzer programs, e.g., The Pitzer Semester in France, The Pitzer Semester in Appalachia, etc. or by special arrangement through the External Studies Committee in an apprenticeship with professional artists; or through work at an approved professional school of art.

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 consult with Mr. Hertel in order to design an appropriate program. 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 in art history 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 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. South 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 minimum 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 proficiency 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).

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 minimum 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).

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).

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.

#### 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 the literature of 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.

#### Environmental Studies

Environmental Studies is an interdisciplinary program focusing on the interaction between the human and nonhuman components of the biosphere. When successful, it can provide an integrated, unifying perspective on life, as well as a program for radical change. Interested students may combine Environmental Studies with another concentration. See an Environmental Studies advisor to discuss the best program for your interests and your career.

Concentrators should complete satisfactorily ten courses chosen so as to include some work in each of three areas:

1. Human ecology (courses numbered in the 30's and 130's, and normally including ES 30 and 130);
2. Environmental science (courses numbered in the 50's and 150's, and normally including ES 50);

3. Environmental policy (courses numbered in the 70's and 170's, and normally including ES 170).

Concentrators should also include in their programs some provision for fieldwork, which may be done through the Santa Fe external studies program, through the Program in Public Policy Studies, or through an independent study. Exceptional students may be invited to undertake an honors thesis in the senior year.

Concentration advisors are: John Rodman, Paul Shepard, David Thomas, Carl Hertel, and Sheryl Miller (at Pitzer); Robert Feldmeth and Daniel Guthrie (at Joint Science).

### 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 concentrate 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.

### Folklore

The goal of the concentration in folklore is to master its forms, to understand the development of the theoretical approaches to the field, and to understand its relationship to the major disciplines.

Historically, folklore developed out of archaeology and philology, and continues to have ties to linguistics, psychology, anthropology, and literature.

Accordingly, concentrators in folklore are required to include in their major sequence, courses chosen, with the advice of their concentration advisor, from any of the ancillary fields mentioned above, or sociology and art history. Moreover, students of folklore are strongly encouraged to pursue double or combined concentrations.

The folklore program requires the completion of:

1. An introductory course in folklore
2. Anthropology 11 or Sociolinguistics 110

3. One genre course:
  - a. The Study of Verbal Performance
  - b. American Folk Music and Folk Life Studies
  - c. Folk Narratives
  - d. Classical Mythology
  - e. Custom and Ritual ("Psyche and Symbol," Anthropology 156)
4. A research seminar

In addition, the concentrator will choose six courses to be selected according to the following plan:

1. At least four courses in folklore, 3 of which must be from the advanced level (courses numbered 100 and above).
2. Any two courses from among the following:
  - a. Literature (English 91CC, Spanish 164CC, French 108)
  - b. Art history (51, Art/Env. Studies 135, Art/Classics 161)
  - c. Archaeology (Anthropology 128)
  - d. Anthropology (100)
  - e. Psychology (103, 107, 146)
  - f. Sociology (34, 40, 70, 132)

Other courses may be substituted with the approval of the concentration advisor.

Reading knowledge of a foreign language is *required*, and oral mastery is strongly recommended.

## 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:

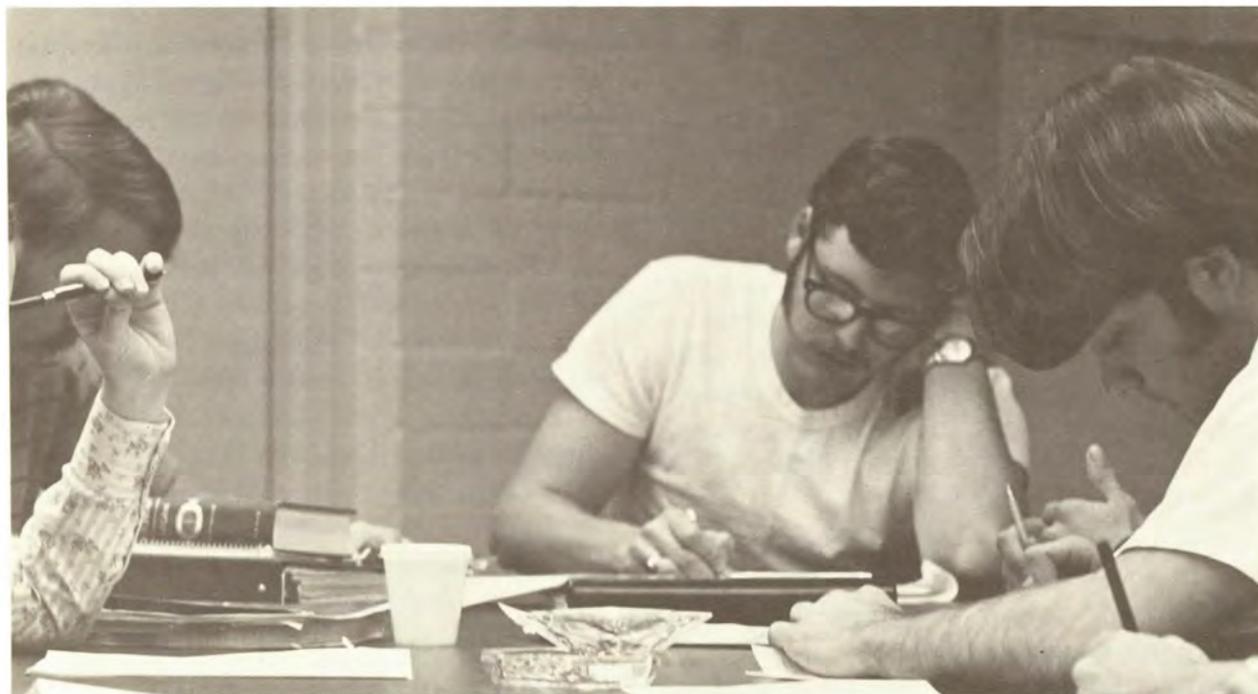
1. Natural Sciences 43-44, Introductory Biology.
2. Four additional semesters of advanced work in biology.
3. Introductory courses in each of the following areas: anthropology, psychology, sociology.
4. Four additional semesters of advanced work in the behavioral sciences, selected from at least two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

## Linguistics

Linguistics is the scientific study of language in all its variety. One of the paradoxes about language is that it is incredibly systematic and at the same time it is immensely varied. The paradox is resolved by the discovery that the variety is composed of a vast number of interacting systems. These systems can be studied separately to a certain extent, though it is always necessary to keep in mind the larger and more complex whole when studying any of the parts. Examples of the different aspects of language and the labels under which they are studied in linguistics are: **phonetics**, the study of speech sounds; **phonology**, the study of the communicative function of speech-sounds in a particular language; **syntax**, the study of the meaningful units of a language and how they combine into sentences; **semantics**, the study of the meaning of the words of a language and the meaning of combinations of words. The three divisions of linguistics, phonology, syntax, and semantics, are fundamental to any study of language. Although there are other ways in which language can be studied, it is impossible to study linguistics without dealing with at least one of these aspects. The following areas therefore assume some prior knowledge of these aspects of the system of language: **historical linguistics**, the study of the changes that have occurred in the development of languages; **sociolinguistics**, the study of language variation, particularly within a single society; **psycholinguistics**, the study of man as a speaking animal.

Concentrators are required to take:

1. Introduction to Linguistics (50 and 51), a year's course.
2. Senior Seminar in Linguistics (180).
3. Six other courses in Linguistics.
4. (a) At least two years of one foreign language and one year of a second language, *or* (b) two years of a non-European language, *or* (c) the equivalent in demonstrated competence.
5. A comprehensive examination (a senior thesis may be invited instead).
6. One or more courses in related fields, such as:

Pomona Philosophy 135 or 137, Symbolic Logic

Pomona Computing Science 51, Introduction to Computing Science  
*or*

HMC Computing Science 60, Introduction to Computer Science *or*

CMC Mathematics 28, Introduction to Computer Science

Pitzer Philosophy 3, Philosophy of Science

Pitzer Philosophy 5, Introduction to Formal Logic

Pomona Psychology 160, Perception and Cognition

HMC Psychology 173, Human Communication and Critical Theory

Pitzer Anthropology 11, The Study of Man *or*

Pomona Anthropology 53, Human and Cultural Evolution

Plus courses in culture or folklore of the

country whose language the student has studied (Anthropology Field Group or Folklore Field Group), or in the literature of the country whose language the student has studied.

### 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 minimum 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).

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).

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 or Comprehensive Examination (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; additional courses may be designated as seminars by instructors at the time these courses meet (Psychology 199, Tutoring in Psychology, does not fulfill this requirement). 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. Students who wish to fulfill the data collection and analysis requirement by other means should consult with their advisors.

- (a) Experimental, comparative, physiological, learning, perception, motivation, psycholinguistics, and mathematical psychology. Courses offered at Pitzer College are Psychology 101, 102\*, 106\*, 108, 123, 125, 154, 192 (S)\*.
- (b) Personality, social, clinical, and developmental psychology. Courses offered at Pitzer College are Psychology 103, 105, 107, 108, 135, 136\*, 137, 138, 140\*, 145a and b, 153, 154, 155, 181, 183\*, 186 and 187\*, 189, 196 (S), 198 (S).

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

Comprehensive examinations may be required for all concentrators. If required, they will normally be given during the student's senior year, after notification by May 15 of the preceding academic year.

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

## Sociology

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

1. Students are expected to demonstrate an understanding of the central theories and methodologies of sociology. Regular course work consists of at least one course in sociological theory (Sociology 169 or 175) and one course in sociological methods (Sociology 94, 95, 96, 99, 100).
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.
4. Students are expected to demonstrate an understanding of elementary statistical methods. Regular course work consists of one course in statistics.

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 is required. 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 literature, psychology, philosophy, and linguistics.

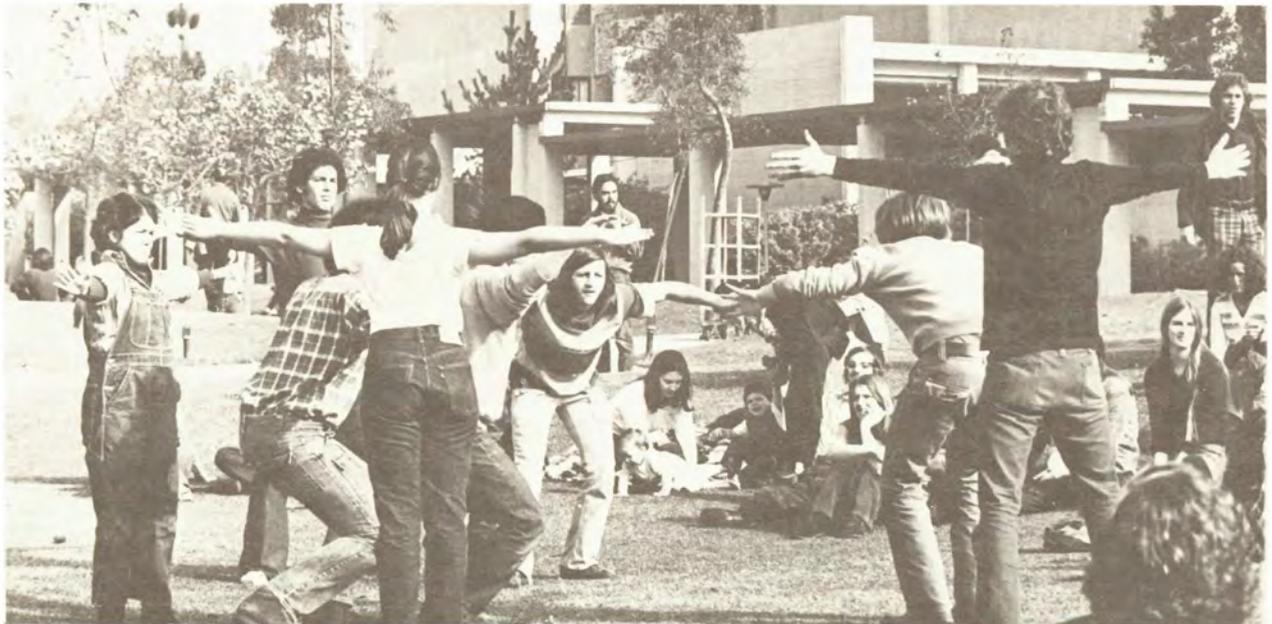
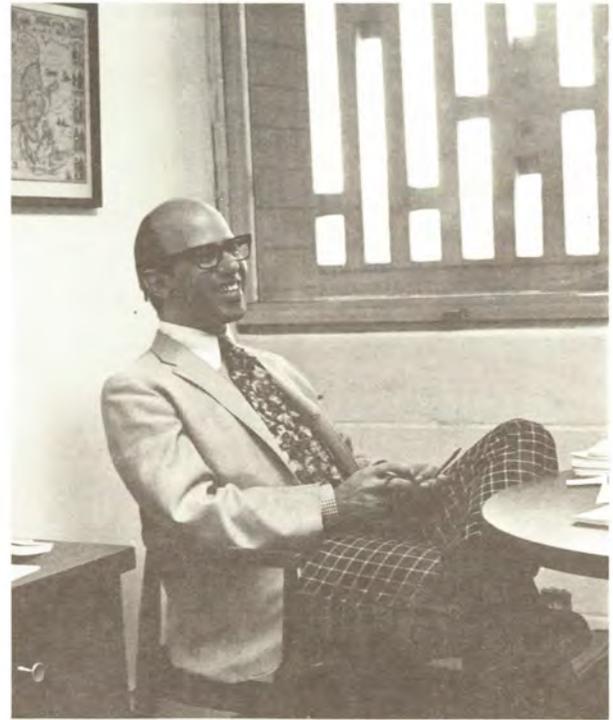
5. Seniors with a Spanish concentration will be required to complete either a written comprehensive examination or a senior thesis.
6. It is strongly recommended that the student participate in some established program of studies in a Spanish-speaking country for a minimum of one semester.

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 Ms. McDougall.



## SPECIAL ACADEMIC PROGRAMS

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

### FRESHMAN SEMINARS

Freshman Seminars are discussion courses that are limited in enrollment to fifteen students. They are distinguished from many other courses offered at an introductory level not only by their limited size but also by their pursuit of a theme or problem rather than their intent to introduce students to a specific discipline or field. Some Freshman Seminars aim to broaden intellectual perspectives, while others aim to probe an important or interesting issue in scholarly depth. Freshman Seminars exist for the purpose of general education and will not normally satisfy concentration requirements. (Freshman seminars will become optional beginning in 1975.)

The seminars offered in the fall of 1974 are:

1. **No! In Thunder.** This class will examine those characters in fiction who at some point in their development have flung at the world e.e. cummings' words: "There is some s. I will not eat." We will try to determine whether or not this stance is necessary for great literature. Readings include: Camus' *The Rebel*, Freud's *Civilization and its Discontents*, Melville's *Moby Dick* and

*Bartleby the Scrivener*, Virginia Woolf's *Mrs. Dalloway* and *To the Lighthouse*, Joyce's *Portrait of the Artist as a Young Man*, Kafka's *The Trial*, Malraux's *Man's Fate*, Twain's *Huckleberry Finn*, Ralph Ellison's *Invisible Man*, Faulkner's *The Sound and the Fury*, and selected poetry. Fall, m. 2:45-5, Barry Sanders.

2. **Experiments in Communal Living.** Analysis and discussion of a variety of efforts to organize communal societies, past and present, successful and non-successful, in the United States and elsewhere. Investigations of local experiments in communal living. Fall, f. 1-4, Susan Seymour.
3. **Contemporary Economic Issues.** A discussion and analysis of some of the current economic problems that beset the United States and the international economy. The course will include an examination of recent issues and events concerning the stock market, welfare reform and the distribution of income, the international monetary system, underdeveloped countries, and the impact of energy shortages. The various alternatives of economic organization and government policy will be analyzed as well. This seminar may not be taken concurrently with Economics 20. Students considering a concentration in economics or political studies should opt for another freshman seminar, and take Economics 20 instead. 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 Education 30). Seminar-related activities will include readings, weekly discussion meetings, observations, and limited participation in a local elementary school. The initial empha-

- sis 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, m. 3-5, Cynthia Siebel.
5. **Her Infinite Variety: A Study of Women and Literature.** We will treat such writers as Jane Austen, Emily Brontë, George Eliot, Doris Lessing, Sylvia Plath, et al, in an attempt to define their varied experiences as women and writers in England and America. Fall, t. 7, Ellin Ringler.
  6. **"Like Sheep to the Slaughter."** This seminar will investigate the question of responsibility for the extermination of 4-5 million Jews during World War II in Nazi Germany in the context of a larger question: to what extent can the individual in a mass society affect his own fate and that of those around him? Students will explore the validity of Hannah Arendt's thesis that responsibility must be shared by killer and killed, since both were victims of the same social forces. The exploration of facts and interpretations will be based on such materials as government documents, including those provided for the Nuremberg Trials of war criminals; diaries and interviews; articles reflecting the controversy around the Arendt publication and secondary studies by historians and other social scientists. Recent experiences with the war in Vietnam will be brought to bear on the question of conscience and public morality in the context of war and genocide. Fall, w. 7, Werner Warmbrunn.
  7. **The Lotus or the Robot.** An overview of how Eastern man and Western man have attempted to solve such pressing problems as war, man's place in nature, and the relationship of man to society. Readings will be based upon comparisons of such novels and philosophical works as Heller's *Catch 22*, the *Bhagavad Gita*, and Remarque's *All Quiet on the Western Front*; Thoreau's *Walden* and the Tao Te-Ching; Camus' *The Stranger*, Mishima's *Death in the Midsummer*, Ionesco's *Rhinoceros*, and Abe's *Friends*. An attempt will be made to determine if there are ways in which the two world views are coming together through mutual impact. Fall, m. 7-10, Allen Greenberger.
  8. **The Politics of Science.** Our society is shaped to a considerable degree by science and technology. Thus it is important to decide what science is doing and what the consequences will be. These decisions rest with the government. Using current and past examples, we will examine the science-government relationship to find out whether we have a sensible science policy. Students will investigate a scientific area of interest to them, and evaluate its possible societal impact and what policies should govern its investigation and use. Fall, w. 2:45, David Sadava and Jack Merritt.
  9. **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, ~~arranged~~, Laud Humphreys. *TH 8:20*
  10. **Watergate.** The seminar will begin by tracing the chronology of events leading toward and away from the "break-in" at the Democratic National Committee headquarters. Aside from the "who-did-it" questions, the seminar will try to understand whether Watergate and the surrounding events are typical of American politics and American life. Students will be encouraged to follow their individual interests in exploring such questions as: Constitutional problems inherent in Watergate; executive privilege; im-

peachment; the role of interest groups; money in politics; secrecy; privacy; national security; the personality of the President. Fall, m. 7:30, Lucian Marquis.

11. **The World in a Nutshell.** A close study of the short story – is it the only great literary genre invented in the last 200 years? We will choose from such people as Hawthorne, Poe, James, Joyce, Lawrence, Hemingway, Faulkner, and O'Connor. In addition to reading the stories of others, students will be writing and revising a story of their own during the course of the semester. Fall, w. 7, Albert Wachtel.

### INDEPENDENT STUDY

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

It is hoped that students will develop the capacity to plan and execute projects of their own conception and will acquire a competence in original research and writing beyond that required by the regular courses of instruction.

An independent study project is arranged by agreement between the student and a faculty member who is asked by the student to serve as consultant and evaluator. Independent study is most often successful when the student and the faculty member already know one another, or when the project falls in an area with which the student has had some prior familiarity. By agreement between the student and the faculty member, an independent study may be credited either as a course or a half-course and may be graded either credit/no credit (accompanied

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

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

### INTERNSHIP PROGRAMS

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

2. **Administrative Internship.** This four-year-old 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 somewhat important to stress that the program is

primarily yet *not* exclusively designed for Chicano, Asian, Black, Indian and other students of color. These people, through their internship and seminar sessions, research, *think*, and write about the past, present, and future aspects of living and non-human existences in a variety of communities: state, nation and world. For further information contact an Intern and Leonard Harper.



### EXTERNAL STUDIES

Students enrolled at Pitzer College are eligible for a wide range of off-campus study opportunities, within the United States and abroad. These external study experiences are of three types:

1. Programs conducted by a Pitzer Program Director away from Claremont.
2. Programs of study pursued at other academic institutions under the supervision of the faculty there.
3. Independent Study programs arranged with faculty at Pitzer but pursued away from Claremont.

The following list includes only those programs directed by a Pitzer Program Director away from Claremont during the Summers of 1974 and 1975 and the academic year 1974-75. (Exception to the above is Semester in France, which will not be offered in 1974-75.) Costs and arrangements for receiving academic credit and/or financial aid vary with each program. Minimum enrollments are required for certain programs. Interested students should contact the Office of External Studies for further information.

1. **Environmental Studies Program in Santa Fe.** Students will live in Santa Fe, New Mexico, and work on projects in conjunction with the Central Clearing House (CCH), a private, non-profit conservation organization. Students will participate as apprentice environmentalists in on-going projects of the CCH staff and/or will design and execute projects of their own (either individually or in teams) planned in advance and appropriate for being carried out in Santa Fe. One internship in Santa Fe City Planning Department is available. The faculty director of the program will oversee the program from Claremont and will visit Santa Fe twice during the semester. CCH staff members will advise participants in carrying out their projects. Limited to four 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 1974-75. *Credit:* up to four courses. *Prerequisites:* (a) consent of academic advisor; (b) consent of Program Director. *Application Deadline:* May 10, 1974, for fall semester; December 15, 1974, for spring semester.

2. **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 Educational Internship Programs of the Devereux School in Santa Barbara or the Clearwater Ranch Children's School in Santa Rosa, which offer year-long placements 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 similar placement opportunities may be arranged. Related readings and special projects will be pursued under the direction of the project advisor and in consultation with other relevant faculty members at Pitzer. Enrollment limited to two to four students at each institution. *Program Director:* Cynthia Siebel. *Time Period:* fall and/or spring semester 1974-75, depending on placement. *Credit:* four courses. *Prerequisites:* (a) previous course work and/or experience in education and/or psychology (especially child development); (b) admittance to a specific institution's program; (c) consent of academic advisor; (d) consent of Program Director. *Application Deadline:* May 10, 1974, for fall semester; December 15, 1974, for spring semester.

3. Pitzer Semester in Argentina. Students will live and study in and around Buenos Aires. Up to four courses of academic credit may be earned for (a) participation in the Argentina Studies Seminar organized by the Program Director and utilizing professors from universities in Argentina; (b) courses taken at universities in Argentina; and (c) independent studies arranged with faculty of The Claremont Colleges. The Program Director will arrange in advance for students to live with families or in apartments. *Program Director:* Cristina Laje. *Special Faculty Committee:* James Jamieson, Rudi Volti, Helia Sheldon. *Time Period:* fall and spring semesters, 1974-75. *Credit:* four courses. *Prerequisites:* (a) competence in Spanish; (b) consent of academic advisor; (c) consent of special faculty committee. *Application Deadlines:* May 3, 1974, for fall semester; December 6, 1974, for spring semester.

4. 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 1974-75. *Credit:* three courses credit. *Prerequisites:* (a) competence in French; (b) consent of academic advisor. *Application Deadline:* December 6, 1974. (Not offered in 1974-75.)

5. Washington Semester. Participants intern in Congressional offices, executive agencies, or in the offices of lobbyists. *Program Director:* James B. Jamieson. *Time Period:* fall and spring semesters 1974-75. *Credit:* up to three courses. *Prerequisites:* (a) recommendation of academic advisor, (b) consent of Program Director. *Application Deadline:* May 10, 1974, for fall semester. December 15, 1974, for spring semester.

6. Semester in Rome. Students will live and study in Rome and may earn up to four courses of credit. The following three seminars, designed specifically for this program and taught by faculty from Rome, will be offered: The City of Rome (the art and architecture, art history and archaeology of Rome from its beginnings to the present day); Italy Since World War II (a study of Italian institutions since World War II — family, education, politics, economy, government, and customs, attention will also be given to the development of the Italian movie industry and the films that have been produced); Italian Language and Literature (beginning and intermediate sections). For students desiring a fourth course credit, an independent study may be arranged with a faculty member at one of The Claremont Colleges. The courses will be conducted in English, except for the beginning and intermediate Italian language courses. Field trips in and around Rome will be an integral part of the course work. Also included in the program are excursions to Pompeii, Naples, Capri, Florence, Venice and a 7-10 day trip to Greece. Students will room and board at the International Student Center in Rome. *Program Director:* David Colin. *Time Period:* Fall and spring semesters, 1974-75. *Credit:* three courses with additional independent study option. *Prerequisites:* (a) con-

sent of academic advisor, (b) approval of faculty selection committee. *Application Deadline:* April 19, 1974, for fall semester, December 6, 1974, for spring semester.

7. **Classical Studies in Rome.** Pitzer College participates in a program conducted by the Intercollegiate Center for Classical Studies in Rome. The program provides students interested in classical studies with an opportunity to study Greek and Latin literature, ancient history and archaeology, and the history of art. Nominations from Pitzer College to the Center will be made from students participating in The Claremont Colleges classics program. *Program Director:* Stephen Glass. *Time Period:* fall and spring semesters, 1974-75. *Credit:* up to four courses. *Prerequisites:* (a) students must be concentrating in Classics, Archaeology, Art or Art History and should have a grade point average of 3.0 or above, (b) approval of Program Director and advisor, (c) Junior standing at time of participation. *Application Deadline:* April 5, 1974, for fall semester, October 15, 1974, for spring semester.

8. **Introduction to Nepal.** Physical and cultural landscape: the distinctive characteristics of Nepalese civilization; historical background; the economy, the polity, the society. The course is intended primarily for students of The Claremont Colleges who expect to apply for admission to the Semester in Nepal Program. The course is given in fall semester; the Program in Nepal, in spring semester. (Class meets once a week – time arranged.) Professor: Dr. Merrill Goodall.

9. **Semester in Nepal.** Students live and study in Kathmandu, Nepal. The program offers three courses of credit for the successful completion of a Nepali language course, a socio-cultural studies seminar, and a special project. With special permission, a student may contract for an independent study project with a faculty member at one of The Claremont Colleges. There will be ample opportunity for participants to gain field experience not only in the Kathmandu Valley but beyond the Valley. For example, the area surrounding Buddha's birthplace in Lumbini will be visited. Students live with Nepali families. *Program Directors:* Merrill Goodall and Doug Hall. *Time Period:*

spring semester, 1974-75. *Credit:* up to three courses with additional independent study option. *Prerequisites:* (a) It is strongly recommended that students participating in the program take Introduction to Nepal, a course offered in the fall, (b) recommendation of advisor and two faculty members, (c) recommendation of faculty committee comprised of Professors Goodall, Jamieson, and Greenberger. *Application Deadline:* November 11, 1974.

10. **Tuscarora Project: Art-Studio Seminar.** Students will live in Tuscarora, Nevada, an old mining town with a permanent population of fourteen, and will reside in a 19th century rooming house. "The Hotel," organizing and sharing all the necessary chores including cooking for themselves. Students will use the facilities of the "Tuscarora Retreat and Pottery School" and will study various aspects of working with clay, including prospecting and processing local materials, kiln and wheel construction, clay aesthetics, ore fire glazing, Raku and high temperature firing, and exhibiting and selling. In addition, instruction in environmental art, metal sculpture and painting is available. *Program Director:* Dennis Parks. *Time Period:* fall and spring semesters. *Credit:* up to four courses. *Prerequisites:* consent of advisor and art field group. *Application Deadline:* May 10, 1974, for fall semester, and December 6, 1974, for spring semester.

## External Studies – Summer Programs

20. **Summer in London (1974).** This Program presents a sociological and historical perspective on contemporary Britain. By living and studying in London, students will have the opportunity to observe life in Britain and study the factors responsible for the configuration of British society. The program will permit a student to earn two course credits for participating in two closely related seminars – "Life and Labor in London" and "Government and Power in Britain." In addition to numerous field trips in and around London, there will be excursions to Scotland

## Semester in France

We arrived in Paris to a program which is stunningly bereft of formality or any sort of hierarchical structure. Claude (de Cherisey) the director, pulls the entire program together: organizes classes, trips and lodging. The program is concrete because her presence is immediate. She has been direct with us, has opened her home out of simple generosity, has taken special care. Through her friends and her brother, Bertrand (who is also vital to the program), almost every need has been met. Not a week passes that she isn't introducing someone to a specialist, finding an address, a room.

The classes, History of Art, French Theatre, and European History, are taught in a solid, established style. They form the core of the program. Films, museums, and plays complement each.

In addition, any number of independent studies can be constructed here, because, for the most part, one can easily audit or enroll at one or more of the thirteen Paris Universities. Steve Goldsmith and Kathy van Ormand go to the Sorbonne for literature and political science. Tom Norton takes cinema under Ferro and Rohiner. I take cinema at Paris University III. (Then there's the Cinematique, biggest film archives in the world, which offers free lectures.) Karen Singer etches in an atelier at Beaux Arts. I also think that there are opportunities in theatre, science, philosophy — you name it.

Beyond the classroom, our lives are varied and most often separate. Sometimes with families, others with french youth, others, alone. The wealth of aid given by the program does not prevent a healthy sort of leanness. That is, we have no college campus. We take membership in the city's daily grind and Paris is made vital for having been de-romanticized.

Kim Wier

and Northern England. Students will have the option of a number of living arrangements. *Program Directors:* David Cressy and Rudi Volti. *Time Period:* July 3-August 16, 1974. *Credit:* up to two courses. *Prerequisites:* Consent of Program Directors. *Application Deadline:* April 19, 1974.

21. *Sources of the American Spirit.* This course will take place in Boston, Massachusetts, and, in addition to field trips in and around Boston, will include trips to Concord, Salem, Amherst, and New Bedford to view and study the sites of our 19th century heritage. Among the places that will be visited are the Old Manse (inhabited by Emerson and Hawthorne), Walden Pond, and the Whalingmen's Chapel of New Bedford (which is described in *Moby Dick*). Participants will stay in Cambridge for the first 4 weeks of the trip, lodging in dormitories and meeting every day for supervised classes based on a required reading list. During this month in the afternoons we will visit Widener Library, Fanueil Hall, Beacon Hill, and other places of interest in and around Boston. We will also attend those summer activities and lectures at Harvard which are relevant to our American studies. The next two weeks of the program will be devoted to travel in New England. During this time students will keep journals of their experiences as they relate to the readings completed earlier. A major project will be expected of each student, to be completed by August 15. *Program Director:* Ellin Ringler. *Time Period:* June 15-August 15, 1975. *Credit:* one course. *Prerequisites:* consent of Program Director. *Application deadline:* April 15, 1975.

22. *Summer in London (1975).* In view of the increasing economic and political interdependence of nation-states, Pitzer College is offering a summer program in London focusing on a comparison of the economic and political situation in England and the United States. A course entitled "The International Economy" examines the political and economic benefits and costs accruing to societies engaging in specialization and trade; it also covers such topics as international corporations, and the various forms of economic



and political integrations such as the Common Market. Visits to Brussels and Paris, headquarters of the ECC and the CECD respectively, will be part of the course. A second course, "British and American Society," features an historical and present-day comparison of British and American institutions and culture. Students will live in London and participate in numerous field trips in and around the City, including visits to museums, the theatre, etc. *Program Director:* Harvey Botwin. *Time Period:* June 23-August 4, 1975. *Credit:* two courses. *Prerequisites:* consent of Program Director. *Application Deadline:* March 14, 1975.

## 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, t.th. 12, Marianne Boretz.
2. **Basic Writing.** Both semesters, th. 2:30-5:30, Mary Ann Callan.

## 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

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| <p>10    <b>The Development of Man.</b> An examination of man and his origins. Studies the techniques by which archaeologists investigate the question of man's physiological and cultural origins. Considers man's biological background as known from fossil finds. Discusses what can be learned from living primates which might parallel early man's social behavior. Traces man's physical and cultural evolution from two million years ago to the emergence of the first agricultural civilizations. Fall, t.th. 12, David Thomas.</p> <p>11    <b>The Study of Man.</b> An introduction to social and cultural anthropology through the study of original field reports. Descriptive and analytical approaches will be utilized toward an understanding of culture as a reflection of human nature. Fall, t.th. 9:40, Lorna McDougall; Spring, t.th. 8:20, Susan Seymour.</p> <p>80    <b>Anthropological Approaches to Complex Societies.</b> An introductory and exploratory course concerned with plural societies, ethnic boundaries, and the ethnographic study of official organizations (e.g., courts, schools) and their relations with individuals</p> | <p>and different ethnic groups. The course will draw upon material from India, the Caribbean, the Pacific and the United States and will suggest a variety of approaches – sociolinguistic, folkloristic, and from legal and political anthropology. Spring, m.w.f. 11, Don Brenneis.</p> <p>81    <b>Peoples of the Pacific.</b> David Thomas. (Not offered in 1974-75.)</p> <p>83    <b>Peoples of Europe.</b> Lorna McDougall. (Not offered in 1974-75.)</p> <p>84    <b>Peoples of Africa.</b> Sheryl Miller. (Not offered in 1974-75.)</p> <p>86    <b>Peoples and Cultures of India.</b> Introduction to India as a cultural area and to the study of a complex society. A survey of Indian regions, peoples, and contemporary linguistic and ethnic problems. A social structural analysis of Indian society, its Hindu foundations and its sources of change. Spring, t.th. 12, Susan Seymour.</p> <p>90    <b>The Culture of the Americans.</b> Contemporary culture of the United States viewed as one case in the sample of world societies. Cross-cultural perspective gained through study of model and extreme patterns around the world and through location of American culture in the world distribution. Particular attention given to cross-cultural generalizations and to attempts to apply these to the United States. Fall, t.th. 8:20, Lee Munroe.</p> <p>100    <b>Religion and World View.</b> 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 inde-</p> |
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- pendent research on others of their choosing. Prerequisite: one course in anthropology or consent of instructor. Fall, t.th. 12, Lorna McDougall.
- 107 **Social Organization.** Lorna McDougall. (Not offered in 1974-75.)
- 108 **Man's Ecological Relationships.** An examination of the relationship between the physical environment and the institutions of human societies. The ecological adaptations of both non-human and human societies will be examined with emphasis upon population processes. Spring, t.th. 1:15, David Thomas.
- 109 **Woman.** How is she? Where? And Why? The higher the fewer everywhere. The importance of sex in determining the lifestyle of the individual. Examine other cultures too. Spring, t.th. 12, Lorna McDougall.
- 110 **Sociolinguistics.** Systematic methods for the study of language in the speech community; techniques for the observation, recording, elicitation and analysis of natural speech. Relationship of patterns of language use to social structure, particularly to stratification; creative and competitive use of language in social interaction. The nature of standard languages, creoles and pidgins, problems of bilingualism and multilingualism. Consideration of the ethnographic significance of sociolinguistic perspective — how a consideration of communicative behavior enhances our understanding of social life. Spring, m.w.f. 9, Don Brenneis and Ronald Macaulay.
- 113 **Folklore in Context.** An introduction to folklore, this course will approach the study of folklore in its social context. Various genres of folklore performance, such as folk music, riddling, and games, will be considered in terms of content, structure, performance style, functions and social implications. Fall, m.w.f. 11, Don Brenneis.
- 114 **Heredity, Evolution and Society.** The interaction between heredity and society, and its implications from an evolutionary point of view. The concept of race and the biological differences within and between populations will be covered. Prerequisite: Anthropology 10 or Introductory Biology, or consent of instructor. Spring, t.th. 9:40, David Thomas.
- 115 **Human Evolution.** David Thomas. (Not offered in 1974-75.)
- 119 **Education and Culture.** A comparative study of education as a formalized process of cultural transmission. Analysis of the relationship between educational and social systems, education and cultural settings, and schools and communities. Special attention will be given to multicultural settings and their special educational problems and to experiments in bicultural-bilingual experiments in education. Fall, m.w.f. 10, Susan Seymour.
- 121 **Classical Mythology.** (See Classics 121.) Spring, t.th. 1:15, Stephen Glass.
- 122 **Anthropology of Law and Conflict.** An introduction to the ethnographic study of law and dispute management. Both the historical development of anthropological interest in conflict and current issues in research will be discussed. We will consider standard ethnographic approaches to the social control processes of other societies and the use of such anthropological perspectives in understanding legal institutions in our own. Fall, m.w.f. 9, Don Brenneis.
- 123 **Old World Prehistory: Africa.** A study of the Stone Age in Africa, from its origin some two million years ago to its probable extinction in the twentieth century. Cul-

- tural interrelationships, as understood through archaeological discovery and ethnographic analogy, will be explored. Primarily for juniors and seniors. Spring, m.w. 12, Sheryl Miller.
- 124 Old World Prehistory: Europe and Asia. Sheryl Miller. (Not offered in 1974-75.)
- 153 Seminar: History of Anthropological Theory (half-course credit). A brief treatment of the evolution of anthropological theory from its nineteenth century origins, with particular attention given to those schools of thought which have proved most durable. Prerequisite: Anthropology 10 or 11. (First half of the semester.) Fall, t.th. 9:40, Lee Munroe.
- 155 Socialization and Personality in Cross-Cultural Perspective. (See *Psychology 155*.) Spring, m.w. 12, 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 McDougall.
- 157 Seminar: Urban Anthropology. Analysis and discussion of anthropological research in urban areas with particular emphasis on community case studies from Africa, Asia and the United States. Specific areas of concern will include rural-urban migration and problems of adaptation to city life, the operation of kinship, social networks and associations in urban settings, and problems of social stratification and inter-ethnic relations. Spring, m. 7, Susan Seymour.
- 159 Seminar: Cognition: A Cross-Cultural Perspective (half-course credit.) A consideration of the major approaches to the cross-cultural study of cognitive functioning, with particular attention given to findings from non-Western cognitive-developmental research. Prerequisite: one course in anthropology or psychology. (Second half of the semester.) Fall, t.th. 9:40, Lee Munroe.
- 160 Seminar: The Primates and Human Evolution. A study of the non-human primates and what they can tell us about ourselves – in terms of our physiological and behavioral origins. Students will do independent research and present papers to the class. Prerequisite: Anthropology 10 or consent of instructor. Spring, th. 7, Sheryl Miller.
- 161 Greek Art and Archaeology. (See *Classics 161*.) Fall, t.th. 1:15, Stephen Glass.
- 164 Research Seminar in Folklore. This seminar is concerned with methods of folklore collection and analysis and the development of individual student research. Spring, m. 2:45-5:30, Don Brenneis.
- 175 Seminar: Native Americans and Their Environments. Sheryl Miller. (Not offered 1974-75.)
- 177 Models for the Evolution of Society. David Thomas. (Not offered in 1974-75.)
- 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, Lee Munroe.
- 186 Seminar: Symposium in Field Research. A general overview of the relationship between research methodology and the development of theory in anthropology. Students will be exposed to and expected to utilize a variety of both qualitative and

quantitative techniques of data gathering and analysis. This course is designed to introduce students to the craft of socio-cultural anthropology and to equip them with the tools necessary to design, carry out, and critically evaluate research. Three hours per week of laboratory will be arranged. Fall, w. 2:45, 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. 7, Lorna McDougall.
- 196 **Senior Seminar: Prehistory of Man.** A critical review for advanced students of major theories and evidence concerning the development of human physiology and culture. Required for anthropology concentrators in the junior or senior year. Prerequisite: two anthropology courses or consent of instructor. Spring, f. 2-5, Sheryl Miller.

#### CHICANO STUDIES CENTER

- 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 presentation of alternative orientations from a Chicano perspective. Fall, time to be arranged, Jose Cuellar.
- 132CC **Urbanism, Urbanization, and the Chicano.** A study of Chicano rural/urban differences, including the presentation of alternative

theoretical and methodological approaches for the study of the urban Chicano. A major emphasis will be on the development of individual research projects for the empirical investigation of the Chicano in an urban setting. Prerequisite: consent of instructor. Fall, time to be arranged, Jose Cuellar.

- 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. Spring, time to be arranged, Jose Cuellar.
- 171CC **Seminar: Aging and Age Stratification in the Chicano Community.** The purpose of the course is to probe the various aspects of aging in the Chicano community. It is intended to give the students a better understanding of the significance of age as both a dependent and independent variable for the study of the relationship between the individual, culture, society, and history. An emphasis will be placed on (1) the examination of transitions through the life cycle (individual & domestic), (2) inner-generational relations, (3) behavior, beliefs, and attitudes in later life, and (4) the relationship between aging, age grades, age groups, and socio-cultural change and stability. In order to gain a better perspective of the issues faced within the Chicano community, the lectures, readings, and discussions will incorporate materials from other cultures and disciplines. For upper-division students in the social sciences, or by consent of the instructor. Spring, time to be arranged, Jose Cuellar.

- 198CC Advanced Seminar in Chicano Studies. Library and/or field research into areas of concern to the Chicano population. For advanced social science majors. Spring, time to be arranged, staff.

*See also the catalog of Pomona College.*

- 101 Lowland South American Tribal Societies. Mr. Seeger.  
 104 Anthropological Study of Myth, Ritual, and Symbol. Mr. Seeger.  
 105 Anthropological Inquiry. Mr. Bolton.  
 106 Peasants and Highland Communities of Central and South America. Mr. Bolton.  
 108 Kinship and Social Organization. Mr. Seeger.  
 150 Agonistic Systems. Mr. Bolton.

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## Archaeology

*See Anthropology and Classics*

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## Art

In the studio art classes, the relation of the artist-teacher to the student precludes the possibility of specific course descriptions other than general indications of media and level of advancement. The teacher presents material from his experience, convictions and technical knowledge in the order and at the rate which, in his judgment, will be best related to the needs of the individual student.

- 51 Major Monuments/Major Forms. A natural history of the visual arts and plastic arts from prehistoric times until the present. The vernacular and so-called people's arts

will be considered as well as a conventional survey of western art history. The format of the course will be comprised of lectures, discussions, slides, films, field trips and student projects. For the student seeking to elucidate his or her commitment to the further study of art. Fall, m.w.f. 9, Carl Hertel.

- 52/102 Environments Workshop. Readings, discussions, films, field trips, projects and fabrication of environmental spaces and sculpture from the functional-aesthetic perspective. Materials to be utilized will include stone, plastics, air and light. For the art student interested in exploring and developing his or her sensibilities to light and space as well as the student from other disciplines concerned with the nature and function of human environmental interventions. Materials fee \$15. Fall, w. 1:15-4 and arranged time. Spring, th. 1:15-4 and arranged time, Carl Hertel.

- 55/105 Two-Dimensional Art Studio. Projects in drawing, painting and collage. Emphasis will be given to developing awareness and technical facility with various materials the elements of aesthetic composition and the exploration of individual expressives. For beginning students (55) and intermediate students (105). Enrollment limited to 15. Model fee: \$10. Fall, t. 1:15-4 and arranged time, Yando Rios.

- 65 Ceramics. Techniques in ceramics with an emphasis on the wheel, as an extension of students' ideals; glazing/decorating, and the firing of the kilns. Direction will move towards the development of personable, well-thought-out pottery. Consent of instructor required. Clay and lab fees \$25. Enrollment limited to 15. Both semesters, w. 1:15-4, David Furman.
- 80 Ceramics Sculpture. Techniques in ceramics with a sculptural emphasis. This course will

stress idea development, rather than production pottery. Instruction will be given in the techniques of hand-building, mold-making, the wheel, glazing and a variety of other finishing and structural materials. Experimentation will be encouraged. Consent of instructor required. Clay and lab fees \$25. Spring, 1:15-4, David Furman.

**90/190 Pacts in Art.** Advanced materials projects. Senior Projects. Directed readings in art-related areas. For students with special needs outside of the course offerings working individually or in small groups in contractual relationships for variable periods of time and credit. For example, students working in areas such as mural painting, art education, environmental design and other special interest areas. Senior Projects are also normally registered as Pacts. Consent of instructor and written contractual agreement. An Art Pacts meeting will be announced at the beginning of each semester for all students interested in discussing their needs. The number of such agreements is limited by staff time and availability of resources for proposed projects. Both semesters, time arranged, staff.

**106 Further Work in Ceramics.** A class for students who have had two semesters in ceramics and are ready for a more in-depth involvement. There will be more time for the student and instructor to discuss ideas and advanced techniques on an individual basis. Enrollment limited to 15. Consent of instructor required. Clay and laboratory fees \$25. Both semesters, th. 1:15-4, David Furman.

**107 History and Aesthetics of Film.** (*See English 107.*) Spring, w. 7 and th. 1:15 or t. 2:45, Beverle Houston.

**122 Nonwestern Art.** A comparative study of the art and architecture of so-called pre-industrial peoples from the Northwest Coast of America, West Africa and New Guinea. Some emphasis will be given to unique aspects of such traditional art as an integrated aspect of the being-in-the world of these people in contrast to conventional Twentieth Century western attitudes toward art and life. Lectures, discussions, films, slides, field trips and student projects related to actual works of art from these areas. For the student with an interest in developing his or her knowledge of and sensibilities to the expressiveness of the material culture from the three areas listed above manifested in what our society elects to call "art and architecture." Fall, m.w. 11 and arranged time, Carl Hertel.

**161 Greek Art and Archaeology.** (*See Classics 161.*) Fall, t.th. 1:15, Stephen Glass.

**182CC Grammar of Film.** (*See Film Studies 182CC.*)

**183CC Advanced Filmmaking.** (*See Film Studies 183CC.*)

#### BLACK STUDIES CENTER

**99CC Art of Black Cultures.** This course will trace the development of art within Black Cultures with an emphasis upon the role of social factors in determining form and content. Attention will be given to the visual arts with Black music and literature serving in supportive roles. In addition, the subsequent influence of Black art styles upon form concepts of non-Black artists will be discussed. Spring, w. 7, Mrs. Lewis.

#### INTERCOLLEGIATE

**110G Sculpture.** Both semesters, time to be arranged, Roland Reiss.

## Asian Studies

Asian Studies is a cooperative program of The Claremont Colleges.

### ANTHROPOLOGY

- 86 Peoples and Cultures of India. Spring, t.th. 12, Susan Seymour (Pitzer).

### ART

- 150b Art of Japan. Spring, m.w.f. 9, Mrs. Lewis (Scripps).

### ASIAN LANGUAGE AND LITERATURE

- 1a,b Elementary Chinese. Both semesters, m.w.f. 9, t.th. 8:20, staff (Pomona).  
 51a,b Intermediate Chinese. Both semesters, m.w.f. 10, t. 9:40, Mr. Tsai (Pomona).  
 102 Readings in Classical Chinese. Spring, m.w.f. 9, Mr. Dennerline (Pomona).  
 122 Readings in Modern Expository Prose. Fall, m.w.f. 9, Mr. Dennerline (Pomona).  
 123 Readings in Lu Hsun and the New Cultural Movements. Spring, m.w.f. 11, Mr. Tsai (Pomona).  
 199 Readings and Research in Chinese. Both semesters. Time arranged, staff (Pomona).  
 2a,bG Elementary Japanese. Both semesters, m.w.f. 8, t.th. 8:20, t.th. 3-4, Mr. S. Jones.  
 102a,bG Intermediate Japanese. Both semesters. Fall, m.t.w.th.f. 11; Spring, m.t.w.th.f. 8, Mrs. Takata.  
 103a,bG Advanced Japanese. Both semesters, m.w.f. 12, t.th. 8:20, Mrs. Takata.  
 214G Readings in Classical Japanese. Fall, time arranged, Mr. S. Jones

Instruction is available in all levels of Hindi-Urdu, Malay-Indonesian, Tai, Sanskrit, and Arabic. For further information see Mr. Ruyter (CGS).

### ASIAN LITERATURE IN TRANSLATION

- 109G Pre-Modern Japanese Literature in Translation. Fall, t.th. 1:15, Mr. S. Jones.  
 110G Modern Japanese Literature in Translation. Spring, t.th. 1:15, Mr. S. Jones.  
 131a,b Chinese Literature in Translation: A Historical and Generic Survey. Both semesters, m.w. 1:15, Mr. Tsai (Pomona).

### ASIAN STUDIES

- 8 Introduction to Nepal. Fall, time to be arranged, Mr. Goodall (Pitzer).

### ECONOMICS

- 107 Economic Development. Fall, t.th. 8:20, Mr. Hollerman (CMC).  
 119 Economic History of U.S., Russia, and Japan. Fall, time to be arranged, Mr. Palmer (Pomona).  
 160 Economic Development of East Asia. Spring, t.th. 8:20, Mr. Hollerman (CMC).  
 371G Economic Development of Japan. Fall, time to be arranged, Mr. Hollerman (CMC).

### HISTORY

- 60CC Introduction to Asian Civilizations. Mr. Dennerline and Mr. Greenberger. (Not offered in 1974-75.)  
 61CC Revolution and Social Change in Modern Asia. Mr. Greenberger, Mr. Rosenbaum and Mr. Volti. (Not offered in 1974-75.)

- 75 Court, Samurai, Zen: Pre-Modern Japan. Fall, t.th. 9:40, staff (CMC).
- 76 Modern Japan. Spring, t.th. 9:40, staff (CMC).
- 140 India to 1707. Fall, m.w. 1:15, Mr. Greenberger (Pitzer).
- 141 India since 1707. Spring, t.th. 1:15, Mr. Greenberger (Pitzer).
- 145 China: The Long Tradition. Fall, m.w.f. 11, Mr. Dennerline (Pomona).
- 146 China: Intellectual Roots and Branches. Spring, m.w. 1:15, Mr. Dennerline (Pomona).
- 147 The Meaning of Chinese History. Spring, time to be arranged, Mr. Dennerline (Pomona).
- 148 Southeast Asia. Fall, t.th. 8:20, Mr. H.B. Smith (Pomona).
- 163 Modern China. Spring, time arranged, staff (CMC).
- 175 Japan Since 1945. Fall, t.th. 1:15, staff (CMC).
- 176 Political Thought: East and West. Spring, t.th. 2:45, Mr. Greenberger and Miss Nickel (Pitzer).

## PHILOSOPHY

- 132G Oriental Philosophy: Chinese and Indian. Spring, time arranged, Mr. Hutchison.

## POLITICAL STUDIES

- 129 Comparative Asian Politics. Fall, m.w. 2:45, Mr. R. Jones (Pomona).
- 176 Political Thought: East and West. Spring, t.th. 2:45, Mr. Greenberger and Miss Nickel (Pitzer).

## RELIGION

- 102 The Oriental Heritage I: Sacred Traditions of India. Fall, m.w.f. 9, Miss Dornish (Pomona).

- 103 The Oriental Heritage II: Sacred Traditions of China and Japan. Spring, m.w.f. 9, Miss Dornish (Pomona).
- 113 Transformation and Utopia. Fall, m.w. 2:45, Miss Dornish (Pomona).
- 114 Enlightenment and Freedom. Spring, m.w. 2:45, Miss Dornish (Pomona).

## SOCIOLOGY

- 51 Social History of Modern China. Spring, t.th. 9:40, Mr. Volti (Pitzer).
- 132 Peasant Society: China, India, Medieval Europe, Vietnam, Mexico. Spring, m.w. 1:15, Mr. Volti (Pitzer).

## EXTERNAL STUDIES

- 8 Introduction to Nepal. (*See External Studies 8.*)
- 9 Semester in Nepal. (*See External Studies 9.*)

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**Black Studies**

The Black Studies Center serves all of The Claremont Colleges and its courses are considered part of the Pitzer College curriculum. Through the development and teaching of courses related to the Black experience, the Center helps to broaden and enrich the education of college students, thus enabling them to cope with a rapidly-changing world. All students, of whatever ethnic background, are encouraged to participate in the courses offered at the Black Studies Center.

The courses offered by the Black Studies Center are listed below without descriptions. Course descriptions are included in the appropriate disciplines throughout the curriculum.

## COMMUNICATIONS

- 122CC Film Making in the Black Community. Fall, m. 7-9:45, staff.

## ECONOMICS

- 90CC Methods of Social and Economic Research. Fall, m.w.f. 8, staff.
- 104CC Economic History of African and Afro-American Peoples. Spring, m.w. 2:45, staff.
- 118CC Socialist Economic Theories and the Developing World. Fall, t.th. 12, staff.
- 125CC Economic Problems of the Black Community. Fall, m.w. 1:15, staff.

## EDUCATION

- 120CC The Death Machine: A Study in Public Education. Fall, th. 7, staff.
- 123CC History of Black Educational Thought. Spring, m.w.f. 9, staff.

## ENGLISH

- 77CC Elements of Reading Comprehension. Spring, w. 7, Ms. Houchins.
- 91CC Introduction to Black American Literature. Fall, t.th. 1:15, Mrs. Jackson.
- 141CC Expository Writing: Critical Reading and Basic Research. Both semesters, m.w. 2:45, Ms. Houchins.
- 150CC NOMMO: Survey in African-American Poetry. Spring, time to be arranged, Ms. Houchins.
- 191CC Black Writers of the U.S.A. Fall, w. 7, staff.
- 192CC Special Studies in Black Literature in the U.S.A. Spring, w. 2:45-5:30, Mrs. Jackson.
- 193CC Special Studies in Black Literature Outside the U.S.A. Fall, m. 7, Ms. Houchins.

## HISTORY

- 40CC Uses of Science in History. Spring, m.w. 1:15, staff.

- 51CC Survey of Afro-American History to 1863. Fall, m.w.f. 9, Mr. Smith.

- 52CC Survey of Afro-American History Since 1863. Spring, t.th. 9:40, Mr. Smith.

- 103CC Black "Freedom": The First Fifty Years, 1865-1915. (Not offered in 1974-75.)

- 121CC Slavery in the Americas. Fall, t.th. 9:40, Mr. Smith.

- 130CC Survey of African History to 1000. Fall, m.w.f. 8, staff.

- 131CC Survey of African History Since 1000. Spring, m.w.f. 8, staff.

- 150CC Black People in the U.S.A. Since 1954. Spring, w. 7, Mr. Smith.

- 190CC Research Methodologies for the Study of Ethnic Minority History. Fall, time to be arranged. Staff.

## HUMANITIES

- 99CC Art of Black Cultures. (*See Art 99CC.*) Spring, w. 7, Mrs. Lewis.

- 125CC Creative Writing. (*See English 125CC.*) Spring, t.th. 1:15, Mr. Crouch.

- 148CC Black Theater Workshops. (*See Drama 148CC.*) Fall, m.w.f. 2:45, Mr. Crouch.

- 185CC The Next Step: New Forms in Drama. (*See Drama 185CC.*) Fall, m.w.f. 2:45, Mr. Crouch.

- 190CC Contemporary Black Arts: Jazz (*See Music 190CC.*) Spring, th. 7, Mr. Crouch.

## LANGUAGES

- 30aCC Introductory French I. Fall, m.t.w.f. 10, staff.

- 30bCC Introductory French II. Spring, m.t.w.f. 10, staff.

- 31CC Intermediate French. Fall, m.w.f. 9, staff.

- 160CC Black Literature in French. Spring, m.w. 1:15, staff.

- 161CC French Literature of the Colonized. Fall, m.w. 1:15, staff.
- 15CC Conversational Swahili. Spring, time arranged, Mr. Mutunga.
- 20aCC Introductory Swahili I. Fall, m.t.w.th. 9, Mr. Mutunga.
- 20bCC Introductory Swahili II. Spring, m.t.w.th. 9, Mr. Mutunga.
- 21aCC Intermediate Swahili I. Fall, m.t.w.th. 10, Mr. Mutunga.
- 21bCC Intermediate Swahili II. Spring, m.t.w.th. 10, Mr. Mutunga.

#### POLITICAL SCIENCE

- 136CC Politics of the Black World. Fall, m.w. 1:15, staff.
- 137CC Imperialism and Colonial Administration. Spring, m. 7, Mr. Medhane.
- 138CC Comparative Political Theories and Social Change. Fall, m.w.f. 10, Mr. Medhane.
- 142CC American Institutions of Power: Legal or Otherwise. Spring, t.th. 2:45, staff.
- 149CC Revolutionary Theory and Liberation Struggle. Fall, t. 1-4, Mr. Medhane.
- 152CC Pan Africanism. Fall, 2:45, Mr. Medhane and Mr. Smith.
- 153CC The Black Community and the American Political Process. Spring, m.w.f. 10, Mr. Medhane.

#### PSYCHOLOGY

- 50CC The Mythology of Prospero and Caliban. Fall, th. 7, staff.
- 140CC Social Psychological Aspects of Black Identity and the Black Experience. Spring, th. 7, staff.

#### SOCIOLOGY

- 48CC History of Black Sociological Thought. Spring, w. 2:45, staff.
- 150CC Community Organization: Theory and Practice. Spring, m. 7, staff.
- 197CC Special Studies: Sociology of the Black Community. Fall, t.th. 9:40, staff.

#### THEOLOGY

- 215 History and Theology of the Black Church. Spring, time to be arranged, staff.

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### Chicano Studies

The Chicano Studies Center serves all of the Claremont Colleges and their courses are considered part of the Pitzer College curriculum. Through the development and teaching of courses related to the Chicano experience, the center helps to broaden and enrich the education of college students, thus enabling them to cope with a rapidly-changing world. All students, of whatever ethnic background, are encouraged to participate in the courses offered at the Chicano Studies Center.

The courses offered by the Chicano Studies Center are listed below without descriptions. Course descriptions are included in the appropriate disciplines throughout the curriculum.

#### ANTHROPOLOGY

- 104CC Social Sciences and the Chicano. Fall, time to be arranged, Jose Cuellar.

- 132CC Urbanism, Urbanization, and the Chicano. Fall, time to be arranged, Jose Cuellar.
- 145CC Socio-Cultural Change: The Chicano Perspective. Spring, time to be arranged, Jose Cuellar.
- 171CC Seminar: Aging and Age Stratification in the Chicano Community. Fall, time to be arranged, Jose Cuellar.
- 198CC Advanced Seminar in Chicano Studies. Both semesters, time to be arranged, staff.

## FINE ARTS

- 70CC Regional Dances of Mexico. (*See Folklore 70CC.*) Both semesters, t. 7, Benjamin Hernandez.
- 71CC Regional Dances of Mexico. (*See Folklore 71CC.*) Both semesters, th. 7, Benjamin Hernandez.
- 165CC Folk Songs of Aztlan: Expression of Social Protest Through Song. (*See Folklore 165CC.*) Spring, t. 7, Guillermo Villarreal.

## HISTORY

- 90CC The Chicana in Aztlan. Spring, time to be arranged, staff.
- 92CC The Chicano in the American Southwest. Both semesters, m.w.f. 9, staff.
- 139CC The History of Mexico: Conquest to Juarez. Fall, m.w.f. 10, staff.
- 140CC The History of Mexico: Juarez to Present. Spring, m.w.f. 10, staff.
- 160CC Race Relations in the Americas. Spring, m.w.f. 1:15, staff.
- 190a,b, Oral History Methodology. Both semesters, w. CC 2-5, David Sena.
- 199CC Senior Seminar in History. Spring, time to be arranged, staff.

## POLITICAL SCIENCE

- 75CC A Survey of Chicano Politics. Fall, t.th. 9:40, Alfredo Cuellar.
- 93CC Introduction to Chicano Studies. Fall, w. 7, Alfredo Cuellar.
- 137CC Political Sociology. Spring, t.th. 12, Alfredo Cuellar.
- 174CC The Politics of Urbanization. Spring, m.w.f. 11, Alfredo Cuellar.
- 180CC Theories of Political Change. Spring, w. 7, Alfredo Cuellar.

## PSYCHOLOGY

- 123CC Issues in Psychology and the Chicano. Both semesters, t.th. 1:15, Ricardo Gutierrez.
- 198CC Field Work in the Bilingual Bicultural Experience. Both semesters, time to be arranged, Ricardo Gutierrez.

## SOCIOLOGY

- 60CC Sociology of the Chicano. Fall, m. 7, David Sena.
- 90CC Introduction to the Social Sciences. (Not offered in 1974-75.)
- 100a,b, Methodology and Statistics for the Social CC Sciences. Both semesters, t.th. 1:15, David Sena.
- 163CC Advanced Seminar: Chicano Social Problems. Spring, m. 7, David Sena.

## SPANISH

- 10CC Spanish as a Native Language: I. Fall, m.w.f. 1, Guillermo Villarreal.
- 11CC Spanish as a Native Language: II. Spring, m.w.f. 1:15, Luz Watts.
- 50CC Spanish as a Native Language: III. Fall, m.w.f. 10, Guillermo Villarreal.

- 51CC Composition, Conversation and Readings. Spring, m.w.f. 10, Luz Watts.
- 72a,b, Creative Writing, Stylistics and Conversation.  
CC Both semesters, m.w. 12, Guillermo Villarreal.
- 164CC Mexican Currents in Chicano Literature. Spring, t.th. 9:40, Luz Watts.
- 168CC Seminar in Chicano Literature. Fall, m.w. 4, Luz Watts.

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### Classics

A joint program with Pomona and Scripps Colleges.

- 8a,b Elementary Latin. Forms, syntax, vocabulary, and English derivations. Readings of simple selections from Latin authors. This course is designed to give the student an elementary reading knowledge of the Latin language. Offered at Scripps in 1974-75.
- 53 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. Fall, m.w.f. 11, Mr. Glass.
- 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. Spring, m.w.f. 11, Mr. Glass.
- 102 The Roman Letter. Mr. Glass. (Not offered in 1974-75.)
- 121 Classical Mythology. A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Spring, t.th. 1:15, Mr. Glass.
- 161 Greek Art and Archaeology. An introductory survey of Greek sculpture, architecture, and vase painting from its beginnings to 350 B.C. Considerable attention is given to the major archaeological sites and their historical position. Discussion of archaeological methods. Fall, t.th. 1:15, Mr. Glass.
- 170 The Roman Historians. (Not offered in 1974-75.)
- 175 Roman Satire. Mr. Glass. (Not offered in 1974-75.)
- 190 Senior Seminar in Classics. A prolegomenon to classical studies designed to acquaint the senior student with the basic disciplines of his field. Required of all concentrators. Spring, t.th. 4, 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.
- 198 Special Readings in Classical Archaeology. (Not offered in 1974-75.)

## EXTERNAL STUDIES

- 7 Classical Studies in Rome. (*See External Studies 7.*)

*See also:*

- HLA (Scripps), ID 50 (Pomona) The Intellectual  
1-2 History of Greece.
- History The Ancient Near East and Greece.  
12

CLASSICS COURSES ALSO AVAILABLE AT  
POMONA COLLEGE

- 51a,b Elementary Greek. Both semesters, m.w.f. 9  
and th. 4:15, Mr. McKirahan.
- 101b Intermediate Greek. Spring semester, m.w.  
1:15, Mr. Carroll.
- 182a,b Advanced Greek. Both semesters, t.th.  
2:45-4:00, Mr. McKirahan and Mr. Carroll.

## IN TRANSLATION

- ID 50 The Intellectual History of Greece. Fall,  
m.w.f. 2:45-3:35, Mr. Palmer, Mr. Howe,  
Mr. McKirahan, Mr. Glass.
- ID 51 The Intellectual History of Rome. Spring,  
m.w.f. 2:45-3:35, Mr. Carroll, Mr. Palmer,  
Mr. Howe, Mr. McKirahan.
- 110 Ancient Philosophy. Fall, m.w.f. 11, Mr. Mc-  
Kirahan.

## HEBREW

- 102, Readings in Biblical Hebrew. Spring, m.w.  
1:15, Mr. Whedbee.

CLASSICS COURSES ALSO AVAILABLE AT SCRIPPS  
COLLEGE

- 8a,b Elementary Latin. Both semesters, m.w.f. 11  
and one hour arranged, Mr. Howe.
- 101a Intermediate Greek. Fall, m.w.f. 1:15-2:05,  
Mr. Howe.
- 104 The Roman Drama. Fall, m.w.f. 10, Mr.  
Palmer.
- 105 Lucretius. Spring, m.w.f. 10, Mr. Palmer.
- 178 The Roman Elegy. Fall, m.w.f. 11, Mr.  
Palmer.
- 181 Medieval Latin. Spring, m.w.f. 11, Mr. Palmer

## IN TRANSLATION

- HLA (Same as Pomona ID 50, above.)  
1-2
- HLA (Same as Pomona ID 51, above.)  
3-4

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**Communications**

- 80 Introductory Photography. Intended for stu-  
dents who have had no previous experience  
in this medium. The course will cover all  
aspects of black and white still photog-  
raphy including camera mechanics, com-  
position, lighting, developing, proofing, en-  
larging, display, photojournalism, large  
format photography, color synthesis,  
special effects, and macrophotography.  
Darkroom available but other equipment  
and supplies not provided. Enrollment  
limited to 30. Fall, t.th. 2:45, Phil Cleve-  
land.

- 120 **Experimental Television.** A practical and critical look at new approaches for the use of the medium including efforts by commercial, community and "guerrilla television" production units. Ample opportunity for student experimentation. Selected viewing. Enrollment limited to 12 students of upper division standing. Spring, t.th. 2:45, Phil Cleveland.
- 147 **Film History: The Maniac, the Monster, and the Martian.** The history and aesthetics of the science fiction and horror film. Selected viewing of a large variety of films from Melies' earliest efforts, Lon Chaney silents, to such greats as *The Day the Earth Stood Still*, *The Invasion of the Body Snatchers*, and *2001: A Space Odyssey*. Readings will include many of the books which inspired these oft-misguided celluloid ceremonials. Course fee: \$12.50. Fall, th. 7, Phil Cleveland.
- 190 **Writing for Television.** An introduction to the techniques of writing the television script; includes examination of the special requirements of "live" shows, use of "three-camera" for comedy, and straight film. Representative scripts for currently popular shows will be studied. The class will explore the steps in the development of a completed script: idea, story, treatment, and finished screenplay. In addition to participating in analysis and discussion, each student will write his own script. Writing ability is essential. Enrollment limited to 15. Fall, m.w. 4:15, John McGreevey.

#### BLACK STUDIES CENTER

- 122CC **Film Making in the Black Community.** A practical course in film making in which students learn the basic aspects of making documentary and feature films. Filming on location will be an important aspect of this course. Fall, m. 7-9:45, staff.

#### Drama

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

- 150a,b **Development of the Theatre and the Drama.** The theatre and its development in relation to the other arts and to society. The study of significant plays from the Greek period to modern times. Emphasis on the theatre as a reflection of the thought and behavior of society. Both semesters, m.w.f. 11, Mr. Swan.
- 151a,b **Changing Techniques and Styles in Acting and Production.** A course for the advanced student of the drama whose main interest is in stage interpretation and delineation of character. Emphasis on actual presentation of scenes and analysis of the plays, character, and thought from selected periods of dramatic history. With the aid of the instructor, students act and direct their own scenes in the styles of the representative periods. Production and production techniques by qualified instructors are available for those who are interested. Course is open to qualified freshmen and sophomores by permission of the instructor. Both semesters, m.w.f. 1:15, Mr. Swan.
- 155a,b **Play Production.** A technically oriented theatre course that will cover elements of design, construction, make-up and costume, with emphasis on individual interest in specific aspects of the technical production. Consent of the instructor. Both semesters, time to be arranged, staff.

#### BLACK STUDIES CENTER

- 148CC **Black Theatre Workshops.** 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.

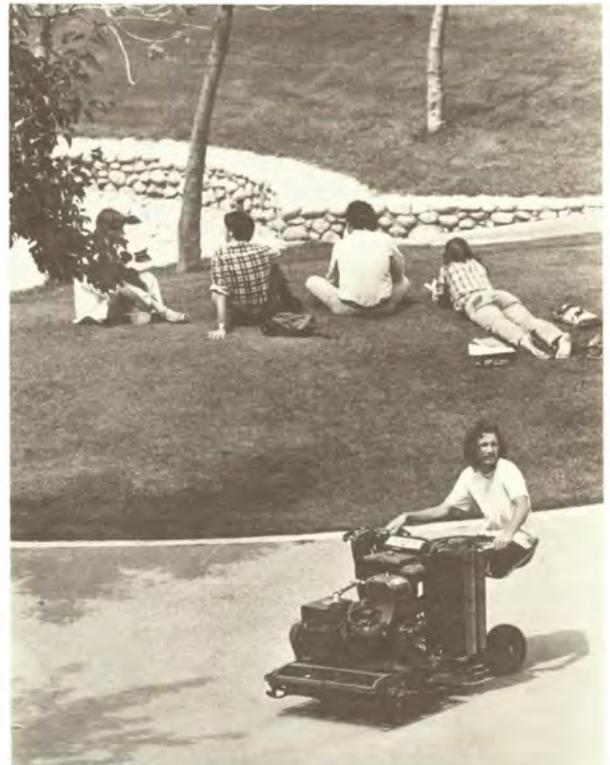
- 185CC **The Next Step: New Forms in Drama.** A theatre class for advanced drama students. The class will deal with the problems of creating new forms, new uses of the body, the voice, rhythm and new ways of telling a story. Plays will be created in class for the first half of the semester under the direction of the instructor. The second half of the semester students will be presented with problems (forms) by the instructor. This course can be repeated with different content for credit. Spring, m.w.f. 2:45, Mr. Crouch.

*See also the catalogs of Pomona and Scripps Colleges.*

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### Economics

- 15 **Seminar in Contemporary Economic Issues.** Harvey Botwin. (Not offered in 1974-75.)
- 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, time to be arranged, staff.
- 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.
- 20x **Principles of Economics: Macroeconomics.** Harvey Botwin. (Not offered in 1974-75.)



- 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 current problems, and an examination of the conditions under which the market system will, or will not, optimally allocate our resources. The determination of wages, profit, interest, and rent will be discussed, as well as the problems arising from various forms of monopoly. The course concludes with a demonstration of the interdependence of all forms of economic activity. Spring, t.th. 1:15, Jane Arnault.
- 105es **The International Economy.** An examination of the political and economic benefits and costs which accrue to societies engaging in specialization and trade. The course includes an examination of international trade, the international monetary system, foreign aid, and multinational corporations, as well as the various forms of economic and political integration, such as the Common Market. Summer 1975 External Studies program in London, 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. Spring, time to be arranged, staff.
- 120 **Economic Development.** An examination of the theory and processes of economic growth in underdeveloped nations. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Economics 20 or 21 or consent of instructor. Fall, w. 7, Harvey Botwin.
- 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. 1:15, Jane Arnault.
- 130 **Comparative Economic Systems.** Jane Arnault. (Not offered in 1974-75.)
- 140 **History of Economic Thought.** Harvey Botwin. (Not offered in 1974-75.)
- 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.
- 160 **Economic Theory: Macroeconomics.** Jane Arnault or Harvey Botwin. (Not offered in 1974-75.)

#### BLACK STUDIES CENTER

- Cancelled*  
~~90CC Methods of Social and Economic Research.~~  
 The organization, interpretation, and presentation of research data as applied to the Social Sciences. Emphasis will be placed on the ideas underlying the development and

use of statistical techniques and investigation in these areas. Fall, m.w.f. 8, staff.

- 104CC **Economic History of African and Afro-American Peoples.** (Formerly Economics 194CC. Economic History: The Role of the Blacks in Africa and America.) The central theme of this course is the role of Black people from the opening of the New World to the present. Attention is focused on such major developments as the slave trade, the industrial revolution, and the great wars. Black progress in agriculture, industry, commerce and education is evaluated critically in the light of the shifting economic environment of the period. Spring, m.w. 2:45, staff.
- 118CC **Socialist Economic Theories and the Developing World.** (Formerly Economics 119CC Economic Problems of the Third World.) This course will deal with some of the basic principles of socialist economic theories as they pertain to the developing nations such as Tanzania and Cuba. It will examine their relationship to the world economy in terms of manufacturing, trade and shipping, movements of capital, and foreign aid. Prerequisite: A basic Economics course or consent of instructor. Fall t.th. 12:00, staff.
- 125CC **Economic Problems of the Black Community.** On a macroeconomic level, this course will examine some of the overall factors which cause such problems as poverty and unemployment. On a microeconomic level, some of the causes of racial and socio-economic residential segregation will be considered. Among these will be the role of the real estate and construction industries in urban renewal and the housing market; the political economy of urban fiscal problems; and some of the causes and effects of Black unemployment. Prerequisite: A basic course in Economics or consent of instructor. Fall, m.w. 1:15, staff.

## INTERCOLLEGIATE

- 161G **Economic Theory: Microeconomics.** Fall, m.w. 1:15, Colin Wright.

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## Education

Pitzer College does not offer a program of pre-professional training for teachers or a concentration in education. 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 counseling are urged to consult Ms. 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 contracted 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.

- 119 Education and Culture. (See *Anthropology 119*.) Fall, m.w.f. 10, Susan Seymour.
- 120 History of Education in Europe. David Cressy. (Not offered in 1974-75.)
- 160 Developmental Human Ecology. (See *Environmental Studies 138*.) Spring, m. 7, Paul Shepard.
- 186 Seminar: Field Work in Education. Through  
187 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 20 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, w. 3-5:30, with occasional meetings w. 7, Cynthia Siebel.

## EXTERNAL STUDIES

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

## FRESHMAN SEMINAR

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

## BLACK STUDIES CENTER

- 120CC The Death Machine: A Study in Public Education. A consideration of some general educational problems in the Black Community: teacher preparation and development of a Black-oriented curriculum: the

need for remediation: the role of the school in the socialization process: unequal financial support of education: I.Q. and achievement tests as they pertain to tracking systems. These problems will be studied within the context of developing Black community solidarity. Fall, th. 7, staff.

- 123CC History of Black Educational Thought. A study of the role of the community in Black educational systems from traditional Africa to the present, with attention to original African societies, educational systems in the slave community, the philosophies of some Black educators, non-formal educational processes in the Black community, and the development of alternative schools. Spring, m.w.f. 9:00, staff.

## INTERCOLLEGIATE

- 158G Current and Developmental Trends in Higher Education. Spring, time to be arranged, Thomas Harvey.
- 170G Introduction to Public School Teaching. (Second semester seniors only.) Spring, staff.

*See also: Psychology*

- 107 Educational Psychology. Spring, staff. (Pomona.)
- 115 Introduction to Early Childhood Education. Fall, w. 2:45-4:45 and 3½ hour lab., Charlene Keller Douglass (Scripps).
- 154 Creative Activities for Young Children. Fall, th. 2:45-4:45 and 3½ hour lab., staff. (Scripps.)
- 155 Problems and Trends in Education. Fall, t. 9:40 and arranged, Martin Krovetz (CMC).
- 156 Trends in Public School Education. Spring, Martin Krovetz (CMC).
- 169 Research and Practice in Early Childhood Education. Spring, Charlene Keller Douglass (Scripps).

## English

- 101a,b Introduction to 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, t.th. 8:20, Robert Duvall and Barry Sanders; Spring, t.th. 1:15, Ellin Ringler and William Lowery.
- 105 Chaucer. Barry Sanders. (Not offered in 1974-75.)
- 106 The Medieval Spirit. This course will attempt to develop a history of ideas in the Middle Ages through an appreciation of Anglo-Saxon and medieval paintings, sculpture, poetry, drama, music and history. Readings will be in translation. Spring, m.w.f. 9, 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. Enrollment limited to 60. Course fee: \$12.50. spring, w.th. 7, and th. 1:15-2:30 or 2:45-4, Beverle Houston.
- 112 Satire. After some study of the history and definitions of satire and its relation to comedy, we will read works such as *In Praise of Folly*, *Gulliver's Travels*, *Beggar's Opera/Threepenny Opera*, *Don Juan*, *The Loved One*, *Cat's Cradle*, some routines of Lenny Bruce, and others. The focus will be on the stylistic range and techniques of the genre, with particular attention to tone and the different kinds of attack for which satire has been used. Spring, m.w. 4:15, Beverle Houston.
- 114 Women Poets from 300 B.C. to the present. From very long ago, very far away to right now and near us, an introduction to women poets writing in a multitude of languages presented in the original English and translation. Some anthologies, some single volumes. Students encouraged to add their own discoveries to a class project of an anthology. Spring, m.w.f. 10, Odette Meyers.
- 117 Shakespeare: Tragedy and Beyond. Not only evil but an excess of virtue itself contributes to Man's destruction. This theme will be followed in some of Shakespeare's major plays, devoting primary interest to his concrete embodiment of what it means to be a mortal with immortal longings. Fall, m.w.f. 8, Albert Wachtel.
- 124 Surrealism. A study of surrealism in its historical perspective. From Dada, through its full growth as a modern romantic movement in the arts and literature, to an evaluation of its enormous influence in subsequent literary movements throughout the world. Special emphasis on André Breton, Paul Eluard and Louis Aragon. Fall, w. 7, Odette Meyers.
- 128 Modern Drama. A survey of the development of modern drama from Büchner to Beckett, through discussion of individual plays. Spring, m.w.f. 10, Albert Wachtel.
- 129 D. H. Lawrence: Puritanism, Sensuality, and Tenderness. William Lowery. (Not offered in 1974-75.)
- 134 Eighteenth Century British Literature. The course will analyze the major works in the period with particular attention to tradition, innovation, and transformations within and among genres. Students will look for the literary assumptions and values by which the eighteenth-century writers shaped their work. Spring, m.w. 12, Beverle Houston.

- 140 **The Romantic Poets.** English poetry from Blake to Byron. Fall m.w.f. 9, Bert Meyers.
- 146 **The Great Tradition.** A Study of the Nineteenth Century Novel. An exploration of the themes, conditions and artistry which contributed to the richest flowering of the English novel. The class will read such works as *Emma*, *Wuthering Heights*, *Jane Eyre*, *Great Expectations*, *Middlemarch*, *Tess of the D'Urbervilles*, etc. One of our major problems will be to understand what the "great tradition" of the English novel signifies. Fall, t.th. 12, Ellin Ringler.
- 147 **Contemporary British Fiction.** A survey of some of the major trends and concerns of contemporary British novelists through close reading of individual works. Authors will include Samuel Beckett, Anthony Burgess, Joyce Carey, Graham Greene, Iris Murdoch, Angus Wilson, John Berger, Arthur Koestler, Aldous Huxley, and Doris Lessing. Spring, m.w.f. 8, Albert Wachtel.
- 149 **The Fictions of James Joyce.** We'll be studying the evolutions in the play of form against content in Joyce's works from his first major efforts at the turn of the century until completion of *Ulysses*. Our guiding questions will be why Joyce presents his material as he does and how his work relates to the literary and extraliterary intellectual concerns of our time. Fall, m.w.f. 10, Albert Wachtel.
- 150 **Modern American Poetry.** The Imagists to the present. Some of the poets to be read and discussed will be: Eliot, Pound, Stevens, Williams, Cummings, Hughs, Roethke, Lowell, Ginsberg, Creely, Bly, Mervin. Culture or the "barbaric yawp?" Why write projective verse? Does it pay to be Confessional? How deep is an image? The verse is always greener . . . etc. Fall, m.w.f. 11, Bert Meyers.
- 154 **Major American Writers.** An investigation of the works of Dreiser, Stephen Crane, T.S. Eliot, F. S. Fitzgerald, William Faulkner, and others to discover the major themes in American writing of the early twentieth century. Spring, t.th. 12, Ellin Ringler.



- 161 **Contemporary Mexican Novel in Translation.** The course will analyze in depth representative novels of modern Mexico. Authors such as Yanez, Reouelta, Rulfo, Fuentes and others will be studied. The focus will be on literary aspects as well as political and social ideas. ~~Fall~~, m.w.f. 11, Helia Sheldon. *Spring*
- 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, Robb-Grillet, Frisch. Enrollment limited to 35. Spring, m.w.f. 11, Barry Sanders.

- 163 Yiddish Literature in Translation. Bert Meyers. (Not offered in 1974-75.)
- 165 The Damned and the Divine. Ellin Ringler. (Not offered in 1974-75.)
- 166 Victorians and Americans. Ellin Ringler. (Not offered in 1974-75.)
- 178 Two Voices from Mississippi: William Faulkner and Richard Wright. An intensive study of selected works to explore the relationship between cultural assumptions and problems of personal and communal existence. Reading of selected criticism, writing of original papers and a major critical essay for evaluation by all seminar members, one examination. For juniors and seniors, others by consent of instructor. Prerequisite: one course in literature. Enrollment limited to 20. Spring, t. 2:45-5:30, Agnes Jackson.
- 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, Agnes Jackson.
- 185b Independent Research. Each Senior in the English and American Literature program of the major will do a research and writing project in the area of his/her special interest, under the direction of a member of the Pitzer English faculty. Spring, time to be arranged, staff.
- 187a Creative Writing: Poetry. Open to anyone seriously interested in trying to write poetry. An introduction to the technical problems involved in expressing oneself poetically. Enrollment limited to 15. Fall, m. 7, Bert Meyers.



- 188 A New Europe? Culture, History and Politics of Post-War Europe. The course will focus on the cultural, historical, and political changes since 1945 in Britain, France, Germany, and Italy. The transformation of Europe will be examined through the eyes of such novelists and playwrights as Osborne and Sillitoe in England, the "New Writing" in France, Grass and Boell in Germany, Moravia, Pasolini, and Calvino in Italy. A number of films including "Room at the Top," "Wir Wunderkinder," "La Dolce Vita," and others, will be shown. Major historical and political theses to be examined are: European reconstruction, the Cold War, the development of the Common Market, and the question of "the end of ideology." Since the course will begin with an historical overview, students are strongly urged to read Walter Laquer, *Europe Since Hitler* (Penguin/Pelican), before the beginning of the semester. Fall, t.th. 12, Lucian Marquis and Barry Sanders.

- 191 **Metaphysical Poetry.** Robert Duvall. (Not offered in 1974-75.)
- 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 technique, etc. Enrollment limited to 12. Fall, w. 7, Ellin Ringler.

## EXTERNAL STUDIES

- 21 **Sources of the American Spirit.** (*See External Studies 21.*)

## BLACK STUDIES CENTER

- 77CC **Elements of Reading Comprehension.** This course is devoted to mastery of paragraph design, theme construction, and 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 effect on reading comprehension and expository writing will be discussed. Enrollment limited to 20. Spring, w. 7 p.m. Ms. 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 material written since 1930. To develop critical thinking and to cultivate human understanding, the course includes lectures, class discussions, paper writing, essay examinations, and some

library research. Especially for freshman and sophomores. Fall, t.th. 1:15, Mrs. Jackson.

- 125CC **Creative Writing.** This course provides students with opportunities to develop plays, poetry, and short stories for criticism and presentation. Prerequisite: Consent of instructor. Spring, t.th. 1:15, Mr. Crouch.
- 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 and Spring, m.w. 2:45, Ms. Houchins.
- 150CC **NOMMO: Survey in African-American Poetry.** A study of the background of present-day Black poetry, beginning with African oral traditions, through early Spirituals and Blues, to contemporary works, with some reference to folk poetry of selected singers. Special attention to adaptation and modification of Western written forms by Black poets in the U.S.A. Some consideration of principles of poetic criticism. Readings in selections from the works of Dunbar, James Weldon Johnson, Claude McKay. Spring, arranged, Ms. Houchins.
- 192CC **Special Studies in Black Literature in the U.S.A.** This course may be repeated with different content, for credit. Generally, the course provides for the intensive study of a specific author, genre, theme, period, or movement among Black writers within the U.S.A. The course this year will focus on the following: Langston Hughes: Intensive reading and analysis of the major works — poetry, short story, drama and considera-

tion of other materials. For juniors and seniors, others by consent of instructor. Enrollment limited to 20. Spring, w. 2:45-5:30, Agnes Jackson.

- 193CC Special Studies in Black Literature Outside the U.S.A. (Formerly Contemporary Black Literature Outside the U.S.A.) This course may be repeated, with different content, for credit. It provides for the study of authors either from a single geographic area outside the U.S.A. (e.g., West Africa, the Caribbean, or South America) or a comparative study of the literature from several areas. The course this year will focus on the following: *The Theme of the Family in African Literature*. In an attempt to arrive at a definition of the African family in both the past and the present and at an understanding of the role of the family in the future, this course will analyze the treatment of the family in African literature. Therefore, it will examine the tribe, the clan, the communal family, the phenomenon of polygamy, the occurrence of concubinage and prostitution, as well as the roles of family members. Fall, m. 7, Ms. Houchins.

#### INTERCOLLEGIATE

- 174G The American Journey. Fall, f. 9-12, Mr. Spengemann.

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#### Environmental Studies

- 30 Confrontations: Man and Nature. (Formerly Environmental Studies 100.) 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.
- 33 Population and Society. (See *Sociology* 33.) Fall, m.w.f. 11, Ann Yates.
- 50 Field Biology. A course designed to expose students to the terrestrial plant and animal communities of Southern California. Subject matter will include a general introduction to ecology, and techniques for sampling plants and animals in the following habitats: grasslands, coastal sage scrub, chaparral and coniferous forest. Students will be expected to become familiar with the dominant plant and animal species in these habitats, to write analyses of each community studied and to prepare a document similar in format to an Environmental Impact Statement. Prerequisite: some knowledge of biology and permission of instructor. (Biology majors receive non-laboratory course credit.) Spring, t. 1:15-4:15, Robert Feldmeth.
- 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.
- 72 **Principles of Economics: Microeconomics.** (*See Economics 21.*) Spring, t.th. 1:15, staff.
- 115 **Human Evolution.** David Thomas. (Not offered in 1974-75.)
- 130 **Man's Ecological Relationships.** (*See Anthropology 108.*) Spring, t.th. 1:15, David Thomas.
- 132 **The Landscape as Art.** Paul Shepard. (Not offered in 1974-75.)
- 134 **Environments Workshop.** (*See Art 52.*) Fall, w. 1:15-4 and times arranged; Spring, th. 1:15-4 and times arranged, Carl Hertel.
- 136 **Animals and the Imagination.** An exploration of animal imagery in human thought. This will include limited attention to the roles of taxonomy and otherness in human development. The central theme is a study of the relationship in the visual arts, literature, parable, ritual, myth, or as toys, pets or spectacles of these images to human ecology. This subjective zoology takes the idea of the animal as sometimes different from the organisms of science, but nonetheless members of ecosystems and environments. Spring, t.th. 12, Paul Shepard.
- 137 **North Americans and Their Environments.** Sheryl Miller. (Not offered in 1974-75.)
- 138 **Seminar: Developmental Human Ecology.** (Formerly Environmental Studies 160.) 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.
- 150 **Ecology.** (*See Natural Sciences 146.*) Spring, t.th. 8:20 and labs, Clyde Eriksen.
- 152 **Evolution.** (*See Natural Sciences 145.*) Fall, m. 1:15, Daniel Guthrie.
- 169 **Topics in Marine Biology.** Robert Feldmeth. (Not offered in 1974-75.)
- 170 **The Politics of Ecology.** (*See Political Studies 133.*) Spring, w. 7, John Rodman.
- 172 **Environmental Policy Studies.** (*See Policy Studies 100CC.*) Team studies of specific environmental policy problems, carried out within the framework of the Program in Public Policy Studies.
- 174 **Population Policy.** (*See Sociology 115.*) Spring, m. 7, Ann Yates.

- 176 Urban and Regional Economics. (See *Economics 125*.) Fall, t.th. 1:15, Jane Arnault.
- 177 Seminar: Models of the Evolution of Society. David Thomas. (Not offered in 1974-75.)
- 178 Politics, Economics and Environmental Aspects of Water Resources in California. (See *Political Studies 125*.) Spring, time arranged, James Jamieson.

#### EXTERNAL STUDIES

- 1 Environmental Studies Program in Santa Fe. (See *External Studies 1*.)

See also:

At *Pitzer College*: Anthropology 10 (The Development of Man), 84 (Peoples of Africa), 114 (Heredity, Evolution and Society), 160 (Seminar: The Primates and Human Evolution); Economics 18 (The Economic Role of Government), 120 (Economic Development); Political Studies 166 (The Year 2000); Sociology 25 (Man and Machines).



At *Pomona College*: Biology 1 (Ecology and Evolution); Botany 5 (Evolution in Action), 15 (Field Classification of Flowering Plants), 51 (Physiology and Structure), 103 (Environmental Botany), 113 (Plant Ecology); Sociology 125 (Population and Human Ecology); Zoology 1 (Molecules, Cells and Man), 3 (Biological Conservation), 51 (General Zoology), 100 (Aquatic Biology), 101 (Vertebrate Biology), 105 (Field Ornithology).

At *CMC*: History 121 (The Ecology of Aggression); Political Science 107 (Politics and Population).

At *Scripps*: History 174 (U.S. Urban History).

At *Claremont Graduate School*: International Relations 373 (International Aspects of the Environment: Oceans, Resources, Population. Spring, Sullivan), 376 (Man's Domination of Nature. Fall, Shepard).

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### Folklore

- 4a Seminar on Appalachia. Touching on economic, social, political and cultural developments in Appalachia. Consideration will be given to settlement of the region, the history of the coal industry, farming, contemporary social issues, and the grass-roots organizations struggling with these issues. Folk song and folklore will be covered as a reflection of changing times. This seminar is designed for returning students from the Pitzer Semester in Appalachia and is strongly recommended for students who expect to apply for the Appalachia semester. Half course; second half of semester. Enrollment limited to 25 students. Fall, w. 7, Guy Carawan.
- 30 Group Singing Traditions in American Folk Experience. A course designed to learn about some areas of American folk life through readings, records, films and sing-

ing. Singing styles from the British Isles, Africa, and other lands from which people have come to America, will be considered. Some of the choral traditions to be covered will be sea chanties, work songs, hymns and spirituals — white and black, shape note singing, country and mountain harmonies, and songs of mass movements. Requirements for the course is a willingness to sing as well as study. (Basses especially welcome.) Spring, w. 7, Guy Carawan.

- 37 **American Folk Music: A Comparison of Traditions.** From the earliest days in America to the beginnings of urban jazz and commercial country music. Work songs and field hollers, church music, dance music, blues, ballads, children's game songs and plays, love songs, protest songs. This course will make use of films and resource people as well as readings and L.P. records. Enrollment limited to 25 students. Half course credit; second half of semester. Spring, t. 7, Guy Carawan.
- 110 **Sociolinguistics.** (See *Anthropology 110.*) Spring, m.w.f. 9, Don Brenneis and Ronald Macaulay.
- 113 **Folklore in Context.** (See *Anthropology 113.*) Fall, m.w.f. 11, Don Brenneis.
- 121 **Classical Mythology.** (See *Classics 121.*) Spring, t.th. 1:15, Mr. Glass.
- 164 **Research Seminar in Folklore.** (See *Anthropology 164.*) Spring, m. 2:45-5:30, Don Brenneis.
- 170 **Germanic Folklore/Mythology.** (See *German 170.*) Spring, t.th. 2:45, Dorothea Yale.

#### CHICANO STUDIES CENTER

- 70CC **Regional Dances of Mexico.** An introduction to the Mexican Folk Dance in its most traditional manners. A practical study of the choreography for the *Sones*, *Jarabes*,

and *Huapangos* from the principal folk regions of Mexico. Includes history and meaning of the dances, reading assignments, and research paper. Both semesters, t. 7-10 pm, Benjamin Hernandez.

- 71CC **Regional Dances of Mexico.** A continuing study of Mexican dances beyond beginning level. Course material will be developed to a higher accuracy in the execution of the step patterns and choreography. Prerequisite: 70CC th. 7-10 pm, Benjamin Hernandez.
- 165CC **Folk Song 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. Reading assignments and three short papers. Basic guitar will be taught as a practical approach to the formal structure of the *Corridos*, *Huapangos*, *Sones*, and *Boleros*. Spring, t. 7, Guillermo Villarreal.

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#### French

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

- 1a **Introductory French.** Classroom and laboratory practice to develop speaking, hearing,

- reading, and writing skills. Laboratory arranged. Fall: at Pitzer, m.t.w.th. 10, Harry Senn; at Scripps, m.t.w.th. 1:15, Mr. Arie.
- 1b **Introductory French.** Fall: at CMC, m.w.f. 11, and arranged, Mr. Bour; Spring: at Pitzer, m.t.w.th. 10, Claude de Cherisey; at Scripps, m.t.w.th. 1:15, 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 or equivalent. Fall: at Scripps, m.t.w.th. 11, Mr. Arie and Mr. Krauss; at CMC, m.w.f. 9 and arranged, Mr. Bour. Spring: at Scripps, m.t.w.th. 11, Mr. Arie and Mr. Krauss.
- 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. 1:15, Harry Senn; at Scripps, t.th. 2:45, Mr. Krauss. Spring: at Scripps, t.th. 2:45, Mr. Krauss.
- 103 **Advanced French Conversational Topics.** A course designed for advanced students who wish to develop their proficiency in oral and written French. Emphasis on conversation with a wide range of topics. The course will include some composition and practice on phonetics. Spring, arranged, Claude de Cherisey.
- 105 **French Civilization and Folklore.** Harry Senn. (Not offered in 1974-75.)
- 107 **Exile and the Kingdom in 20th Century French Literature.** The course will study the concept of the "absurd" in the 20th century from several literary and philosophical viewpoints, but mainly we will follow its development as the disjunction, and, in some cases, the insurmountable barrier between the surface ego and the inner being. We will discuss what is the absurd, where it comes from, and how it may be transcended. The following viewpoints will be considered: Bergson (time and space, being and becoming), Malraux and Sartre (being and essence), Camus (exile and the kingdom), Artaud (being and mimesis), Ionesco (being and language), Beckett (being and not-doing), Robbe-Grillet (being and perceiving), and Butor (being and becoming). The class will be given in English and the readings will be available in translation. For French credit, readings and class papers must be in French. Fall, th. 7, Harry Senn.
- 108 **Magic, Mysticism and Witchcraft in Nineteenth Century French Literature.** Harry Senn. (Not offered in 1974-75.)
- 115 **Introduction to French Civilization.** Spring, Mr. Bour. (CMC.)
- 121 **Introduction to the Art of the French Novel.** Fall, t.th. 2:45, Mr. Arie. (Scripps.)
- 124 **Nature/Culture: Government/Utopia.** Fall, t.th. 1:15, Mr. Krauss. (Scripps.)
- 127 **Introduction to the Art of the Novel in Twentieth Century France.** Spring, Mrs. Eversole. (Scripps.)
- 132 **Rousseau and Autobiography.** Spring, Mr. Krauss. (Scripps.)
- 135 **Poésie et Liberté.** Spring, Mr. Arie. (Scripps.)
- 140 **Francois Rabelais.** Fall, t.th. 1:15, Miss Goodrich. (Scripps.)
- 195 **Senior Seminar in French.** Spring, Mr. Krauss. (Scripps.)
- EXTERNAL STUDIES**
- 4 **Pitzer Semester in France.** (See *External Studies 4.*)

## BLACK STUDIES CENTER

- 30aCC **Introductory French I.** (Formerly Language 104aCC.) 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 from Africa and the Caribbean. Fall, m.t.w.f. 10, staff.
- 30bCC **Introductory French II.** (Formerly Language 104bCC.) A continuation of Introductory French I. Spring, m.t.w.f. 10, staff.
- 31CC **Intermediate French.** (Formerly Language 155CC.) Intensive grammar review. Readings in *Contes Africaines* (oral tradition as set down by modern writers) and *Voix Francaise du monde noir*. Emphasis on discussions based on the readings. Compositions to develop style. Fall, m.w.f. 9, staff.
- 160CC **Black Literature in French.** Readings of complete individual works, to give the student a solid orientation to Black writing in French from the Caribbean, Africa, and the Malagasy Republic. All readings and class discussions will be in French. Prerequisite: Introductory and Intermediate French, and consent of the instructor. Spring, m.w. 1:15, staff.
- 161CC **French Literature of the Colonized.** This course will focus on Quebecois, Antillais, Francophone Black African, Francophone North African, and other French literature which deals with the problem of colonial control. By taking the comparative method, common themes and distinctive characteristics will be delineated. All readings and class discussions will be in French. Prerequisite: A background in French, and consent of instructor. Fall, m.w. 1:15, staff.

## German

- 1a **Introductory German.** Fall (Scripps and CMC).
- 1b **Intermediate German.** Second semester level. Fundamentals of the language with emphasis on oral comprehension and speaking. Three class meetings a week. Voluntary practice in the language laboratory. Fall, m.w.f. 1:15, Dorothea Yale.
- 15 **German for Reading Knowledge.** Recommended for students in the natural and social sciences and in the humanities for learning German as a research tool. A concentrated one-semester course, conducted in English. No prerequisites. Fall, m.w.f. 11, Dorothea Yale.
- 25 **Reading German: Advanced.** (Not offered in 1974-75.)
- 54 **Advanced German.** Fall (Scripps and CMC); Spring (Scripps).
- 70 **Introduction to Literary Analysis.** Fall (Scripps); Spring (Scripps).
- 102 **Deutsche Zeitungen.** Spring (Scripps).
- 121 **Lessing, Goethe (1765-1789), Schiller.** Spring (Scripps).
- 123 **Romantic Poetry and Painting.** Fall (Scripps).
- 124 **The German Theater.** Fall (Scripps).
- 127 **Modes of Irony.** Spring (Scripps).
- 132 **Sturm und Drang.** Fall (Pomona).
- 137 **Goethe and Schiller.** Spring (Pomona).
- 141 **From Romanticism to the Emergence of Naturalism.** Fall (Pomona).
- 146 **Seminar in 19th Century German Literature.** Spring (Pomona).
- 155 **The Faustian Theme in European Literature.** (In Translation.) Fall (Scripps).

- 170 Germanic Folklore and Mythology. Selections from the abundance of oral and written tradition by the people (folk) in the Germanic realm. Customs and rituals, beliefs and superstitions, horror and joy, humor and wisdom as they are manifest in their many different forms of expression. Conducted in English. Recommended: German 15 for students who wish to read the materials in the original. Spring, t.th. 2:45, Dorothea Yale.
- MEL 181 German Literature in Translation. Kafka and Hesse. Spring (Pomona).
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- 14 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. 10, Mr. Glass.
- 14 The Hellenistic World and Rome to A.D. 565. Mr. Glass. (Not offered in 1974-75.)
- 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. Spring, m.w.f. 10, David Cressy.

### 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.
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- 33 English Folklore. David Cressy. (Not offered in 1974-75.)
- 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. 2:45, Werner Warmbrunn.
- 37 The Rise and Decline of Europe 1815-1945. A study of the period of European preeminence and its decline through two world wars, with special emphasis on the intellectual traditions of the period through the readings of selections from such writers as Burke, Marx, Freud, and Hannah Arendt. Primarily for freshmen and sophomores. Spring, t.th. 9:40, Allen Greenberger.

### 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
- 55 U.S. History, 1620-1877.
- 56 U.S. History, 1877-Present. An analytical and topical introduction to American social

- and political history. The course will focus on how different historians have interpreted several key events and periods. Among the topics to be considered are the nature of the New England Puritan Community, the adoption of the federal constitution, causes of the Civil War, American entry into the two world wars, and the development of twentieth-century liberalism. Intended for students with no previous college-level background in United States history. Either semester may be taken separately. Fall, m.w.f. 11, Robert Buroker. Spring, m.w.f. 11, Robert Buroker.
- 60CC Introduction to Asian Civilization. Jerry Dennerline and Allen Greenberger. (Not offered in 1974-75.)
- 61CC Revolution and Social Change in Modern Asia. Allen Greenberger, Arthur Rosenbaum, and Rudi Volti. (Not offered in 1974-75.)
- 120 History of Education in Europe. David Cressy. (Not offered in 1974-75.)
- 124 Social Structure of Pre-industrial Europe. A study of the social structure of Europe from the fourteenth to the eighteenth centuries, with special emphasis on France and England. The seminar will consider how contemporaries viewed their society and relate ideological shifts to social movements. Special attention will be given to problems of social mobility, educational opportunity, political participation and demographic history. Spring, t. 7, 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, m.w. 1:15, David Cressy.
- 130 From Bismarck to Hitler: Germany, 1871-1945. Werner Warmbrunn. (Not offered in 1974-75.)
- 133 British Empire and Commonwealth, 1783 to Present. Allen Greenberger. (Not offered in 1974-75.)
- 136 Victorian England. Allen Greenberger. (Not offered in 1974-75.)
- 140 History of India to 1707. The history of the Indian subcontinent, primarily from cultural and intellectual viewpoints. Emphasis will be placed upon the development of Hinduism and Buddhism as indigenous ways of looking at the world. The conquest of the area by the Muslims and the interaction between this new religion and its followers and Hindu India will be explored with particular stress on the period of the Great Moguls (1526-1707). First contacts with the West will also be discussed. As much as possible, this will be done through the reading of primary sources in translation. Fall, m.w. 1:15 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, t.th. 1:15, 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.
- 159 **The American Progressive Era.** An in-depth look at the years between 1890 and 1920 when the United States experienced a number of crucial transitions. Emphasis will be on key social processes such as urbanization, immigration, and the development of a corporate economy as well as on the variety of social movements which arose in response to these changes. Intended for students with some background in modern American history. Fall, t. 4-6, Robert Buroker.
- 176 **Political Thought: East and West.** A comparative study of Eastern and Western political philosophy. Among the authors and schools to be considered are Plato, Confucius, Machiavelli, Kautilya, Descartes, the Buddha, Augustine, the Anarchists, and the Legalists. Spring, t.th. 2:45, Allen Greenberger and Sharon Nickel.
- 184 **The Radical Right in America and Europe.** A comparative analysis of right-wing extremist movements in the nineteenth and twentieth centuries with an emphasis on locating both common and unique sources and features. Among the topics the course will consider are the regime of Louis Bonaparte, the Action Francaise, interwar European fascist parties, Peronism, the American Know-Nothing Party, the Ku Klux Klan, and the John Birch Society. Intended primarily for students with a background in American or European history or in one of the behavioral sciences. Spring, t.th. 9:40, Robert Buroker.
- 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.w. 2:45, 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, time to be arranged, staff.

## EXTERNAL STUDIES

- 20 **Summer in London.** (*See External Studies 20.*)

## BLACK STUDIES CENTER

- 40CC **Uses of Science in History.** This course offers an historical survey of the general principles and uses of science and its applica-

161 &  
American Intellectual  
Hist. to 1865  
TTh 2:45  
Davidoff

tion to the social development of Black and other communities. The development of science as a Western system of beliefs will be examined in the light of belief systems in other cultures. Spring, m.w. 1:15, staff.

- 51CC Survey of Afro-American History to 1863. (Formerly Survey of Black History to 1865.) A survey of the Afro-American people from their capture in Africa to Emancipation. The development of a distinctive culture in the slave community, the influence of a Black presence on the economic, social and political institutions of the antebellum United States, and the issues involved in the sectional conflict and Civil War will be discussed. Fall, m.w.f. 9, Mr. Smith.
- 52CC Survey of Afro-American History Since 1863. (Formerly Survey of Black History from 1865 to Present.) A survey of the Afro-American people since the end of legalized slavery. The course will examine the various kinds of racial control which replaced chattel slavery, first in the South, then in the cities of the North. Black responses to the racial system will be traced down to the present, in an effort to understand contemporary Black life. Spring, t.th. 9:40, Mr. Smith.
- 103CC Black "Freedom": The First Fifty Years, 1865-1915. (Not offered in 1974-75.)
- 121CC Slavery in the Americas. The reasons for the forced migration of Black people from Africa to the New World will be studied. The role of the slave trade and the plantation systems of the Americas in the economic development of Western Europe will be assessed. A cross-cultural approach to slavery in the various regions of North, Central and South America will be taken in order to determine some of the variables and the constants in the institution. Fall, t.th. 9:40, Mr. Smith.
- 130CC Survey of African History to 1000. This course will cover the history of the African Continent from the foundation of Black civilization to the forced dispersal and scattering of African peoples within the Continent. It will touch on some of the newer methodologies for reconstructing African history such as ethnobotany and ethnolinguistics. Fall, m.w.f. 8, staff.
- 131CC Survey of African History Since 1000. A survey of African History from the beginning of Arab penetration in the eleventh century through European penetration during the fifteenth century down to the present-day liberation struggles in Portuguese-held territory. The economic, political and cultural aspects of the various conquests in Africa will be examined. The course will also examine some of the problems of interpretation in modern African History. Spring, m.w.f. 8:00, staff.
- 150CC Black People in the U.S.A. Since 1954. This course will cover the school integration struggle, the Civil Rights Movement, the Black Power Movement and some of its major consequences such as the rise of Black political power and the development of Black Studies programs, the decline in Black militancy, and prospects for the future. These topics will be discussed in the light of some of the broader themes in recent American History. Spring, w. 7, Mr. Smith.
- 190CC Research Methodologies for the Study of Ethnic Minority History. (Formerly Seminar in Black Oral History.) This course will begin with a general introduction to philosophies of history and some of the problems of historical interpretation. It

will then acquaint the student with two methodologies currently used in historical research of ethnic minorities — oral history and quantitative historical analysis. Co-taught by Mr. Smith, Black Center Studies and Mr. Sena, Chicano Studies Center. Fall, time to be arranged.

#### CHICANO CENTER STUDIES

- 90CC** **The Chicana in Aztlan.** In this course we will study the role of the Chicana through the modern history of Aztlan and her contributions toward the development and preservation of a uniquely Chicano heritage. Her role as an active agent in the struggle for Chicano self-determination will be contrasted to the more passive role assigned to her by social scientists. In addition to extensive readings and class discussions one research paper in an area of special interest to the student will be required. Spring, time to be arranged, staff.
- 92CC** **The Chicano in the American Southwest.** An examination of the Indian, Spanish-American, Mexican and North American occupation of the American Southwest. Emphasis will be placed upon the development of frontier attitudes toward race and culture and the emergence of colonial patterns in the area. Other themes include the farmworkers' struggle, the quest for barrio self-determination and the Chicano cultural renaissance. Readings taken from historical and literary sources. Both semesters, m.w.f. 9-9:50, staff.
- 139CC** **The History of Mexico: Conquest to Juarez.** 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. The student is asked to work with primary sources; the bilingual student will be encouraged to read in Spanish. Fall, m.w.f. 10, staff.
- 140CC** **The History of Mexico: Juarez to Present.** Major upheavals and less obvious turning points in the development of Mexico are studied in enough detail to indicate the shifting complexes of forces which have affected many heroic attempts to solve enduring social and political problems. The course emphasizes the singularity of Mexican history by placing it in a Latin American and global perspective. The student is asked to work with primary sources; the bilingual student will be encouraged to read in Spanish. Spring, m.w.f. 10, staff.
- 160CC** **Race Relations in the Americas.** An analysis of the contribution of the three racial groups which make up the Latin American population: the Black, Indian and European (Caucasian). The development of a racially and culturally pluralistic society and the process of syncretism in Latin America will be studied as well as the various racial ideologies developed and/or nurtured in the region. The course will be structured around the discipline of history but will utilize sociological and literary sources. Prerequisite: lower division exposure to Latin American studies or consent of instructor. Spring, m.w.f. 1:15, staff.
- 190CC** **ab** **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. Prerequisite: Spanish 72CC or its equivalent or consent of instructor. Both semesters, w. 2-5, 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 an emphasis on the Southwest. Seminar will include methods for search of periodicals, tabloids, documentation of Spanish-speaking printed media. For history majors or by consent of instructor. Spring, time to be arranged, staff.

#### INTERCOLLEGIATE

- 140G **American Constitutional History.** Fall, t.th. 1:30, Mr. Levy.  
 141G **American Constitutional History.** Spring, t.th. 1:30, Mr. Levy.  
 162G **Enlightenment.** Fall, t.th. 1:15, Mr. Wade.  
 163G **European Intellectual History Since 1789.** Spring, time to be arranged, Mr. Wade.

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### International Relations

*See Political Studies.*

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### 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, staff.  
 70 **Introduction to Italian Literature.** Spring, Mrs. Ewing.  
 163 **Renaissance Italian Literature.** Fall, m.w.f. 2:15, Mrs. Ewing.

#### EXTERNAL STUDIES

- 6 **Semester in Rome.** (*See External Studies 6.*)

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### Latin American Studies

Latin American Studies is a cooperative program of The Claremont Colleges.

#### ANTHROPOLOGY

- 101 **Lowland South American Tribal Societies.** Mr. Seeger. (Pomona.)  
 102 **South American Indian Andean Societies.** Mr. Bolton (Pomona.)

#### FINE ARTS

- 70cc **Regional Dances of Mexico.** Mr. Hernandez. (CSC.)  
 71cc **Regional Dances of Mexico.** Mr. Hernandez. (CSC.)

#### HISTORY

- 92cc **History of the Chicano,** staff. (CSC.)  
 135 **Latin America 1492-1810,** staff. (Pomona.)  
 136 **Latin America 1810-Present,** staff. (Pomona.)  
 139cc **History of Mexico,** staff. (CSC.)

- 167 Social & Economic History of Latin America.  
Mr. Koldewyn. (CMC.)

#### POLITICAL SCIENCE

- 158 Latin American Politics. Mr. Tugwell.  
(Pomona.)
- 368 Latin American Politics. Mr. Tugwell.  
(Pomona.)

#### ECONOMICS

- \*120 Economic Development: The Poor Nations.  
Mr. Botwin. (Pitzer.)
- \*123 International Economics. Mr. Douglass.  
(Pomona.)
- \*183-84 International Economics. Mr. Hollerman.  
(CMC.)

#### SOCIOLOGY

- \*33 Population and Society. Ms. Yates. (Pitzer.)
- \*122 Medical Sociology. Ms. Yates. (Pitzer.)

\*These courses offer some attention in a comparative way to Latin America and/or accommodate the student who wants to do individual work on Latin America. They are accepted by the Field Committee members and their respective colleges for the major in Latin American Studies.

#### SPANISH LANGUAGE AND LATIN AMERICAN LITERATURE

Multiple Sections of four semesters of lower division language preparation in Spanish: 1a, 1b, 54, 70; and in Spanish for bilinguals 10, 11, 50, 51, 72.

- 104 Political and Social Literature of Latin America. Mr. Koldewyn. (CMC.)

- 150 Latin American Short Story. Mr. Lamb.  
(Scripps.)

- 159 Latin American Novel Since 1930. Mr. Lamb.  
(Scripps.)

- 164cc Mexican Currents and Chicano Literature.  
Mr. Watts. (CSC.)

- 170 Latin American Theatre. Mr. Lamb. (Scripps.)

- 173pi. Literature of Cuba. Ms. Sheldon. (Pitzer.)

- 173s. Literature of Argentina.

- 175 Latin American Poetry. Mr. Salcedo. (Scripps.)

- 195 Senior Seminar. Mr. Lamb. (Scripps.)

#### EXTERNAL STUDIES

- 3 Pitzer Semester in Argentina. (*See External Studies 3.*)

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### Linguistics

A joint offering with Pomona College.

- 50 Introduction to Linguistics: Descriptive. An introduction to the scientific study of language. This course provides an introduction to descriptive grammar and phonetics and examines the systematic aspects of linguistic form and meaning in phonology, syntax, and semantics, without regard for language change. The field of linguistics in relation to other disciplines, especially psycho-linguistics, socio-linguistics and language acquisition. Prerequisite: one foreign language or consent of instructor. Fall, t.th. 2:45, Karen Kossuth and Ronald Macaulay.
- 51 Introduction to Linguistics: Historical. An investigation into linguistic change and

- language families. The comparative method and the reconstruction of proto-languages. Prerequisite: Linguistics 50 or consent of instructor. Spring, t.th. 2:45, Karen Kossuth and Ronald Macaulay.
- 104 **Language and Culture.** Ronald Macaulay. (Not offered in 1974-75.)
- 105 **Theoretical Linguistics: Syntax.** An introduction to the problems and methods of modern theory of syntax with the aim of understanding the Chomskyan revolution in theoretical linguistics. The course will include discussion of Noam Chomsky's theory and transformational generative grammar. The prospects of a semantic theory extending Chomsky's syntactic theory, and the philosophical foundations of contemporary linguistic theory. The relationship of linguistic theory to philosophical problems will be considered. Prerequisite: 50-51 or consent of instructor. Spring: at Pomona College, t. 1:15-3:05, Jay Atlas.
- 108 **Phonology.** Ronald Macaulay. (Not offered in 1974-75.)
- 110 **Sociolinguistics.** Systematic methods for the study of language in the speech community; techniques for the observation, recording, elicitation and analysis of natural speech. Relationship of patterns of language use to social structure, particularly to stratification; creative and competitive use of language in social interaction. The nature of standard languages, creoles and pidgins, problems of bilingualism and multilingualism. Consideration of the ethnographic significance of sociolinguistic perspective — how a consideration of communicative behavior enhances our understanding of social life. Prerequisite: Linguistics 50-51 or consent of instructor. Spring, m.w.f. 9, Donald Brenneis and Ronald Macaulay.
- 123 **The Acquisition of Language.** The course will attempt to answer such questions as: how do children learn to speak? At what age and under what conditions? Are children born with a capacity for language? What factors affect language development? Competing theories of language acquisition will be examined in the light of recent developments in linguistic theory. Prerequisite: Introductory Psychology and one middle-level psychology course, or Introduction to Linguistics, or consent of instructor. Fall, t.th. 9:40, Ronald Macaulay.
- 125 **Field Methods.** A language unfamiliar to members of the class will be analyzed from data elicited from an informant. The class will attempt to gain as full a picture as possible of the language, with particular emphasis on syntax. The language under analysis will vary from year to year. Prerequisite: Linguistics 50-51 or consent of instructor. Fall, m.w. 1:15, Ronald Macaulay.
- 130 **Germanic Linguistics.** Periods of German. The relationship of German to other West Germanic languages. North and East Germanic. Some reconstruction into Proto-Germanic. Survey of the linguistic features of modern Germanic languages. Survey of modern German dialects. Prerequisite: Linguistics 51 and German 51 or consent of instructor. Spring: at Pomona College, m.w. 1:15, Karen Kossuth.
- 140 **Comparative Indo-European.** Karen Kossuth. (Not offered in 1974-75.)
- 153 **Philosophy of Language.** An examination of the nature and structure of language and its relationship to philosophical problems. The course will include discussions of the foundations of semantics: reference, truth, meaning, and logical form, the contributions of "ordinary language philosophy,"

- and some of the striking developments in Twentieth Century descriptive linguistics, lectures and discussion. Prerequisite: Linguistics 50-51 and one intermediate course or consent of instructor. Spring; at Pomona College, t.th. 9:40, Jay Atlas.
- 153 **Seminar in Generative Grammar.** Recent models of generative grammars with particular emphasis on English syntax. The course will consider different proposals put forward by Chomsky, Fillmore, Lakoff, Partee and others. Prerequisite: Linguistics 50-51 and one intermediate course or consent of instructor. Spring, t.th. 9:40, Ronald Macaulay.
- 163 **Semantics and Syntax.** Jay Atlas. (Not offered in 1974-75.)
- 180 **Senior Seminar.** Staff. (Not offered in 1974-75.)

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## 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.)

- 2 **Mathematics for Social Scientists.** Topics from finite mathematics including logic, sets, and elementary probability. Especially for lower division students who have had minimal preparation in mathematics and wish to concentrate in a social science. Enrollment limited to 25 students. Fall, m.w.f. 10, Barbara Beechler.
- 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: at Pomona, t.th. 9:40. Spring: at Pitzer, m.w.f. 11, staff.
- 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 Pitzer, m.w.f. 11, Barbara Beechler. Spring: at Pomona, m.w.f. 8.
- 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, Barbara Beechler.
- 31 **Calculus II.** Continuation of Mathematics 30. Prerequisite: Mathematics 30. Spring, m.w.f. 9, Barbara Beechler.

## INTERCOLLEGIATE

- 136G **Complex Analysis.** Fall, m.w.f. 11, Mr. Williamson.
- 146G **Differential Methods.** Spring, time to be arranged, Mr. Williamson.

- 151 G. Probability Theory m.w.f. 1:15 build  
 156 G. Stochastics Processes Ann. Covid.  
 168G Introduction to Numerical Analysis. Spring,  
 time to be arranged, Mr. Spanier.
- 175G Number Theory. Fall, m.w.f. 9, Mr. LeVeque.
- 176G Seminar Number Theory. Spring, time to be  
 arranged, Mr. LeVeque.
- 186G Stochastics Methods, Operations Research.  
 Fall, m.w.f. 11, Mrs. Myhre.

*For additional course listings see the hand-  
 book "Mathematics Courses in The Claremont  
 Colleges, 1974-75," prepared by the Mathe-  
 matics Field Committee. Copies are available in  
 the Registrar's Office and Fletcher 210. Stu-  
 dents are encouraged to seek advice from the  
 Pitzer mathematics faculty.*

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### 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 com-  
 position 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. Malloch.
- 82 Introduction to Music II. An historical survey  
 of major composers and musical styles of  
 the Renaissance, Baroque, and Contem-  
 porary periods of composition with  
 emphasis on intelligent listening. A study  
 of music perception is included. No pre-  
 vious musical experience is required.  
 Spring, m.w.f. 10, Mr. Malloch.

- 173a,b Concert Choir. A study of music from the  
 sixteenth century to the present day. Mem-  
 bership 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. Credit for  
 music instruction taken at Pomona College  
 will be granted according to the regulations  
 stated in the Pomona College catalog.

### BLACK STUDIES CENTER

- 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 improvisa-  
 tional approach. Listening and reading to  
 examine the historical and contemporary  
 importance of American Black music.  
 Spring, th. 7-10 pm, Mr. Crouch.

### INTERCOLLEGIATE

- 101a,bG Analysis of Musical Styles. Both semesters,  
 Fall, m. 5:30-8; Spring, time to be ar-  
 ranged, Mr. Jackson.
- 102G Bibliography. Spring, time to be arranged, Mr.  
 Jackson.
- 104G History of Performance. Fall, th. 5:30-8, Mr.  
 Jackson.

*See also the catalogs of Scripps and Pomona  
 Colleges.*

## Natural Sciences

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

- 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, Stanley Klein.
- 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 preregistration 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.

## 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, Clyde Eriksen, and staff.
- 126 **Artificial Intelligence.** Recent research in the fields of artificial intelligence, neurophysiology and psychology will be examined and integrated. Visual perception will be the focal point. Simple neural networks will be used to illustrate "learning" and "perceiving" and "thinking." Prerequisite: middle level psychology course or consent of instructor. Spring, m.w.f. 10, Stanley Klein.

- 127 **Field Biology.** A course designed to expose students to the terrestrial plant and animal communities of Southern California. Subject matter will include a general introduction to ecology, techniques for sampling plants and animals in the following habitats: grasslands, coastal sage scrub, chaparral and coniferous forest. Students will be expected to become familiar with the dominant plant and animal species in these habitats, to write analyses of each community studied and to prepare a document similar in format to an Environmental Impact Statement. Prerequisite: some knowledge of biology and permission of instructor. (Biology majors receive non-laboratory course credit.) Spring, t. 1:15-4:15, Robert Feldmeth.
- 140 **Invertebrate Biology.** (Not offered in 1974-75.)
- 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 A. 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. Fall, lectures t. 1:15-4:15 and arranged discussion section, David Sadava.
- 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, m. 1:15-4:15, Daniel A. 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, Clyde Eriksen.
- 147 **Microbiology.** A discussion of microorganisms 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. You should consult the faculty as to the areas in which they are particularly willing to direct independent study.
- 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.
- 160 **Immunology.** A seminar course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity, and autoimmunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers and occasional lectures may supplement the material. Prerequisite: Introductory Biology, some advanced work in biology (preferably Microbiology) and consent of instructor. Spring, lectures th. 1:15-4:15, and 1 hour arranged, Margaret Mathies.
- 168 **Biology of Insects.** A study of the various aspects of insect biology including structure, physiology, behavior, ecology, evolution and economy. The format of the course will include lectures, discussions, student presentations and occasional laboratories and field trips. Prerequisite: Introductory Biology, some advanced work in biology or consent of instructor. Fall, lectures w. 1:15-4:15, Clyde Eriksen.
- 169 **Topics in Marine Biology.** (Not offered in 1974-75.)
- 175 **Topics in Developmental Biology.** (Not offered in 1974-75.)
- 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

- 2 **Introduction to Chemistry.** Offered in cooperation with Harvey Mudd and Pomona Colleges. Spring, lectures: m.w.f. 9; discussion m. or t. 1:15-3:05, Mr. Beilby.
- 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. 9; laboratories m.t.w.th.f. 1:15-5:15, staff.
- 30-31 **General Physics.** A first-year general physics course introducing mechanics, heat, light waves, 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 m.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 m.t. 1:15-4:15, Jack Merritt (Fall), Stanley Klein (Spring).
- 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.** (Not offered in 1974-75.)
- 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, Leonard Dart.
- 116-117 **Organic and Biological Chemistry.** The chemistry of organic compounds developed from considerations of bonding, structure, synthesis, and mechanisms of reaction. Application of these principles to reactions involving living systems including such topics as replication, metabolism, energy transfer, hormone action and photosynthesis. Prerequisite: Science 15 or equivalent. Three lectures and one four-hour laboratory per week. Laboratory fee \$10 per semester. First and second semesters. m.w.f. 10; laboratory w.th.f. 1:15-5:15, staff.
- 121 **Principles of Physics-Chemistry I.** Atomic structure using classical and quantum mechanical descriptions. Development of inter- and intra-molecular 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. Prerequisite: Physics-Chemistry 121-122 or concurrent registration. Laboratory fee \$10 per semester. m. 1:15-5:15 and arranged, staff.

- 152 (See *Biology 152*.)
- 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, m.w.f. 10, Mr. Sly.
- 162 **Statistical Mechanics.** 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, m.w.f. 10, Mr. Sly.
- 163 **Group Theory.** 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, m.w.f. 11, 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, m.w.f. 11, 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, t.th. 9:40, Mr. Myhre.
- 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, t.th. 9:40, Mr. Bird and Mr. Pinnell.
- 173 **Pericyclic Reactions.** Prerequisite: one year of organic chemistry and consent of instructor. Offered in cooperation with Harvey Mudd College and Pomona College. Half course, second half of spring semester, m.w.f. 9, Mr. Myhre.
- 174 **Physical Bio-organic Medicinal Chemistry.** Prerequisite: one year of organic chemistry. Offered in cooperation with Harvey Mudd College and Pomona College. Spring, m.w.f. 10, Mr. Hansch.
- 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, first half of spring semester, m.w.f. 9, Mr. Sprung and Mr. Van Eikeren.



- 178 **Biophysics.** (Not offered in 1974-75.)
- 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.

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### 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. 11, James Bogen.
- 2 **Philosophical Classics.** An introduction to philosophical problems and methods through a reading of some important works of traditional philosophers. Readings from Berkeley, Russell, and Plato. Fall, t.th. 9:40, Ronald Rubin.
- 3 **Introduction to the Philosophy of Science.** 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, and the structure of scientific change. No special training in mathematics, logic, or science required. This course may serve as an introduction to philosophy, but it is suitable for students who have already taken philosophy. Spring, t.th. 1:15, 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. Fall, m.w.f. 11, Ronald Rubin.
- 114 **Philosophical Psychology.** Selected topics including pleasure and pain, psychological explanation, the emotions, and materialism. Spring, m.w. 1:15, Ronald Rubin.
- 115 **Ethics.** An introduction to ethical problems and philosophical approaches to them. Readings from traditional ethical theorists including Plato, Aristotle, and Kant. Prerequisite: one introductory philosophy or logic course. Fall, m.w.f. 10, Mr. Young.
- 119b **Colloquium in Philosophy** (to be taught at ~~Pomona~~ <sup>Pitzer</sup>). Topic to be announced. Time to be arranged. Organizational meeting. Fall, t. 2:45, Ronald Rubin and Morton Beckner.
- 130 **Philosophy of Language: Theory of Reference.** A study of basic issues involved in theories of how names and other parts of speech are used to refer to what we talk about. Particular emphasis upon the role of proper names. Readings will include works by Frege, Russell, Strawson, Donnellan, Kripke, and Kaplan. Prerequisite: one course in philosophy or logic or permission of instructor. Fall, f. 2:30, William Ulrich and staff.
- 163 **Aesthetics.** An examination of central theories of art, with emphasis on philosophic problems of literature. Readings from Plato and Aristotle to Marx and the Existentialists. Fall, m.w. 1:15, Margaret Pabst Battin.

- 191 Colloquium in Philosophy: Theory of Knowledge. Traditional and recent writings on the nature of knowledge and belief, and the problem of skepticism. Prerequisite: one introductory course in philosophy and one in logic or consent of instructor. Time to be arranged. Organizational meeting. Spring, m. 2:45, James Bogen and Morton Beckner.
- 200 Cartesian Skepticism (to be taught at CGS, but suitable for undergraduates). A study of Descartes' arguments to show that the senses can be doubted, together with recent literature on the problems he raises. Readings include Descartes' *Meditations* and Wittgenstein's *On Certainty*. Prerequisite: consent of instructor and one introductory course in philosophy or logic. Spring, w. 2:45, James Bogen.
- 18 The Economic Role of Government. (*See Economics 18.*) Fall, t.th. 12, Jane Arnault.
- 30 Comparative Politics and Government. An introductory study of the setting of politics (geographic, social, and cultural factors) in relation to the governmental systems of selected Western and non-Western countries. Primarily for freshmen and sophomores. Spring, m.w.f. 9, Lucian Marquis.
- 46 International Politics. Introduction to the nature and characteristics of international politics, with emphasis on the diplomatic history of the post-1945 period. Principal 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, Herbert Gooch.

#### INTERCOLLEGIATE

- 132G Oriental Philosophy. Spring, time to be arranged, Mr. Hutchison.
- 162G Philosophy of Law. Fall, time to be arranged, Mr. Louch. *Cawell*

- 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, Fall, Sharon Nickel; Spring, John Rodman.

#### 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. Fall, t.th. 9:40, Sharon Nickel.
- 100 Quantitative Methods in Political Science and Sociology. This course will introduce students to the quantitative analysis of political and social phenomena. Emphasis will be given to such statistical concepts as association and correlation and an intuitive approach to statistical inference will be

developed. The presentation of statistical notions will focus on the applications of these notions in the study of politics and society rather than on the mathematical theory which underlies statistics. Students will also have an opportunity to learn the rudiments of interactive computing. Course readings will include examples of quantitative analyses of political phenomena in such areas as the study of individual voting behavior. Fall, t.th. 9:40, and laboratory session to be arranged, John Sullivan.

**100CC** Program in Public Policy Studies. (*See Policy Studies 100CC.*) Both semesters.

**104** Parties, Public Opinion, and Voting Behavior. This course will examine the electoral process in America. Attention will be paid to the internal structures of the two parties as they bear on nominations and campaigns. Recent and upcoming elections will be examined in detail with a view toward discerning trends in current American politics. Comparisons will be made to the electoral process in other democratic societies. Fall, t.th. 1:15-2:30, Walter Zelman.

**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 Congress in the post-World War II period through "Watergate." There will be some examination of the way other countries handle the problem of executive-legislative relations. Fall, t.th. 4:15-5:30, Walter Zelman.

**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.



- 131 **Movies and Political Culture.** An examination of the film as an expression of political culture. Topics will include "the American dream," "law and order," and minority views of American society. There will be some comparison with non-American political cultures. Laboratory fee \$12.50. Spring, film t. 7, discussion w. 4:15, Walter Zelman.
- 133 **The Politics of Ecology.** The first part of the course will analyze the various streams of thought and sentiment that have flowed into the contemporary "environmental movement" — e.g., the humane movement, wildlife and wilderness preservation, resource conservation, urban beautification, pollution protests, ecology proper, the revolt against technological society, and the emerging idea of "the liberation of nature." The rest of the course will consider some implications for the way our society is organized and run, as well as some strategies for changing it. Spring, w. 7, John Rodman.
- 134 **Seminar: Special Topics in American Politics.** Topic and time to be announced. Spring, Walter Zelman.
- 138 **A New Europe? The History, Politics and Culture of Post-war Europe.** The course will focus on the cultural, historical, and political changes since 1945 in Britain, France, Germany, and Italy. The transformation of Europe will be examined through the eyes of such novelists and playwrights as Osborne and Sillitoe in England; the "New Writing" in France; Grass and Boell in Germany; Moravia, Pasolini, and Calvino in Italy. A number of films including "Room at the Top," "Wir Wunderkinder," "La Dolce Vita," and others, will be shown. Major historical and political themes to be examined are: European reconstruction, the Cold War, the Development of the Common Market, and the question of "the end of ideology." Since the course will begin with an historical overview, students are strongly urged to read Walter Laquer, *Europe Since Hitler* (Penguin Pelican), before the beginning of the semester. Fall, t.th. 12, Lucian Marquis and Barry Sanders.
- 141 **The Political Role of the Military. (Seminar.)** When is the sword drawn against the citizen or the government? This course will analyze the theory and practice of civil-military relations, including the development and consequences of the Western pattern of civilian supremacy and military obedience, and the military seizure of power (including the coup d'etat) in cases drawn from Europe, Latin America, and Afro-Asian states. Spring, f. 1, Herbert Gooch.
- 148 **United States Foreign Policy.** This course will analyze the principal themes, problems, and controversies in American foreign policy. It will look at the development and practice of American policy content and style. Special emphasis will be placed on the post-1945 period and on the following topics: the rise and demise of the Cold War and its interpretation; U.S. nuclear, conventional, and counter-insurgency defense theory; Nixon-Kissinger policy changes and prospects. Fall, m.w.f. 10, Herbert Gooch.
- CGS 352/  
PI 152 **International Law.** Fundamentals of international law as they relate to international political processes and international organizations. Extensive use of case material will be employed. This course will attempt to combine the study of law with that of institutions and will focus more on theory and future projections than on description and historical accounts. Spring, time to be arranged, Carl Zachrisson.

- 157 **Latin American International Relations.** The politics and foreign relations of this regional international system will be examined with attention focused on the Latin American perspective. Topics considered will be the development of international relations in the Western hemisphere, United States-Latin American relations, and interstate relations within Latin America itself (especially in the cases of Cuba, Mexico, Brazil, Peru, Chile and Argentina). Spring, m.w. 12-1:00, Herbert Gooch.
- 166 **The Year 2000: Utopia or Oblivion.** Sharon Nickel and Harry Senn. (Not offered in 1974-75.)
- 171 **Marxism: Critical Theories of Society.** This course will examine the works of Marx and Engels and a selected number of twentieth century interpreters of Marxian thought such as Gramsci and Althusser. Fall, m.w.f. 11, Alastair Davidson.
- 172 **Existentialism, Phenomenology, Structuralism and After.** This course will study these three areas of contemporary political thought based on works of Merleau-Ponty, Sartre, Foucault, Lefebvre, Ricoeur among others. Fall, m.w. 2:45, Alastair Davidson.
- 173 **Contemporary Political Philosophy.** Sharon Nickel. (Not offered in 1974-75.)
- 176 **Political Thought: East and West.** A comparative study of Eastern and Western political philosophy. Among the authors and schools to be considered are Plato, Confucius, Machiavelli, Kautilya, Descartes, the Buddha, Augustine, the Anarchists, and the Legalists. Spring, t.th. 2:45, Sharon Nickel and Allen Greenberger.
- 178 **The Nature of Revolution.** An examination of the concept of revolution as seen and developed by writers living in revolutionary times, including historical figures such as Galileo and Locke, as well as contemporary writers such as Fanon and Marcuse. Prerequisite: consent of instructor. Spring, t.th. 1:15, Sharon Nickel.
- 198 **Senior Tutorial.** Senior concentrators will arrange either: 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 or Comprehensive Examination.** Spring, staff.
- 315a,b **Political Philosophy.** An examination of major schools in the history of political philosophy, with special attention to the ethical, epistemological, and cosmological foundations. The fall semester will draw primarily on classical and early modern writers (Plato, Aristotle, St. Thomas, Descartes, Hobbes); the spring semester will deal with writers such as Locke, Hume, Rousseau, Hegel, Marx, Mill, Social Darwinists, and Marcuse. A graduate course open to juniors and seniors with consent of the Instructor. Fall, th. 7, Sharon Nickel; Spring, th. 7, John Rodman.
- 360 **Comparative Government.** Comparative study of the political process in selected European countries, as well as an introduction to systematic approaches to comparative politics. Spring, w. 2-5, Lucian Marquis.
- 364 **Comparative Politics of the European Left.** Theory and practice of the European Left will be considered in the light of the writings of Gramsci, Adorno, Habermas, Garaudy, Gorz, Althusser, Djilas, Kolakowski, Korsch, and Stojanovic. (Open to undergraduates only by consent of instructor.) Fall, w. 2-5, Lucian Marquis.

## EXTERNAL STUDIES

- 5 Washington Semester. (*See External Studies 5.*)

## BLACK STUDIES CENTER

- 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, Guyana, and the U.S. is made, emphasizing nationalism, the role of the military, political parties, economic and social development and neo-colonialism. Fall, m.w. 1:15, staff.
- 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, 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.
- 142CC American Institutions of Power: Legal or Otherwise. (Formerly Political Science 150CC.) This course analyzes: 1) The function of government at the local, state, and Federal levels, 2) The distribution and exercise of power, 3) Ways in which power institutions affect Black people, 4) Methods of changing or reorganizing these institutions, 5) Alternative institutions for fostering greater participation by Blacks in determining their own destinies. An examination of the past is undertaken in order to understand contemporary liberation struggles. Spring, t.th. 2:45, staff.
- 149CC Revolutionary Theory and Liberation Struggle. (Formerly Urban and Rural Guerrilla Warfare.) A study of the political, social, and military strategies employed by people in their fight for liberation. The course examines the works of the Guevara, Mao Tse-Tung, Kwame Nkrumah, Kim Il Sung, 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 revolutions. Fall, t. 1-4, Mr. Medhane.
- 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 Pan Africanists as well as the more contemporary Black leaders such as Stokeley Carmichael and C.L.R. James. Fall, m.w. 2:45, Mr. Medhane and Mr. Smith.
- 153CC The Black Community and the American Political Process. (Formerly Political Science 143CC; Politics of the Black Community.) An analysis and critique of the power structure, leadership influences and decision-making in the Black Community. Field work and/or observation are integral parts of the course. Spring, m.w.f. 10, Mr. Medhane.

## CHICANO STUDIES CENTER

- 75CC A Survey of Chicano Politics. A study of the social and political development of Chicanos in the United States. Special emphasis will be given to the influence of such factors as ethnicity, religion, place of residence, occupation, education, etc., on

- the political behavior of Chicanos. Also, we will compare the Chicano experience with that of other ethnic groups in America. Fall, t.th. 9:40-10:50, Alfredo Cuellar.
- 93CC **Introduction to Chicano Studies.** This is a 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 will be based on readings, discussions and writing assignments using social science materials that are relevant to the Chicano community. Fall, w. 7, Alfredo Cuellar.
- 137CC **Political Sociology.** A study of the sociological analysis of politics in which we will focus on the concept of power as a general social phenomenon that manifests itself most typically in the political sphere but is not limited to it. Spring, t.th. 12, Alfredo Cuellar.
- 174CC **The Politics of Urbanization.** A study of the processes of urbanization in the West with an emphasis on the U.S. urban context. Although we will be principally concerned with the question of the role of urbanization in political and social change, we will also touch on such themes as the culture of cities and the prospects for the future of urban civilization. Prerequisite: 75CC, equivalent, or consent of instructor. Spring, m.w.f. 11, Alfredo Cuellar.
- 180CC **Theories of Political Change.** A survey of theories of political change, the relation of political change to changes in the economic and social systems and the relevance of such theories for Western and non-Western societies. Prerequisite: 75CC, its equivalent, or consent of instructor. Spring, w. 7, Alfredo Cuellar.
- 127G **The Communist World II.** Spring, time to be arranged, Mr. Neal.
- 146G **Bureaucracy/Social Change.** Spring, time to be arranged, Mr. Goodall.
- 161G **The Comparative Study of Foreign Policy.** This seminar will explore the developing field of the comparative analysis of foreign policy formation. Attention will be given to the following topics and their relationship to foreign policy formation; elite recruitment, bureaucratic processes, executive-legislative relationships, the structure of political systems, and the role of political parties. Emphasis will be on the analysis of selected cases. Fall, m.w. 2:45, Herbert Gooch.

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### 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.

### INTERCOLLEGIATE

- 126G **Communist World I.** Fall, m.w.f. 11, Mr. Neal.

## 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. This course does not fulfill the seminar requirement for the concentration. Prerequisite: invitation of the instructor. Fall, m. 2:45-5, Ruth Munroe. *mw 12 & mw 115 [i.e. 2 sections]*

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

Section P will provide a general overview of the field with an emphasis on personality. Enrollment limited to 50. Spring, t.th. 12, 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 limited to 35. Both semesters; Fall, t.th. 9:40, Karin Meiselman; Spring, m.w.f. 9, Leah Light.

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

- 100 **Experimental Psychology.** Constance Atwell and Leah Light. (Not offered in 1974-75.)
- 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. Major topics will include altered states of awareness, brain control, and biological bases of mental illness. Students enrolled in this course may not take Psychology 111. Prerequisite: Introduction to Psychology. Spring, m.w.f. 10, Constance Atwell.
- 102 **Memory and Attention.** This course will examine selected topics in human memory and attention from an information processing perspective. Topics will include pattern recognition, divided attention, the distinction between long-, short-, and very short-term memory stores, incidental learning, and retrieval from memory. Prerequisite: Introduction to Psychology; while not

required, Psychological Statistics is strongly recommended. Spring, m.w. 1:15, Leah Light.

- 103 **Social Psychology.** This course will examine major areas in social psychology, such as attitudes, aggression, conflict, person perception, small group processes, and interpersonal attraction. Prerequisite: Introduction to Psychology (not open to students who have taken Psychology 10, Section S). Fall, t.th. 1:15, Lewis Ellenhorn and Robert Shomer.
- 105 **Child Development.** 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. 12, Robert Albert; Spring, m.w.f. 11, Constance Atwell.
- 106 **Perception.** (Formerly Psychology 116.) A study of the sensory and cognitive aspects of perceptual processes. Emphasis will be placed on vision and audition but the minor senses will be reviewed as well. Other topics to be studied include information theory, signal detection, psychophysical methods, perceptual illusions, and motivational influences on perception. Prerequisite: Introduction to Psychology. Fall, m.w. 1:15, Constance Atwell.
- 107 **Personality.** A variety of personality theories, e.g. psychoanalytic, neoanalytic, behavioral, humanistic, etc., and the assessment of clinical approaches associated with each, as well as the strengths and weaknesses of the various theories will be examined. Prerequisite: Introduction to Psychology. Not open to students who have taken Psychology 10, Section P. Both

semesters; Fall, m.w.f. 9, Richard Tsujimoto; Spring, t.th. 9:40, Robert Albert.

- 108 **Motivation.** This course will survey the role that motivational concepts play in a variety of behavior theories. It will introduce students to motivational research and will focus on a few basic theoretical questions that have arisen in the field of motivation. Prerequisite: Introduction to Psychology. Fall, t. 2:45-5, Robert Shomer.

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.** Constance Atwell. (Not offered in 1974-75.) (Offered at Pomona in the Fall, CMC in the Spring.)
- 123 **The Acquisition of Language.** (*See Linguistics 123.*) Fall, t.th. 9:40, Ronald Macaulay.
- 126 **Artificial Intelligence.** Recent research in the fields of artificial intelligence, neurophysiology and psychology will be examined and integrated. Visual perception will be the focal point. Simple neural networks will be used to illustrate "learning" and "perceiving" and "thinking." Prerequisite: one middle level psychology course or consent of instructor. Spring, m.w.f. 10, Stanley Klein.
- 135 **Organizational Psychology.** The course, through experiential methods and case

study, will focus on the effects of organizational structure and process on human behavior and experience. Methods for developing greater flexibility and trust within organizations will be examined. Prerequisite: Psychology 103 (can be taken concurrently), Psychology 145, and consent of instructor. Spring, t.th. 1:15, Lewis Ellenhorn.

- 136 **Field Work in Organizational Psychology.** This course will be open to students in Psychology 135 only. Field work assignments in organizations ranging from mental health institutes to industrial settings will be arranged. Students will be expected to collect data through survey and interview methods and prepare a case study of the organization. Credit: one-half to one course. Spring, t. 8:20, Lewis Ellenhorn.
- 137 **Work.** An investigation of human motivation in the context of "Work." In addition to examining models of men and motivation, we will also look at work as a social event. No prerequisite. Half-course, first half of fall semester, t.th. 1:15, Lewis Ellenhorn.
- 138 **Play.** A not too serious exploration of a non-serious subject: Play. What it is, when, how, and why we do it. The role of play in civilization and social science. No prerequisite. Half-course, second half of fall semester, t.th. 1:15, Robert Shomer.
- 140 **Human Behavior in Natural Settings.** Selected psychological, sociological, anthropological, and fictional accounts of naturally occurring behavior will be read. Students will devise original observations to be carried out in local settings. Emphasis will be placed on techniques and observation. Topics may include library behavior, the behavior of motorists, playground behavior, and student classroom behavior. Prerequisite: a middle level social psychology course or consent of instructor. Enrollment limited to 12 students. Spring, m. 2:45-5, Ruth Munroe.
- 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 interactional process analysis. Enrollment limited to 15 students. Prerequisite: any middle level course and consent of instructor. Half-course. Fall, one section each in first and second halves of semester, m. 1:15-4, Lewis Ellenhorn.
- 145b **Small Group Processes.** This half course will investigate the effects of group contexts on leadership, cooperation, completion, creativity, risk taking, etc. The class will participate in a variety of groups, reading and discussion. Prerequisite: any middle level course. Half course. Fall, second half of semester, w. 1:15-4, Lewis Ellenhorn.
- 146 **Cooperation, Conflict, Violence, and Aggression.** Robert Shomer. (Not offered in 1974-75.)
- 149 **Social Psychological Theories.** Lewis Ellenhorn. (Not offered in 1974-75.)



- 153 **Problems in Human Sexuality.** Topics will include human sexual response and problems of inadequacy, current methods of treatment, problems of erotic minorities, and theories of the origin of sexual deviance. No prerequisite. Enrollment limited to 40 with preference given to juniors and seniors. Fall, t.th. 2:45, Karin Meiselman.
- 154 **Cognitive Development.** This course will examine the intellectual growth of children. The major topics will include perceptual development, concept formation, the development of imagery and memory, and language acquisition. The course will deal extensively with the theoretical contributions of Jean Piaget. Prerequisite: a middle level course in child development, learning, or perception. Enrollment limited to 25. Spring, t.th. 9:40, Richard Tsujimoto.
- 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. 12, Ruth Munroe and Lee Munroe.
- 180 **Tests and Measurements.** Ruth Munroe. (Not offered in 1974-75.)
- 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. 12, Richard Tsujimoto; Spring, t.th. 2:45, Karin Meiselman.
- 182 **The Psychology of "Genius" and Eminence.** Robert Albert. (Not offered in 1974-75.)
- 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 of 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.
- 184 **Psychoanalytic Theory.** Robert Albert. (Not offered in 1974-75.)
- 186, 187 **Field Work in Psychology.** Supervised experience in psychology to be arranged on an independent basis with cooperating institutions. Students will be expected to enroll for two semesters and to complete an approved research project. For juniors and seniors. Prerequisite: Psychology 181 and/or consent of instructors. Both semesters, time arranged, Karin Meiselman and Richard Tsujimoto.
- 188 **Behavior Modification.** Richard Tsujimoto. (Not offered in 1974-75.)
- 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. Spring, t.th. 12, Karin Meiselman.
- 190 **History and Systems of Psychology.** A study of trends in theory and methodology as evidenced in schools of thought in psychology and in the work of major figures and the development of psychology as a field. Prerequisite: one middle level course from each of Groups A and B. Fall, m.w.f. 10, Constance Atwell.
- 191 **Senior Thesis Research.** Seniors may be invited to prepare a thesis. Both semesters, time arranged, staff.
- 192 **Seminar in Cognition.** This year's topic will be "Imagery." Selected aspects of imagery such as eidetic imagery, the nature of visual memory, the development of imagery in the child, dreaming and daydreaming, hallucination, and imagery in problem solving will be discussed. Prerequisite: a course in learning, perception, or child psychology. Spring, m.w.f. 11, Leah Light.
- 196 **Seminar in Child Psychology.** This year's topic will be "Infancy: A study of developmental processes during the first two years of life." This course emphasizes the role of experiences during this early period for establishing patterns for later development of the child. Students will investigate physical, emotional, intellectual, and social development through a review of selected literature and periodic observation of infants. Prerequisite: Psychology 105. Spring, t. 2:45-5, Constance Atwell.
- 198 **Seminar in Personality.** This year's topic will be "The psychoanalytic study of the child." The course will explore some of the basic psychoanalytic ideas regarding early childhood and the general view of human nature and behavior that comes from these ideas. Some major works in psychoanalysis will be read and an effort will be made to trace forward the presence of some basic psychoanalytic ideas in more recent, non-psychoanalytic approaches to the study of the child. Prerequisite: Psychology 105 or 107. Fall, w. 2:45-5:30, Robert Albert.
- 199 **Tutoring 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. This course does not fulfill the seminar requirement for the concentration. Prerequisite: invitation of the instructor. Fall, m. 2:45-5, Ruth Munroe.

#### BLACK STUDIES CENTER

50CC **The Mythology of Prospero and Caliban.** This course deals with the psychopathology of white racism, and it will explore the various ruses for racism perpetrated against Blacks and other non-whites. It will also consider the culture of oppression and psychological dependency, Moynihan's studies on the Black family, and the genetic theories of Shockley and Jensen. Fall, th, 7, staff.

140CC **Social Psychological Aspects of Black Identity and the Black Experience.** (Formerly Psychology 160CC.) 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 institutions which foster Blackness. Group membership, role factors, and situational determinants as social norms will be explored around the distinctiveness of Black ethnicity. Prerequisite: A basic course in Psychology. Spring, th, 7, staff.

## CHICANO STUDIES CENTER

- 123CC **Issues in Psychology and the Chicano.** Seminar emphasizing basic theories of learning and personality, social and educational 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. Students will be expected to perform research on selected topics for critical examination. Prerequisite: 1 year psychology or consent of instructor. Both semesters, t.th. 1:15, Ricardo Gutierrez.
- 198CC **Field Work in the Bilingual Bicultural Experience.** Seminar and fieldwork combining both didactic and practical application of the Chicano experience. Academic inquiry will include exposure to theories of personality and learning, counseling process models, self-concept theory, bilingual-bicultural education and community problems. Students will be given choices to do internships from pre-school to drug rehabilitation counseling. Prerequisite: successful completion of two Chicano Studies courses or consent of instructor. One or two course credits will be awarded dependent on time commitments. Both semesters, time to be arranged, Ricardo Gutierrez.

*Cancelled  
for Fall*



## Religion

- 127CC **Great Ages and Ideas of Jewish People I.** Fall, m.w. 1:15, Rabbi Sands.
- 128CC **Great Ages and Ideas of Jewish People II.** Spring, m.w. 1:15, Rabbi Sands.

## INTERCOLLEGIATE

- 110G **Biblical Aramaic.** Spring, time arranged, Mr. Brownlee.

## SCHOOL OF THEOLOGY

- 215 **History/Theology of the Black Church.** Spring, time arranged, staff.

*See also: Anthropology*

- 100 **Religion and World View.** Fall, t.th. 12, Lorna McDougall.

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, m.w.th.f. 11, Mr. Rinkus; Spring: staff.
- 51 Intermediate Russian. Fall, m.w.f. 9, m.w.f. 10, Mr. Rinkus.
- 60 Advanced Russian. Spring, staff.
- 101 Introduction to Russian Literature. Fall, m.w. 1;15, Mr. Rinkus.
- 192 Reading and Research in Russian. Full or half-course credit. Both semesters. Time arranged, Mr. Rinkus.

## Sociology

- 12 Social Science Skills Workshop. This course is for social science students who are encountering difficulties or suspect that they are using inefficient work methods. It will focus on improving writing skills and oral presentation skills. We will do several short research projects involving field-work and library research techniques and attempt to analyze each student's research and study methods. Enrollment limited to 20. Spring, time to be announced, Inge Bell.
- 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. The implications of women's work for marriage and maternity will be discussed. Spring, m.w.f. 9, Ann Yates.
- 25 Man and Machines. Rudi Volti. (Not offered in 1974-75.)
- 26 Introductory Social Problems. Study of the major social issues in modern America: poverty and inequality, urbanization and pollution, racism and sexism, bureaucracy and alienation, social deviance and control in a segmented society. Enrollment limited to 30. Spring, t.th. 9:40, Laud Humphreys.
- 33 Population and Society. This course will introduce students to (1) basic demographic concepts, processes, and measures; (2) theories of population (e.g., demographic transition, Malthus, Marx); and (3) contemporary issues involving population (e.g., fertility control, socio-economic development). Emphasis is on the social determinants and consequences of population variables. Fall, m.w.f. 11, Ann Yates.
- 40 Perspectives in Sociology: An introduction to various topics and perspectives in sociology. Subject areas to be covered include: socialization, social control, social stratification, deviance, race and ethnic relations, the urban community, sociology of religion, and social change. Major conceptual approaches and techniques of research will also receive attention. Fall, m.w.f. 12:00, Frederick 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. Fall, m.w. 7:30, 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, t.th. 9:40, Rudi Volti.
- 55 **Industrial Society.** Rudi Volti. (Not offered in 1974-75.)
- 82 **Twentieth Century American Novels and Sociology.** This course will study some aspects of twentieth century American history from 1900-1950 through a comparison of selected novels of Crane, Dreiser, Sinclair, Dos Passos, Steinbeck, and others, with some of their sociological counterparts. Spring, w.f. 1:15, John Spier.
- 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.
- 100 **Quantitative Methods in Political Science and Sociology.** Fall, t.th. 9:40 and laboratory session to be arranged. John Sullivan. (See Political Studies 100.)
- 111 **The Sociology of the Supernatural:** The course will center around the study of belief systems concerned with religious and supernatural phenomena. After a brief examination of the social bases of some of the major religious perspectives we shall turn our attention to the sociological aspects of witchcraft and parapsychology. Spring, w. 7-10, Frederick Lynch.
- 114 **Social Classes.** Theories of the development of social classes: the work of Marx, Veblen, Weber, the Lynds, C. Wright Mills, Lenski, and others will be considered. What is the relationship between social class and racial and ethnic identities in the United States? Prerequisite: a willingness to read extensively and take part in field work. Spring, t.th. 12, John Spier.
- 115 **Population Policy.** A seminar examining (1) selected population policies of other nations including pre W.W. II Sweden, France, and Germany; (2) contemporary U.S. domestic population policies regarding growth, distribution, and composition; and (3) U.S. population policy regarding the developing nations. Both intended and unintended policies affecting population will be examined; ethical, social, economic, and racial considerations will be discussed. Prerequisite: Population and Society or permission of instructor. Spring, m. 7, Ann Yates.

- 121 **Alternative Reality Movements.** During the last decade American society has seen the sudden burgeoning of a bewildering variety of cultural and religious movements, all of which advocate a vision of reality and a state of consciousness radically diverging from the culturally dominant mode. Examples are the hippy phenomenon and the youth counter-culture generally; Buddhism, Yoga and Sufism in all their bewildering variety of manifestations; the "touchy-feely" movement within clinical psychology from the Primal Scream to the marathon. We will look not only at what these movements are doing, but also at what they tell us about other levels of experience. Course will involve field work and self-experiment. Enrollment limited to 20. Spring, w. 2:45-5:30, Inge Bell.
- 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 social factors in diagnosing and defining illness; social attitudes and behavior; the socialization and work of health professionals, paraprofessionals, and quacks; the doctor-patient relationship; and hospitals and total care institutions. Fall, m.w.f. 9, Ann Yates.
- 124 **Sociology of Occupational Sub-Cultures.** A number of occupational worlds remain in industrial society, jobs which have their own distinctive rules, language, and behavior. We will study some of these through reading and field research, with attention to the patterns of life on and off the job. Some of the occupations to be studied include miners, loggers, railroaders, musicians, and the police. We will examine the meanings people find in these occupations, and their modes of organization, including some attention to unions. Fall, t.th. 2:45-4, John Spier.
- 126 **Social Movements.** This course will investigate the natural history of political, religious, and cultural movements. We will develop generalizations about movements as well as comparison between such different types of movements as reformist vs. revolutionary; left radical vs. right radical; violent vs. non-violent, etc. Each student will do a paper on a movement locally available or one approachable through primary historic sources. Movements to be investigated range from the Hare Krishna cult to the Central Baptist church and from the John Birch Society to the Black Panthers. Spring, m.w. 10 and 1 hour arranged, Inge Bell.
- 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. Spring, m.w. 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-terms and the promotion of criminal identities. Staff and inmate subcultures and conflict. Enrollment limited to 30. Fall, m.w.f. 10, Laud Humphreys.
- 137 **Stigmatized Sexual Behavior.** 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. 1:15, Laud Humphreys.

- 141 **The Organization of Health Care.** A critical examination of the organization and financing of health care in the U.S. Comparisons will be made with the health care systems of other nations including Sweden, Great Britain, Israel, Russia and China. Spring, w. 2:45-5:30 and 1 hour arranged, Ann Yates.
- 142 **Wartime Life in the U.S.: 1940-45.** The course will explore "everyday" social reality as experienced by those who were "at home" in the United States during World War II. We will attempt to answer such questions as: (1) How did people experience the disruption of family and friendships? (2) What did work, school, and play mean to people living under conditions of "global" war? (3) What meanings were attached to the war itself? (4) How did people perceive themselves vis-à-vis the war? Students are expected to conduct research projects which rely heavily on case study and content analysis techniques. Limited enrollment. Open to juniors and seniors only with consent of instructor. Spring, f. 1:00-3:00 and 1 hour arranged, Albert Schwartz.
- 145 **The Meaning of Work: Alienation or Freedom? (Formerly Soc. 44.)** Changes in the meaning of work from subsistence cultures to industrial societies; occupational sub-cultures; the problem of alienated labor, and some alternatives. Prerequisites: some background in anthropology or history, or permission of the instructor. Spring, t.th. 2:45, John Spier.
- 150 **Bureaucracy.** In addition to examining the internal structure of bureaucracy, this course will analyze a bureaucracy's relationship with its political and cultural milieu. A number of different bureaucratic systems will be studied in detail, ranging from the administrative new-work of

Imperial China to factories and offices in the United States. The possibility of a bureaucracy-free society will also be investigated. Prerequisite: one course in sociology. Spring, m.w.f. 11, Rudi Volti.

- 155 **Mexico and Cuba.** Ann Yates. (Not offered in 1974-75.)



- 169 **Sociological Theory: The Classic Tradition:** The work of the classical European and American Theorists will be examined in their historical contexts. The writings of Karl Marx, Max Weber, Emile Durkheim, and Georg Simmel will be examined as well as the writings of Charles Cooley, George Herbert Mead, and Thorstein Veblen. Fall, t.th. 2:45, Frederick Lynch.
- 175 **Contemporary Sociological Theory:** A general survey of the central conceptual perspectives of modern sociology. Homans' behavioristic approach, Parsons' sprawling Action Frame of Reference, Dahrendorf's conflict theory, the historical approach of the New Left, Gouldner's perception of a "crisis" in sociology, and ethnomethodology will be topics for reading and discussion. Spring, t.th. 12, Frederick Lynch.
- 190 **\*The Ruling Class.** We will begin by looking at the American upper class as a collection of inter-related sub-cultures: the old rich whose men folk actively direct economic life; the jet set and café society; ethnically differentiated groups like the Jewish and Quaker upper classes and groups on the boundary of the upper class. During the second half of the course we will study competing models of the American power-structure and attempt to assess the nature and degree of control exercised by the upper class. Each student will do a paper on a particular sub-group within the elite or on some theoretical problem related to elite control. Enrollment limited to 25. Fall, m. 2:45-5:30, Inge Bell.
- 192 **\*Race, Caste and Class.** This seminar is intended to help students bring together their knowledge of social structure through
- a close study of the inter-relationships of social class, race, and ethnicity both empirically and theoretically. Emphasis on American Society, although examples may be drawn from other cultures, e.g., caste in India. Independent research on a particular focus of class and race, use of census and other objective data will be emphasized. Intended for seniors. Fall, w. 7, John Spier.
- 194 **\*Seminar on Social Change:** The course will commence with an examination of the theories of social change proposed by Karl Marx, Max Weber, functionalists, and Robert Nisbet. The second half of the course will consist of a survey of historical social structures from ancient Greece and Rome, Medieval Europe, colonial societies, and the United States. Spring, m.w. 12-1:15, Frederick Lynch.
- 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.

## EXTERNAL STUDIES

- 20 **Summer in London (1974).** (*See External Studies 20.*)

## BLACK STUDIES CENTER

- 48CC **History of Black Sociological Thought.** This course will deal with the writings of Black social observers, both academicians and activists. It will examine them from the perspective of a Black critical analysis of American society. Among the writers discussed are DuBois, Frazier, Malcolm X, and Ladner. Spring, w. 2:45, staff.

\*Senior Seminar.

- 150CC Community Organization: Theory and Practice.** (Formerly Sociology 140CC.) This course is designed to develop the skills and techniques that are necessary for effective community organization. It will include field work and the methods of creating community-based projects, which might involve improvements in housing, education, etc. Such projects will be directed towards adjacent communities. Prerequisite: Economics 90CC, a basic course in Sociology, or consent of instructor. Spring, m. 7, staff.
- 197CC Special Studies: Sociology of the Black Community.** An analysis of the social structure of selected Black communities. Case studies to develop methods of viewing social dynamics of the Black community. Prerequisite: Economics 90CC, a basic course in Sociology, or consent of instructor. ~~Fall~~, t.th. 9:40, staff.
- 100CCb Methodology and Statistics for the Social Sciences.** Statistical techniques most often used when dealing with social science data; derivation and application of these techniques using equipment essential to data processing and analyses. Students will engage in a community research project. Prerequisite: 100CCa. Spring, t.th. 1:15, David Sena.
- 163CC Advanced Seminar: Chicano Social Problems.** 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 some attention to the physiological and psychological stress literature. Open to upper division social science majors. Spring, m. 7, David Sena.

SPAWJ

#### CHICANO STUDIES CENTER

- 60CC Sociology of the Chicano.** Introduction to basic concepts in sociology and how they apply to the Chicano population. Special emphasis will be placed on theoretical perspectives offered by traditional and contemporary social scientists. Fall, m. 7, David Sena.
- 90CC Introduction to the Social Sciences.** David Sena. (Not offered in 1974-75.)
- 100CCa Methodology and Statistics for the Social Sciences.** Research design and methods of gathering data; survey, experimental and ethnographic techniques, using problems dealing with the Chicano population. Prerequisite: 90CC or consent of instructor. (Credit contingent upon completion of 100CCb.) Fall, t.th. 1:15-2:30, David Sena.

#### 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 grammar, supplemented by readings, and conversation on Spanish and Latin American life and culture. Emphasis on mastery of oral communication as well as use of the written language. Laboratory and work-

- shop arranged. 1a: Fall; m.w.f. 9 and one hour arranged, Mr. Koldewyn (CMC); m.w.f. 10 and one hour arranged, Helia Sheldon (Pitzer). 1b: prerequisite: 1a; Fall, m.w.f. 9 and one hour arranged, staff (Scripps); m.w.f. 9 and one hour arranged, Mr. Koldewyn (CMC); m.w.f. 10 and one hour arranged, Helia Sheldon (Pitzer).
- 54 **Advanced Spanish.** Review of grammar and continued practice of basic skills through extensive reading, conversation and writing. Concentration on syntax and idiomatic expression. Laboratory arranged. Prerequisite: Spanish 1b or equivalent. Fall, m.w.f. 9 and arranged, Helia Sheldon (Pitzer); m.w.f. 11 and arranged Mr. Koldewyn (CMC). Spring, m.w.f. 9 and arranged, Mr. Salcedo (Scripps).
- 70 **Introduction to Hispanic Civilization and Literature.** Prerequisite: Spanish 54 or equivalent. Fall, m.w.f. 2:45, Mrs. Lamb (Scripps). Spring, m.w. 2:45, Mr. Salcedo (Scripps).
- 100 **Advanced Conversational Spanish.** Offered as an independent study to interested students. Either semester, Helia Sheldon.
- 104 **Political and Social Literature in Latin America.** Fall, m.w. 1:15, Mr. Koldewyn (CMC).
- 116 **Nineteenth Century Spanish Literature.** Spring, m.w. 1:15, Mr. Salcedo (Scripps).
- 120a,b **Survey of Spanish Literature.** Fall and Spring, Mr. Young (Pomona).
- 150 **Latin American Short Story.** Fall, m.w.f. 11, Mrs. Lamb (Scripps).
- 159 **Latin American Novel Since 1930.** Fall, m.w.f. 10, Mrs. Lamb (Scripps).
- 170 **Cervantes.** Spring, t.th. 9:45, Mr. McGaha (Pomona).
- 172 **Golden Age Theater and Cervantes.** Fall, t.th. 9:45, Mr. McGaha (Pomona).
- 173 **Literature of a Selected Latin American Country. A. Cuba. Contemporary Cuban Fiction.** An analytic look at the works of major writers of Cuba. Readings will include works of Carpentier, Cabrera Infante, Severo Sarduy, José Triana, Calvert Casey, Lezama Lima, etc. . . . Prerequisite: Spanish 70 or equivalent. Fall, ~~time arranged~~ <sup>T-1-4</sup> Helia Sheldon. **B. Argentina.** Prerequisite: Spanish 70 or equivalent. Spring, m.w. 1:15, Mrs. Lamb (Scripps).
- 195 **Senior Seminar in Spanish: Latin American Studies.** Spring, m.w.f. 10, Mrs. Lamb (Scripps).

## CHICANO STUDIES CENTER

- 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.f. 1-2, 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. 1:15-2:05, Luz Watts.
- 50CC **Spanish as a Native Language: Level III.** A course emphasizing the development of spoken and written Spanish with concentration on the building of vocabulary. Exercises and drills directed toward individual needs. Prerequisite: 11CC or consent of instructor. Fall, m.w.f. 10, Guillermo Villarreal.

- 51CC Composition, Conversation and Readings.**  
Based on literary sources, introduction to literature. Emphasis will be on syntax and idiomatic expressions. For native speakers. Prerequisite: 50CC or consent of instructor. Spring, m.w.f. 10, Luz Watts.



- 72CC Creative Writing, Stylistics and Conversation.**  
ab 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.f. 10, Luz Watts. Spring, m.w. 12-1:10, Guillermo Villarreal.
- 132CC Culture and Literature of Aztlan.** Readings and discussions of the historical and literary aspects of Mexican and Chicano

culture from pre-Columbian to modern period with emphasis on the latter. Literary selections are chosen to illustrate the major changes in the historical development of Aztlan as well as the evaluation of literary style. Development of the student's awareness of oral and written expression. Prerequisite: Spanish 72CC/equivalent – or consent of instructor. Fall, m.w. 2:45, Guillermo Villarreal.

- 164CC Mexican Currents in 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.th. 9:40, Luz Watts.
- 168CC Seminar in Chicano Literature.** We will critically analyze the works of representative authors and poets in the Chicano literary movement including such writers as Alurista, Anaya, Rivera, Elizondo, and Hinojosa, as well as review current Chicano literary journals such as *El Grito*. Prerequisite: Spanish 54, Spanish 164CC or consent of instructor. Fall, m.w. 4-5:30, Luz Watts.

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## Swahili

- 15CC Conversational Swahili.** Special studies course for students traveling to East Africa for educational programs. Spring, time to be arranged, Mr. Mutunga.
- 20aCC Introductory Swahili I.** (Formerly Language 101aCC.) 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. First semester, m.t.w.th. 9, Mr. Mutunga.

**20bCC Introductory Swahili II.** (Formerly Language 101bCC.) Continuation of Introductory Swahili I. m.t.w.th. 9, Mt. Mutunga.

**21aCC Intermediate Swahili I.** (Formerly Language 102aCC.) This is second year Swahili. Emphasis is on the usage, the grammar, fluency and 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. Fall, m.t.w.th. 10, Mr. Mutunga.

**21bCC Intermediate Swahili II.** (Formerly Language 102bCC.) A continuation of Intermediate Swahili I. Spring, m.t.w.th. 10, Mr. Mutunga.

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## Physical Education

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

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

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

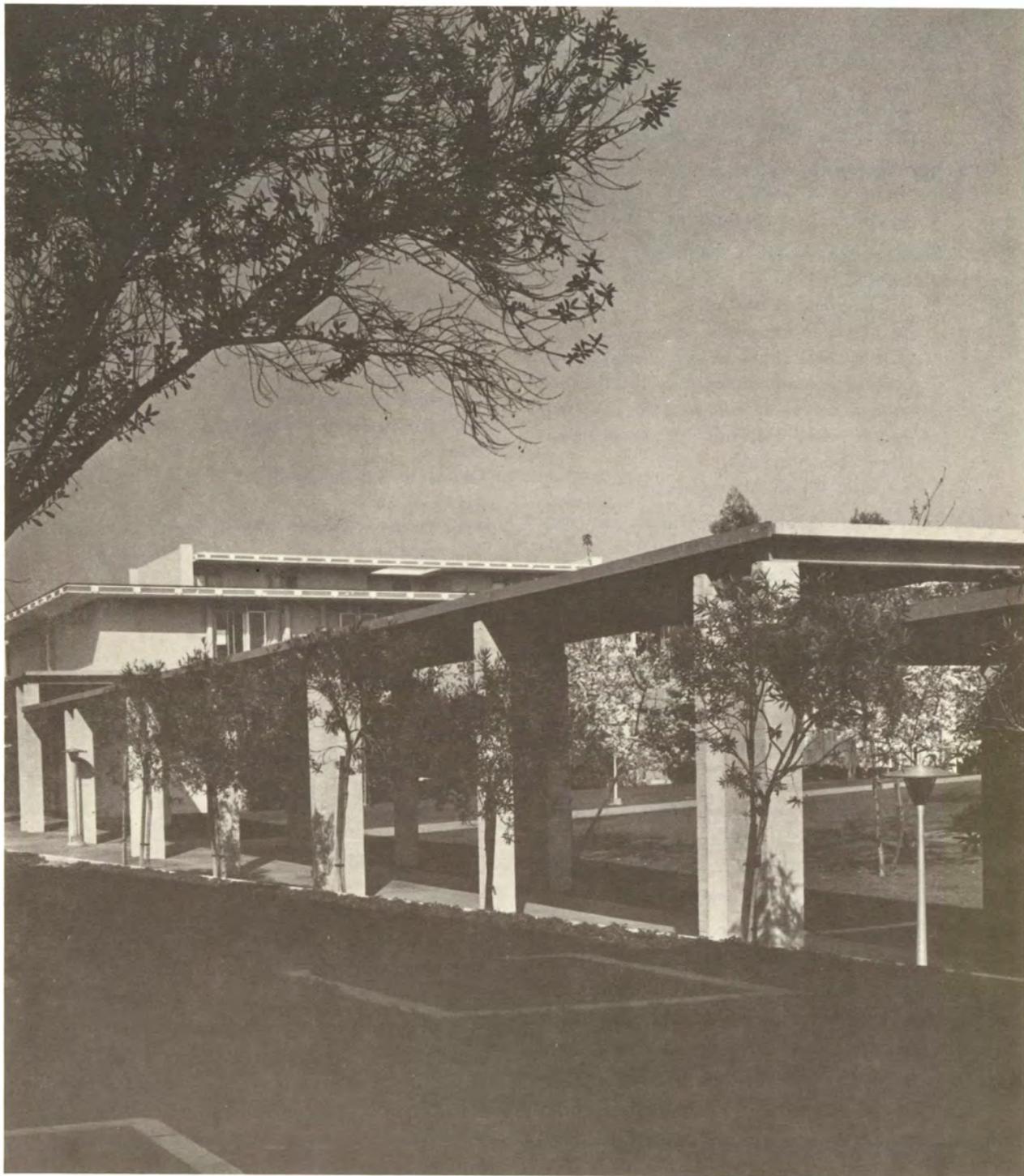
Because of the biophysical values of exercise, all students are urged to participate in some activity.

### Instructional Activities

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

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

\*Courses for which a fee is charged.



## COLLEGE REGULATIONS

### ACADEMIC REGULATIONS

#### Graduation Requirements

In order to graduate, a student must satisfactorily complete 32 courses (of which at least 16 must be taken while registered at Pitzer), meet the requirements for a field of concentration, and attain at least a 2.0 (C) grade average.

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.

#### Pre-Registration and Registration

Pre-registration occurs toward the end of each semester for the following semester, and is 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 course list, and has paid tuition and other fees.

#### 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.

### **Course Load**

The equivalent of four courses each semester is the normal student load. Three to five courses is the permissible range during any given semester, and ten courses for any one academic year. However, a tuition surcharge of \$100 will be made for each course over nine per year.

To take more than five courses in one semester, students must petition the Academic Standards Committee – *except* that any student in his/her sophomore, junior or senior year who has attained a cumulative grade point average of at least 3.00, has no incompletes, and has the consent of his/her advisor, may register for an overload of more than five courses but not more than six courses in any semester without petitioning the Academic Standards Committee.

### **Dropping and Adding Courses**

All requests to change or withdraw from courses must be made in writing to the Registrar on special forms provided by the Registrar and must be approved in writing by the student's faculty advisor. With the signed approval of the instructor and faculty advisor, a course may be dropped and expunged from the student's record if proper application is filed with the Registrar by the date specified in the college calendar as the deadline for dropping classes without academic penalty. If a student withdraws from a course after that

deadline and before the last day of classes, the student's transcript will show W (withdraw passing) if work in the course has been satisfactory (D or above; C if the course is being taken pass/fail), or WF (withdraw failing) if work has not been satisfactory. A student may not withdraw from a course after the last day of classes.

Students may not enroll in any full semester courses after the first two weeks of the semester except by petition to the Academic Standards Committee and consent of the instructor.

### **Concentration Changes**

Students are bound by the concentration requirements which are in force (as stated in the catalog) at the start of their junior year. If changes are made in the concentration requirements, students who have already entered the concentration may choose to satisfy either the old or the new requirements upon consultation with their concentration advisor.

### **Independent Study**

No independent study credit may be given ex-post-facto for work done elsewhere without substantial work being done during the semester the student is receiving credit. The additional work to be done should be clearly stated on the independent study form. Those students who are on an approved external studies program may receive credit according to the external studies regulations.

## Evaluation and Grading

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. 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.

Course grades may not be changed beyond one year from the date of 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 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 available from the Registrar's Office. The deadline for filing the completed form with the Registrar is the date designated in the catalog as the last day to drop classes without academic penalty. 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 and submit the proper form to the Registrar's Office by the same deadline.

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 apply to the instructor by the last day to drop classes without academic penalty. If a student takes such a course and does not request a letter grade, that course *does* count as the student's one course (other than a seminar, tutorial, or program of independent study) which can be taken on a CR/NC basis.

Students who elect the CR/NC option should be advised that in some cases they may experience difficulty in transferring their academic records to other undergraduate or grad-

uate 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.

### **Class Attendance**

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

## College Classification

College 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.

## 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.

## 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 \$280. 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.

## Withdrawals

Regularly enrolled students who find it necessary to withdraw should file a notice with the Dean of Students and with the Registrar and should consult their faculty advisor. As with students applying for a leave of absence, a student planning to withdraw will be interviewed by a member of the Dean's staff and will fill out an exit questionnaire. 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. Failure to pay the tuition deposit required each semester automatically classifies a student as having withdrawn.

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

No tuition refunds are made to those leaving before the end of a semester with the following exceptions: 1) in the case of students with-

drawing 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.

### **Withdrawal from Courses**

Full-time students who, before the official last day for entering classes (see College calendar, page 148) 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.

## **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. When individuals fail to exercise discretion in personal affairs or fail to respect the rights of others and to live up to their obligations to the community, they 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.

### **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. Normally the OPI is given twice during the student's college experience — upon entrance during orientation and prior to graduation.

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.

## 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

Provisions are established for a student to gain permission to live off-campus. The student petitions the Community Relations Committee and is granted permission only if there is not adequate space in the residence halls. First preference is given to seniors.

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

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

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

discrimination in student housing.

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

Health service care is available throughout the school year until the day before commencement with the exception of scheduled Christmas and spring vacations. (See Baxter Medical Center, p.27.) Preventive medicine and campus health functions are stressed in the college medical program. 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.

The college does not assume responsibility for the complete medical care of its students, but only insofar as its present facilities will afford. 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.

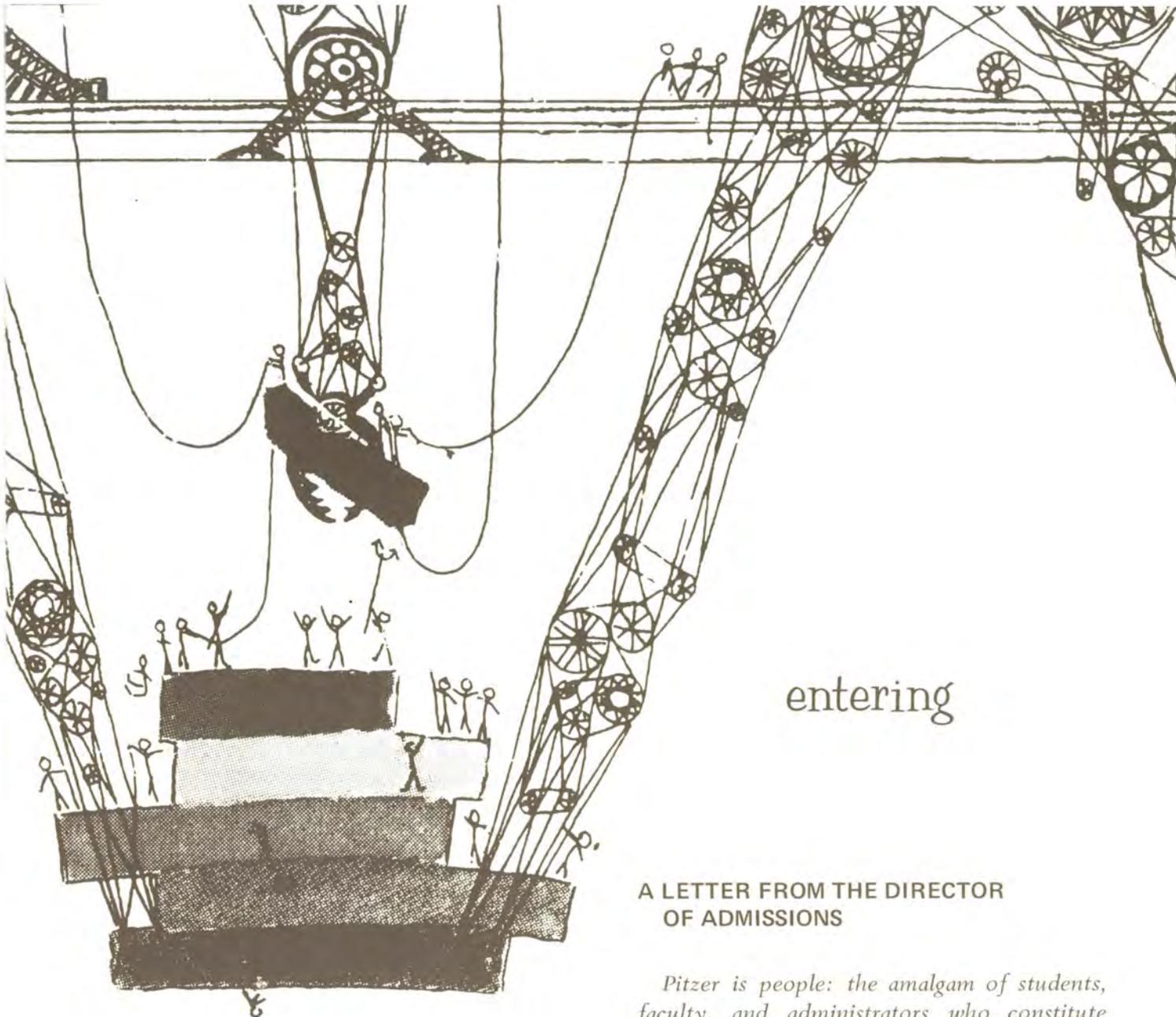
Each academic year students who are notified by the Health Service are required to complete a tuberculin skin test and/or a chest x-ray by November 1. During the registration period, skin tests will be given by the Health Service staff. All positive reactors must be x-rayed yearly.

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

### **Leaves of Absence**

Students may sometimes find it desirable or necessary to interrupt their college education for a time. When a financial, medical, or other problem makes it impossible or unwise for a student to continue in college, he or she may apply to the Dean of Students for a leave of absence for personal reasons. The student will be interviewed by a member of the Dean's staff and will fill out an exit questionnaire. Both procedures are intended to help the student examine and solidify his/her reasons for leaving and plans for use of leave time, as well as to furnish the college with useful statistical information about the nature of student leaves.

Leaves of absence are ordinarily given for an indefinite period, but normally not for more than two years, with the provision that the student's return to college is subject to the approval of the Dean of Students, in consultation with the Director of the Health Service or the Director of the Counseling Center, where appropriate.



entering

**A LETTER FROM THE DIRECTOR  
OF ADMISSIONS**

*Pitzer is people: 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.*

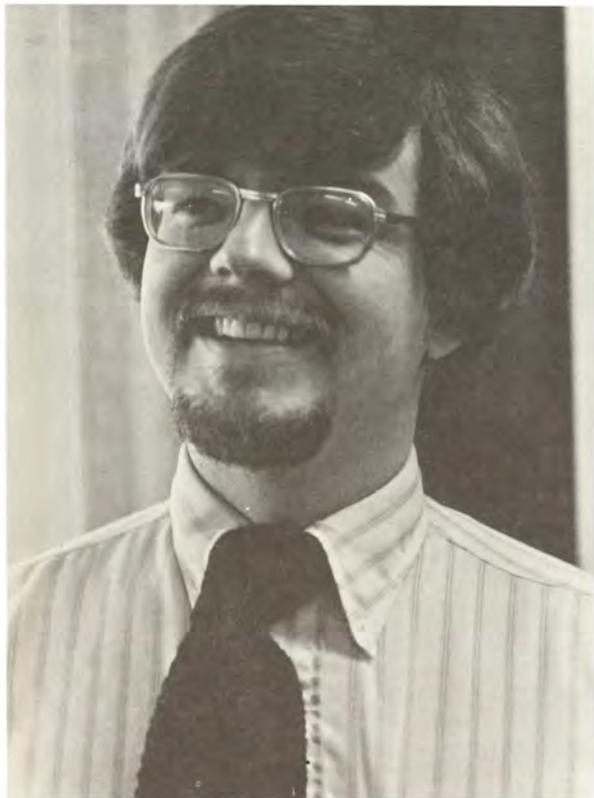
*As a member of the Pitzer community, you will find yourself with adult responsibilities. We will ask you to make crucial educational and personal choices: from full involvement in the designing of a curriculum which can meet your needs to full participation in the creation of personal and interpersonal standards. And as you make these decisions, you will assume the kind of control over your life which we hope you will continue to exercise after you leave Pitzer.*

*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. That the faculty teaches well, with great dedication, is obvious. As you confront difficulties, as you plan for careers or for graduate studies, for 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 responsible to the College 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, 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 12 OR NOVEMBER 2 (OR EARLIER)

TO BE ELIGIBLE FOR CALIFORNIA STATE

SCHOLARSHIPS.

### **Freshmen:**

File Parents' Confidential Statement with College Scholarship Service

(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

All application materials should be on file . . . . . *by* March 1

### **Transfers:**

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

File Parents' Confidential Statement with College Scholarship Service . . . . . *by* 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 APPLICANTS

You may obtain an application form by writing to:

The Admissions Office  
Pitzer College  
Claremont, California 91711

All questions on the application itself 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 statement on this form.**

In addition to your own statements, we ask that you furnish official transcripts of all secondary school and college work completed before entry into Pitzer College, scores on objective tests, and recommendations from a school official and the teacher of an academic subject (or, for transfer students, two teachers), a friend of your own age, and yourself. Precise instructions accompany the application.

Students who wish to apply for financial assistance and who reside in California are advised that they must take the Scholastic Aptitude Test of the College Entrance Examination Board no later than November 2, 1974, in order to be eligible for California State Scholarships and financial assistance from Pitzer College. Students should check with their counselors for information about sign-up procedures and dates.

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 foreign language, science, and mathematics. If your record demonstrates your interest, ability, 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.

The Admissions Office will send to students interested in transferring to Pitzer a brochure designed to answer their special questions.

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 a member of the College staff. If that's impossible, we can sometimes 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.

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 141. 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 financial hardship for you, the college will waive the fee after receiving a request 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, your socioeconomic background, or the area from which you come.



## EXPENSES AND FEES

The Comprehensive Annual Fee for resident students is \$4670. This fee includes the following expenses:

Tuition	\$3050
Student Services Fee	130
Room	690
Board	575
McConnell Center Fee	225

It does not include books, supplies, incidentals, travel, or room and board during Christmas and spring vacations. A single room, when available, costs \$740, increasing the comprehensive fee to \$4720.

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 is \$3305: \$3050 tuition, \$130 for community and health service fee, and \$125 McConnell Center fee.

### 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.

### 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 per semester 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. 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 tran-

script or letters of recommendation until settlement is made. No student will be able to graduate with unpaid financial obligations.

5. Students doing **part-time work** (less than three courses) will be charged \$382 per course.

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

7. **The fee for summer independent study**, for which the student has been granted permission, is \$280 per course or \$140 per half-course.

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

9. 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. **The graduation fee** for graduating seniors is \$20.

11. A charge of \$100 per course will be assessed for any **overload of 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.

## 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 \$5270, which does not include the cost of your travel to the campus.

Tuition .....	\$ 3050
Fees .....	\$ 130
Room and Board .....	\$ 1490
Books and Personal Supplies .....	\$ 600
(estimate)	

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.

### **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). 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 by filing the Student's Financial Statement.

The PCS and SFS forms should be sent to the appropriate College Scholarship Service center (addresses are shown on the form) where they are analyzed, and a copy of the PCS or SFS along with a Financial Need

Analysis Report 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.

*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.

### **Types of Financial Aid**

Financial aid is derived from grant funds, loan funds, and employment funds, either

singly or, more frequently, in combinations. The sources of such funds are discussed below.

### *Basic Educational Opportunity Grants*

The Basic Educational Opportunity Grant Program is an entitlement program of the Federal government. Awards are based on a Federal formula that applies to all students throughout the country and students may use their awards at any eligible institution. For the 1974-75 academic year awards will range from \$200 to approximately \$800. The amount of the award is based on the student's determination of eligibility, the cost of attending school and a payment schedule issued to all approved educational institutions by the U.S. Office of Education.

### *California State Scholarships*

All California residents applying for financial aid are expected to apply for a California State Scholarship. The State Scholarship application

is due in early November. The State Scholarship Commission requires an SAT test taken during or before November. The July or October SAT tests are recommended. Applications for the California State Scholarship are available from high school guidance offices or from the Financial Aid Office at Pitzer. These scholarships range from \$500 to \$2500, depending upon a student's need.

### *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 with exceptional financial need. 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 economically 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 repaid in full within ten years. The interest rate of 7% 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 responsibility 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.

### **In Review**

**November** – Application for new California State Scholarships must be submitted to State Scholarship and Loan Commission, 1410 Fifth Street, Sacramento, California 95814 by early November.

**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.

### **Endowed Scholarship Funds:**

*John W. Atherton Scholarship*

*Susan Crawford Memorial*

*Martha Louise Criley Memorial Scholarship*

*Jill Ford Harmon Scholarship*

*Sylvia Sticha Holden Scholarship*

*Katie Lawson Memorial Fund*

*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.

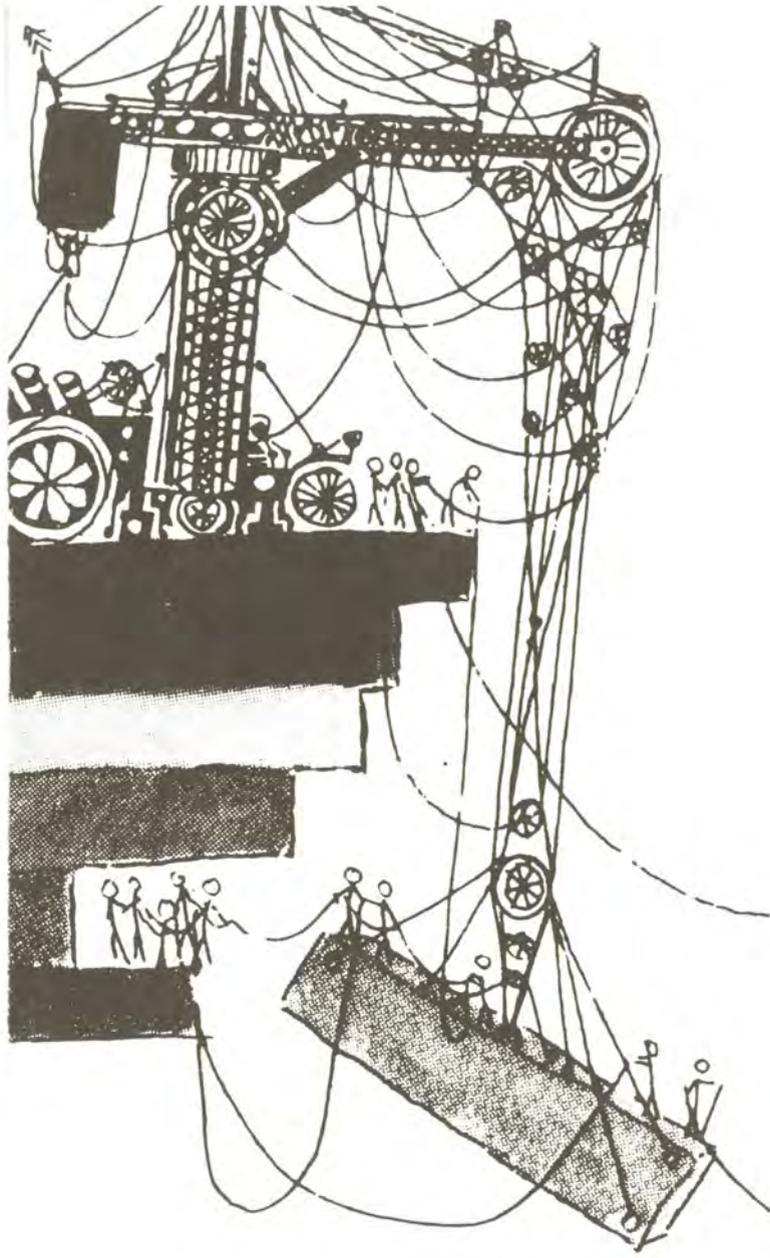
## 1974-75 CALENDAR

## First Semester

Sept. 22	Sun.	Residence Halls open for new students.
Sept. 22-25		Orientation for new students.
Sept. 25	Wed.	Residence Halls open for returning students.
Sept. 26	Thur.	Yom Kippur
Sept. 27	Fri.	First semester classes begin at 8:00 a.m.
Sept. 28	Sat.	Meet prior Thursday classes.
Oct. 9	Wed.	Registration for all students.
Oct. 9	Wed.	Last day for entering classes.
Nov. 15	Fri.	Low grade reports due to Registrar.
Nov. 27	Wed.	Final day to drop classes without academic penalty. Thanksgiving recess begins after last class.
Dec. 1	Sun.	Tuition deposit due \$100.
Dec. 2	Mon.	Thanksgiving recess ends, 8:00 a.m.
Dec. 20	Fri.	Christmas vacation begins after last class.
Jan. 6	Mon.	Christmas vacation ends, 8:00 a.m.
Jan. 23	Thur.	Last day of classes first semester.
Jan. 25	Sat.	Final examinations begin.
Feb. 3	Mon.	Final examinations end.
Feb. 8	Sat.	First semester ends.

## Second Semester

Feb. 10	Mon.	Second semester classes begin 8:00 a.m.
Feb. 21	Fri.	Registration for all students.
Feb. 21	Fri.	Last day for entering classes.
Mar. 21	Fri.	Spring vacation begins after last class.
Mar. 21	Fri.	Low grade reports due to Registrar.
Mar. 30	Sun.	Spring vacation begins after last class.
Mar. 30	Sun.	Easter.
Apr. 1	Tues.	Spring vacation ends, 8:20 a.m.
Apr. 1	Tues.	Tuition deposit due \$100.
Apr. 4	Fri.	Final day to drop classes without academic penalty.
May 28	Wed.	Last day of classes second semester.
May 30	Fri.	Final examinations begin.
June 7	Sat.	Final examinations end.
June 8	Sun.	Commencement.



working with you

## 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; Visiting Professor, University of British Columbia, summer 1973.

\*Georgann 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.

Elizabeth Jane Arnault, *Assistant Professor of Economics*, 1973. B.A., Smith College; M.A., Ph.D., University of Pennsylvania. Research Assistant, Brookings Institution; 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.



Margaret P. Battin, *Instructor in Philosophy*, 1974. B.A., Bryn Mawr College; M.F.A., doctoral candidate, University of California, Irvine. Teaching Assistant, Teaching Associate, University of California, Irvine.

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.

††Carlos Bakota, *Assistant Professor of History*, 1973. B.A., M.A., doctoral candidate, University of California, Los Angeles. (On leave 1974-75.)

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

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

Santa Barbara; Assistant Professor, University of California, Irvine.

James B. Bogen, *Associate Professor of Philosophy*, 1969. B.A., Pomona College; M.A., Ph.D., University of California, Berkeley. Teaching Assistant, Woodrow Wilson Fellow, James Sutton Fellow, University of California, Berkeley; Instructor, Oberlin College. (On leave fall semester.)

Marianne Boretz, *Assistant Professor of 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. (On leave spring semester.)

\*Freeman Bovard, *Professor of Chemistry*, 1955. A.B., Pomona College; Ph.D., Iowa State College. Chemist, Shell Development Company; Research Bio-

- chemist, 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; Ph.D., Harvard University. Fellow, Center for the Study of Law and Society, University of California, Berkeley.
- 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, *Director of Public Relations and News*, 1965; *Lecturer in Writing*, 1973. 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 Black South and Appalachia; Black heritage festivals and documentary work for SNCC and SCLC and in the Sea Islands of South Carolina; Music Director, Highlander Research and Education Center, Tennessee.
- Claude de Cherisey, *Lecturer in French*, 1974. Brevet d'aptitude, Ecole Pratique de Langue Francaise; Certificado de Aptitud, Escuela Centra de Idiomas; M.A., Claremont Graduate School. Instructor, Pitzer College, 1965-69; Director, Pitzer College Semester in France Program, 1969-74.
- Phillip D. Cleveland, *Lecturer in Communications*, 1970; *Television Engineer*, 1969. B.A., California State University, Los Angeles; 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. (On leave fall semester.)
- †Stanley Crouch, *Assistant Professor of English and Drama*, 1969. Watts poet and playwright.
- ††Alfredo Cuellar, Jr., *Instructor in Political Studies*, 1970. B.A., University of Texas; M.A., doctoral candidate, University of California, Los Angeles. Interviewer, Mexican-American Study Project, University of California, Los Angeles; Counselor, University of California, Los Angeles.
- ††Jose Cuellar, *Instructor in Anthropology*, 1971. M.A., doctoral candidate, University of California, Los Angeles.
- \*S. Leonard Dart, *Professor of Physics*, 1954. B.A., Oberlin College; M.A., Ph.D., University of Notre Dame. Research Physicist, Dow Chemical Company; National Science Foundation Institutes in India.
- Alastair B. Davidson, *Visiting Associate Professor of Political Studies*, 1974. B.A., Ph.D., Australian National University. Tutor, Australian National University; Visiting Professor, Turin University; Visiting Lecturer, Melbourne University; Lecturer, Monash University.
- 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.
- 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, Insti-

tute 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.

\*C. Robert Feldmeth, *Associate 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.

\*Anthony Fucaloro, *Assistant Professor of Chemistry*, 1974. B.S., Polytechnic Institute of Brooklyn; Ph.D., University of Arizona. Post-Doctoral Research Associate, New Mexico State University and Louisiana State University.

David Furman, *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.).

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.A., Kansas State University; M.S.E., Ph.D., University of Michigan.

Stephen L. Glass, *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 1974-75.)

Herbert E. Gooch III, *Instructor in Political Studies*, 1974. B.A., University of California, Berkeley; M.B.A., M.A., doctoral candidate, University of California, Los Angeles. Lecturer, California State University, Los Angeles.

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

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

††Ricardo Gutierrez, *Instructor in Psychology*, 1971. B.A., La Verne College; M.S., California State University, San Diego.

Leonard Harper, *Director of Financial Aid and Associate Director of Admissions*, 1971; Lecturer,



Administrative Internship Program, 1973. 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.

† Sue E. Houchins, *Instructor in English*, 1972. B.A., M.A., doctoral candidate, University of California, Los Angeles.

Beverle A. Houston, *Associate 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. (On leave fall semester.)

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.

† 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.



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, *Associate Professor of Physics*, 1967. B.S., California Institute of Technology; M.A., Ph.D., Brandeis University. National Science Foundation Fellow; Teaching Assistant, Brandeis University.

Valerie Brussel Levy, *Assistant Professor of English*, 1964. B.A., Barnard College; M.A., University of Pennsylvania; Ph.D., Claremont Graduate School. Teaching Fellow, University of Pennsylvania. (On leave 1974-75.)

- \*Samella Lewis, *Associate Professor of Art*, Scripps College, 1970. B.A., Hampton University; M.A., Ph.D., Ohio State University.
- Leah L. Light, *Assistant Professor of Psychology*, 1970. B.A., Wellesley College; Ph.D., Stanford University. Lecturer, University of California, Riverside; Member of the Professional Staff, Southwest Regional Laboratory for Educational Research and Development, Inglewood. (On leave fall semester.)
- \*\*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 Lynch, *Assistant Professor of Sociology*, 1973. B.A., University of Michigan; M.A., University of Missouri; Ph.D., 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, *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.
- \*Margaret J. Mathies, *Professor of Biology*, 1965. B.A., Colorado College; Ph.D., Western Reserve University. Assistant Professor, Haverford College; Visiting Assistant Professor, Pomona College.
- Lorna McDougall, *Assistant Professor of Anthropology*, 1969. B.A. (Mod.), School of Modern Languages, Trinity College, Dublin; Diploma in Social Anthropology, B.Litt., Oxford University.
- John McGreevey, *Visiting Professor of Television Arts*, 1974.
- †Assefa Medhane, *Assistant Professor of Political Science*, 1970. B.A., M.A., California State University, Los Angeles; doctoral candidate, Claremont Graduate School.
- Karin C. Meiselman, *Assistant Professor of Psychology*, 1972. A.A., Jamestown Community College (N.Y.); B.A., Case-Western Reserve University; Ph.D., University of California, Los Angeles. Clinical Trainee, Wadsworth Hospital, Los Angeles, and Department of Psychology Clinic, University of California, Los Angeles; Clinical Clerk, Sepulveda Veterans Administration Hospital; Clinical Intern, Department of Psychiatry, Southern California Permanente Medical Group, Los Angeles.
- \*Jack Merritt, *Professor of Physics*, 1966. A.B. Pomona College; Ph.D., University of California, Berkeley. Administrative Analyst, Bureau of the Budget; Administrative Officer, Atomic Energy Commission; Physicist, Lawrence Radiation Laboratory, Berkeley; Physicist, Shell Development Company. (On leave spring semester.)
- Bert Meyers, *Associate Professor of English*, 1967. (On leave spring semester.)

- Odette Meyers, *Assistant Professor of Literature*, 1974. B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Riverside. Instructor, Pomona College; Lecturer, Claremont Men's College; Assistant Professor, Black Studies Center, The Claremont Colleges.
- Sheryl F. Miller, *Assistant Professor of Anthropology*, 1969. B.A., Occidental College; M.A., Ph.D., University of California, Berkeley. Research Assistant, Teaching Assistant, University of California, Berkeley; National Science Foundation and Ford Foundation Fellowships. (On leave fall semester.)
- Lee Munroe, *Professor of Anthropology*, 1964. Ph.D.
- Ruth H. Munroe, *Professor of Psychology*, 1964. B.A., Antioch College; Ed.M., Ed.D., Harvard University. Research, British Honduras and Kenya.
- †Stephen N. Mutunga, *Instructor in Swahili*, 1972. B.S., M.S., Eastern Oregon College; doctoral candidate, Claremont Graduate School.
- David H. Nexon, *Assistant Professor of Political Studies*, 1971. B.A., Harvard University; M.A., doctoral candidate, University of Chicago. Intern, Office of Economic Opportunity; Member, Mayor's Committee on Human Resources, Pittsburgh. (On leave 1974-75.)
- Sharon H. Nickel, *Assistant Professor of Political Studies*, 1969. A.B., University of California, Berkeley; M.A., doctoral candidate, University of California, Los Angeles. Research Assistant, Science and Technology, Inc.; Post-Graduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles; Teaching Associate, University of California, Los Angeles.
- \*Robert P. Pinnell, *Associate Professor of Chemistry*, 1966. B.S., California State University, Fresno; Ph.D., University of Kansas. Teaching Assistant, Research Assistant, University of Kansas; Robert A. Welch Foundation Post-Doctoral Fellow, University of Texas; Senior Research Scientist, Jet Propulsion Laboratory, California Institute of Technology; Visiting Associate Professor, California Institute of Technology.
- Ellin J. Ringler, *Associate Professor of English*, 1967. B.A., Wellesley College; M.A., University of Connecticut; Ph.D., University of Illinois. Instructor, Assistant Professor, Lake Forest College.
- Yando Rios, *Lecturer in Art*, 1973. Professor of Painting, Regional School of Fine Arts, Iquitos (Peru).
- †Louie Robinson, *Instructor in Communications*, 1970. Lincoln University (Mo.) School of Journalism; Tyler (Texas) School of Printing; George Williams College (Chicago).
- John R. Rodman, *Professor of Political Studies*, 1965. B.A., M.A., Ph.D., Harvard University. Instructor, Assistant Professor, Harvard University; Dean of Faculty, Pitzer College, 1969-71.
- Ronald G. Rubin, *Assistant Professor of Philosophy*, 1971. B.A., Amherst College; M.A., Ph.D., Cornell University. Teaching Assistant, Instructor, Cornell University; Woodrow Wilson Fellowship.
- \*David E. Sadava, *Assistant Professor of Biology*, 1972. B.S., Carleton University; Ph.D., University of California, San Diego. Research Assistant, Canada Department of Agriculture; Research Officer, Science Secretariat, Ottawa, Canada; Research Assistant, Teaching Assistant, University of California, San Diego; Woodrow Wilson Fellowship.
- Barry Sanders, *Assistant Professor of English*, 1972. B.A., University of California, Los Angeles; M.A., Ph.D., University of Southern California. Assistant Professor, California State University, Northridge, and Southern Illinois University.
- Albert Schwartz, *Associate Professor of Sociology*, 1965; *Dean of Faculty*, 1971.
- ††David Sena, *Instructor in Sociology*, 1971. B.A., California State University, Fullerton; M.A., doctoral candidate, University of California, Los Angeles.

**Harry A. Senn**, *Assistant Professor of French*, 1970. B.A., M.A., University of Minnesota; Ph.D., University of California, Berkeley. Teaching Assistant, Teaching Associate, University of California, Berkeley. (On leave spring semester.)

**Susan C. Seymour**, *Assistant Professor of Anthropology*, 1974. B.A., Stanford University; Ph.D., Harvard University. Instructor, Assistant Professor, Whittier College; Assistant Professor, University of Southern California.

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

**Paul Shepard**, *Avery Professor of Natural Philosophy and Human Ecology*, 1973. A.B., University of Missouri; M.S., Ph.D., Yale University. Instructor, Assistant Professor, Associate Professor, Knox College; Visiting Professor for Art and Ecology (summers), California College of Arts and Crafts; Visiting Lecturer in Environmental Studies, Center for Environmental Studies, Williams College; Lecturer in Biology, Smith College; Visiting Lecturer in Biology, University of California, San Diego; Visiting

Professor of Environmental Studies, Pitzer College; Visiting Professor of Environmental Perception, Dartmouth College.

**Robert W. Shomer**, *Associate Professor of Psychology*, 1970. B.A., Ph.D., University of California, Los Angeles. Research Assistant, Lecturer, University of California, Los Angeles; Assistant Professor, Harvard University. (On leave spring semester.)

**Cynthia C. Siebel**, *Assistant Professor of Education and Special Advisor to Students*, 1971. B.A., Pomona College; M.A., Ph.D., Claremont Graduate School. Teaching Assistant, Institute of Human Development, University of California, Berkeley; Director, Workshop in Creative Experiences in Early Childhood, Claremont Graduate School; Assistant Professor of Psychology, Pitzer College, 1968-71.



- †Alonzo Smith, *Instructor in History*, 1972. B.A., Georgetown University; M.A., Howard University; doctoral candidate, University of California, Los Angeles.
- ††Augustina L. Snideman, *Instructor in History*, 1970. B.A., University of Santa Clara; M.A., University of California, Santa Barbara; doctoral candidate, University of California, Los Angeles.
- John S. Spier, *Assistant Professor of Sociology*, 1970. B.A., Harvard University; M.A., doctoral candidate, University of California, Berkeley. Assistant Coordinator of Labor Education, Institute of Industrial Relations, University of California, Berkeley; Teaching Associate, University of California, Berkeley; Instructor, University of California, Davis; Lecturer, Mills College; Assistant Professor, California State University, San Francisco.
- \*Jeremy L. Sprung, *Assistant Professor of Chemistry*, 1971. B.A., Yale University; Ph.D., University of California, Los Angeles. Research Assistant, Teaching Assistant, University of California, Los Angeles; Senior Research Chemist, Monsanto Company; Post-doctoral Fellow, University of California, Riverside.
- John D. Sullivan, *Associate Professor of International Relations*, Claremont Graduate School, 1972. B.A., M.A., San Francisco State College; Ph.D., Stanford University. Assistant Professor, Yale University.
- \*+Jesse R. Swan, Jr., *Professor of Drama and Speech*, 1968. B.A., University of California, Berkeley; M.A., University of Southern California; graduate study, Pasadena Playhouse College of Theatre Arts. Director, Claremont Shakespeare Festival, Scripps College, 1956.
- David B. Thomas, *Assistant Professor of Anthropology*, 1972. A.B., California State University, San Francisco; M.A., doctoral candidate, University of California, Los Angeles. Lecturer, University of Southern California and University of California, Riverside; Acting Instructor, Lecturer, Committee for Educational Development, University of California, Los Angeles.
- Richard Tsujimoto, *Assistant Professor of Psychology*, 1973. B.A., Stanford University; Ph.D., State University of New York, Stony Brook. Teaching Assistant, State University of New York, Stony Brook; Intern, Psychological Center, State University of New York, Stony Brook, Palo Alto Veterans Administration Hospital, and Headstart Center, Bayshore (N.Y.).
- William R. Ulrich, *Adjunct Assistant Professor of Philosophy*, 1974. B.A., Kenyon College; Ph.D., Cornell University. Instructor, Cornell University; Assistant Professor, University of California, Irvine.
- ††Guillermo Villarreal, *Instructor in Spanish*, 1973. B.A., California State University, Long Beach; M.A., University of California, Irvine.
- Rudi Volti, *Assistant Professor of Sociology*, 1969. B.A., University of California, Riverside; M.A., doctoral candidate, Rice University. Research, Universities Service Centre, Hong Kong, 1972. (On leave fall semester.)
- Albert Wachtel, *Associate Professor of English*, 1974. B.A. Queens College; Ph.D., State University of New York, Buffalo. Instructor, Assistant to the Dean, State University of New York, Buffalo; Assistant Professor, University of California, Santa Barbara.
- Werner Warmbrunn, *Professor of History*, 1964. B.A., Cornell University; M.A., Ph.D., Stanford University. Director, Peninsula School; Foreign Student Advisor, Director, International Center, Stanford University; Fulbright Senior Research Fellowship, Germany; Past President, National Association for Foreign Student Affairs. (On leave spring semester.)

††Luz Watts, *Assistant Professor of Spanish*, 1972.  
Ph.D., University of Southern California.

Dorothea Kleist Yale, *Associate Professor of German*,  
1967. B.A., City College of New York; M.A., Ph.D.,  
Stanford University. Instructor, California State  
University, San Diego, and Pennsylvania State Uni-  
versity; Visiting Assistant Professor, Mills College.

Ann Yates, *Assistant Professor of Sociology*, 1973.  
B.A., Pomona College; M.A., Columbia University;  
doctoral candidate, Cornell University. Special As-  
sistant, Pan-American Development Foundation;  
Research Assistant, Institute of Social Research and  
Development, University of New Mexico; Teaching  
Assistant, Cornell University; research in Colombia,  
British Honduras, and Venezuela.

Walter A. Zelman, *Assistant Professor of Political  
Studies*, 1974. B.A., University of Michigan; M.A.,  
Ph.D., UCLA. Assistant Professor, California State  
University, Northridge, and California State Uni-  
versity, Long Beach.

\*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.)
- \*E. Howard Brooks, *Provost, The Claremont Colleges*, 1971.
- Mary Ann Callan, *Director of Public Relations and News*, 1965; and *Lecturer in Writing*, 1973. (See Faculty.)
- Margaret Carothers, *Assistant to the Director of Financial Aid*, 1972. Candidate for degree, Pitzer College.
- Lindsey B. Cleveland, *Coordinator of Educational Resources*, 1971. B.A., Pitzer College.
- Phillip Cleveland, *Lecturer in Communications*, 1970, and *Television Engineer*, 1969. (See Faculty.)
- Robert F. Duvall, *Executive Director of Planning and Development*, 1972; and *Assistant Professor of English*, 1965. (See Faculty.)
- Madeline B. Frishman, *Administrative Secretary to the President*, 1963. B.A., The University of Rochester.
- \*James Garrett, *Director of the Black Studies Center of the Claremont Colleges*. B.A., California State University, San Francisco; M.A.T., Harvard University; Ph.D., Union of Graduate Schools, Ohio.
- Julie Graham, *Assistant Director of Admissions*, 1973. Assistant Director of Admissions, Loyola University of Chicago, 1971. B.A., Pitzer College; M.Ed., Loyola University.
- Leonard Harper, *Director of Financial Aid and Associate Director of Admissions*, 1971; *Lecturer*, 1973. (See Faculty.)
- James B. Jamieson, *Vice President and Associate Professor of Political Studies*, 1965. (See Faculty.)
- Patricia M. Kimball, *Assistant to the Dean of Faculty*, 1973. B.A., Pomona College.
- William R. Lowery, *Director of Admissions, and Assistant Professor of English*, 1972. (See Faculty.)
- Ann Maberry, *Registrar*, 1964. Assistant to the Registrar, Claremont Men's College.
- Diana L. Malan, *Dean of Students*, 1967. B.A., Smith College; M.A., Columbia University; Doctoral candidate, Claremont Graduate School. Director of Economic and Community Development, CARE; Ellis Philips Foundation Intern in College Administration; Director of Admissions, Claremont Graduate School.
- Justin Martin, *Administrative Assistant for Financial Aid*, 1966.
- \*Karem J. Monsour, *Director of the Counseling Center*, 1967. B.S., M.D., University of Nebraska; M.A., University of Minnesota; Associate Professor of Psychiatry, University of Southern California School of Medicine.
- \*Edward T. Quevedo, *Director of Chicano Studies Center of the Claremont Colleges*, 1969. B.A., Loyola University; S.T.L., Catholic University of America. Director of HEP, The Claremont Colleges, 1968.
- Virginia B. Rauch, *Director of Publications*, 1964. B.A., LaVerne College.
- Albert Schwartz, *Dean of the Faculty*, 1971, and *Associate Professor of Sociology*, 1965. (See Faculty.)
- Vicke F. Selk, *Assistant to the President and Director of Administrative Services*, 1973.
- Cynthia C. Siebel, *Special Advisor to Students*, 1971, and *Assistant Professor of Education*, 1968. (See Faculty.)
- \*Clifford T. Stewart, *Associate Provost*, 1974.
- Maggie Vizio, *Alumni Coordinator*, 1973. B.A., Pitzer College.
- Bylle S. Whedbee, *Assistant Dean of Students*, 1969. B.A., Lindenwood College; M.A., New York University School of Education.
- Lee A. Whitham-Jackman, *Associate Director of Development and Coordinator of Special Events*, 1972.

## BOARD OF TRUSTEES

Robert H. Atwell – *Claremont*  
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## SUPPORTING GROUPS

### The Academy of Pitzer College

This is a vital support group involved with the financial and academic growth of the College. By working together with Pitzer faculty and students, 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 recognizes excellence in teaching, counseling, and research among the Pitzer faculty.

The Academy offers to its membership an annual lecture series (on campus, in West Los Angeles, and in the San Fernando Valley) to stimulate people of all ages to continue their education by learning the possibilities open to them in higher education.

### The Alliance

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 and faculty. 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 program.

*Dialogue sessions*, on campus or on site, provide an opportunity for intense conversation on varied topics — creating or simulating real-life encounters.

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 *career guidance*, members of The Alliance, with their varied fields of experience, are invited to the Pitzer College campus to provide exceptional 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 participation in as many Alliance programs as possible.

### The Alumni Association of Pitzer College

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.

Service-oriented by nature, the Pitzer College Alumni Association was formed to serve the entire Pitzer community — not only 920 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.

### **Parents Association of Pitzer College**

The purposes of the Parents Association have grown with the college. Originally formed as a close communication link between parents and the college during the beginning years, this original purpose has grown into a specific program for parents on campus and 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 college's needs by raising

funds for scholarships, landscaping, library acquisitions, and student emergency loans.

#### **Parents Association activities, 1974-75:**

September — Orientation luncheon for parents of new students

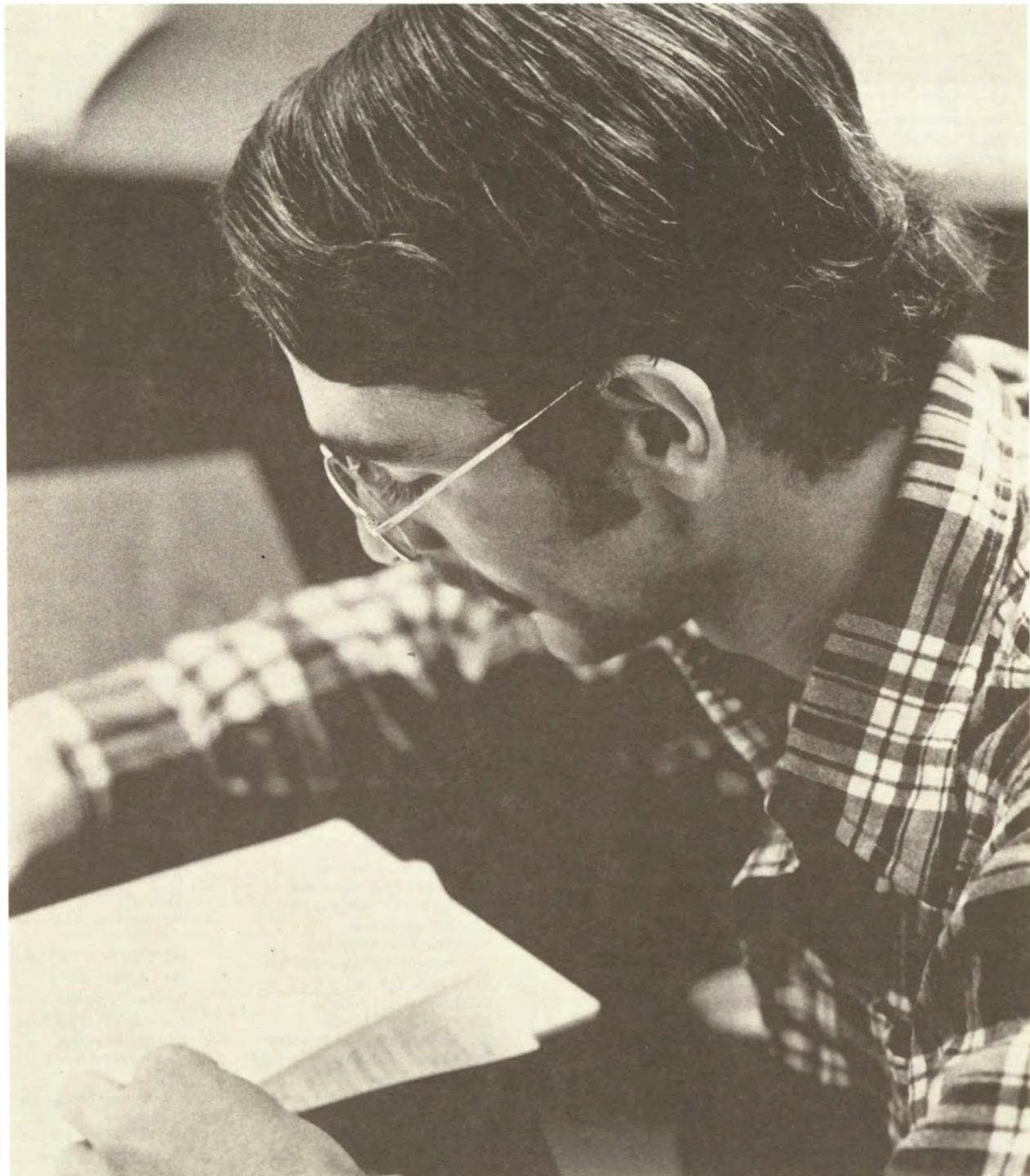
October — Fall Parents Day and Parents Association General Meeting

January — A benefit for scholarship funds

March — Parents Association Annual Dinner

May — Parents Association Annual Meeting





## THE CLAREMONT COLLEGES

### CLAREMONT UNIVERSITY CENTER, CENTRAL FACILITIES

- A. Memorial Infirmary
- B. Black Studies Center of the Human Resources Institute
- C. Black and Chicano Admission Office
- D. Garrison Theater
- E. Harper Hall
- F. Center for Urban and Regional Studies of the Human Resources Institute (in Harper Hall)
- G. Chicano Studies Center of the Human Resources Institute
- H. McAlister Religious Center
- I. Harvey Mudd Quadrangle
- J. Seeley W. Mudd Memorial Library
- K. Honnold Library
- L. Earl W. Huntley Book Store
- M. Campus Security Department
- N. Program for Public Policy Studies
- O. Pendleton Business Building and Personnel Center
- P. Counseling Center
- Q. Faculty House
- R. Baxter Medical Building
- S. Institute for Educational Computing (Pomona Campus)
- T. Bridges Auditorium (Pomona Campus)
- U. Physical Plant Department (Pomona Campus)

### COORDINATED FACILITIES

- V. Joint Science Center-C.M.C., Pitzer, Scripps
- W. Baxter Science Laboratory-C.M.C., Pitzer, Scripps
- X. Office for Continuing Education (in Harper Hall)

### CLAREMONT GRADUATE SCHOOL

- 1. George C. Stone Collection of Children's Books (in Harper Hall)
- 2. Philosophy Department

- 3. Institute of Antiquity and Christianity
- 4. Harper Hall
- 5. W.S. Rosecrans Tower
- 6. Harper Hall East
- 7. McManus Hall
- 8. Claremont Institute of Administrative Studies
- 9. Graduate Residence Halls
- 10. Eyre Children's School
- 11. Louis T. Benezet Graduate Psychology Building
- 12. Art and Mathematics Departments (Harvey Mudd Campus)

### CLAREMONT MEN'S COLLEGE

- 1. Athenaeum
- 2. Pitzer Hall
- 3. Seaman Hall
- 4. Pitzer Hall North
- 5. McKenna College Union
- 6. McKenna Auditorium
- 7. Wohlford Hall
- 8. Boswell Hall
- 9. Bauer Center
- 10. Green Hall
- 11. Appleby Hall
- 12. Collins Hall
- 13. Story House
- 14. Beckett Faculty Apt.
- 15. Beckett Hall
- 16. Badgley Garden
- 17. Marks Hall
- 18. Benson Hall
- 19. Claremont Hall
- 20. Fawcett Hall
- 21. Berger Hall
- 22. Phillips Hall
- 23. Parents' Field
- 24. Gymnasium
- 25. Voit Pool and Field House
- 26. Football Field
- 27. Baseball Field

### HARVEY MUDD COLLEGE

- 1. Parsons Engineering Building
- 2. Sprague Memorial Library
- 3. Galileo Hall
- 4. Hixon Court
- 5. Science Building
- 6. Kingston Hall
- 7. Thomas Garrett Hall
- 8. Joseph B. Platt Campus Center

- 9. Swimming Pool
- 10. West Hall
- 11. Marks Residence Hall
- 12-13. Seeley W. Mudd Quadrangle and Residence Halls—North Hall (12), East Hall (13)
- 14. President's House

### PITZER COLLEGE

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

### POMONA COLLEGE

- 1. Harwood Garden
- 2. Walker Hall
- 3. Smith Tower
- 4. Clark Hall
- 5. Frary Hall
- 6. Norton Hall
- 7. Athearn Field
- 8. Seaver Laboratory-Chemistry
- 9. Seaver Laboratory-Biology, Geology
- 10. Millikan Laboratory
- 11. Mason Hall
- 12. Crookshank Hall
- 13. Pearsons Hall
- 14. Holmes Hall
- 15. Edmunds Union
- 16. Smiley Hall
- 17. Memorial Pool and Gymnasium
- 18. Alumni Field
- 19. Carnegie Building
- 20. Marston Quadrangle
- 21. Renwick Gymnasium
- 22. Replica House
- 23. Observatory and Astronomy Laboratory
- 24. Greek Theater
- 25. Earl J. Merritt Field
- 26. President's House
- 27. Thatcher Music Building
- 28. Montgomery Art Building
- 29. Rembrandt Hall
- 30. Bridges Hall of Music
- 31. Sumner Hall
- 32. Oldenborg Center for Modern Languages and International Relations
- 33. Director's Residence
- 34. Wig Hall
- 35. Harwood Court
- 36. Harwood Dining Hall
- 37. Olney Dining Hall
- 38. Gladys Shepard Pendleton Women's Physical Education Center
- 39. Blaisdell Hall, Mudd Hall
- 40. Gibson Dining Hall
- 41. Brackett House
- 42. Kenyon House
- 43. Isabell E. Rogers Women's Tennis Courts

### SCRIPPS COLLEGE

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

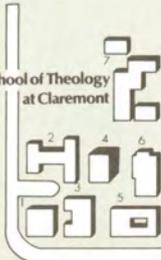
### AFFILIATED INSTITUTIONS

- a. Rancho Santa Ana Botanical Garden
- b. Center for California Public Affairs
- c. Blaisdell Institute
- d. Francis Bacon Library

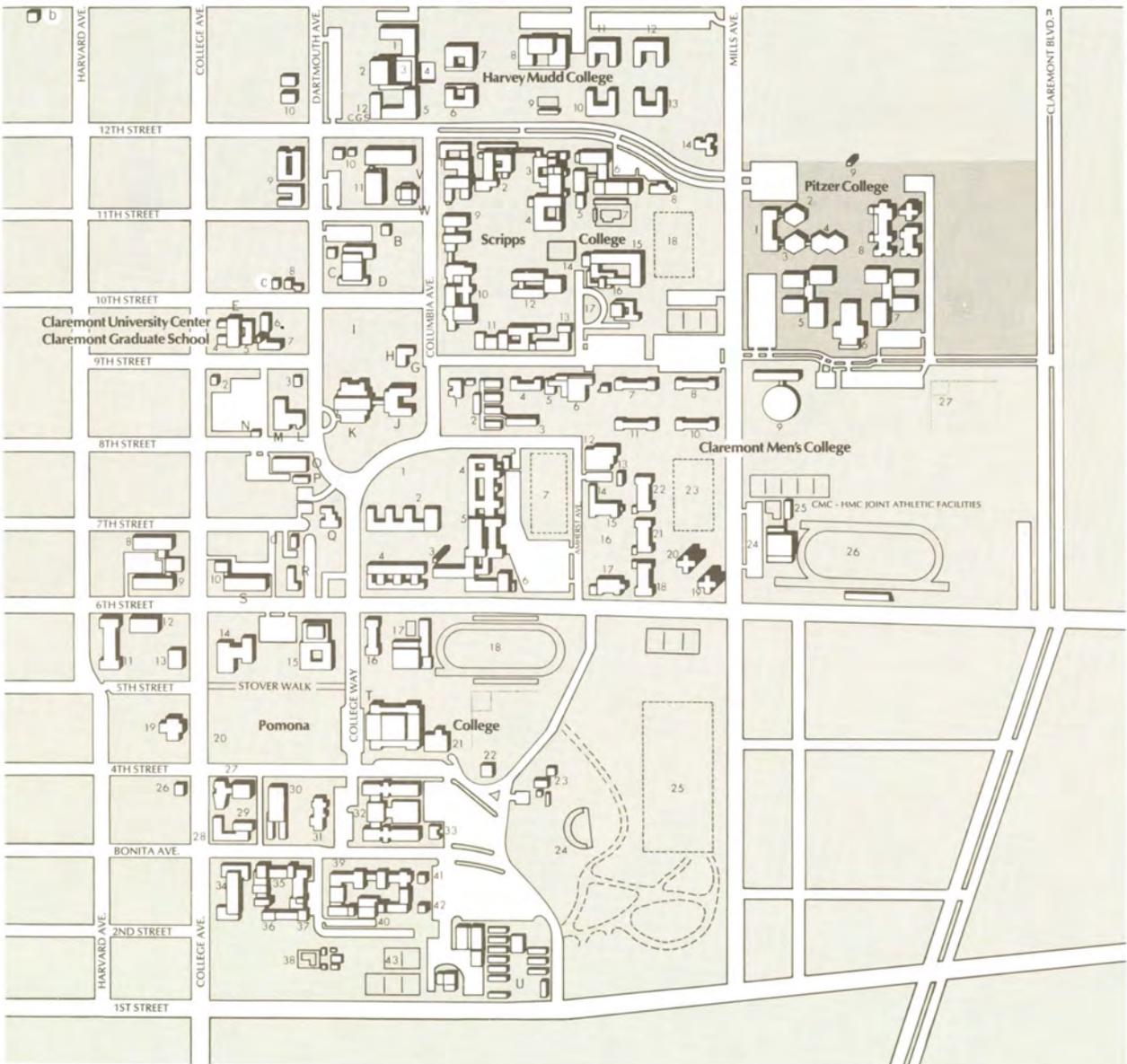
### SCHOOL OF THEOLOGY AT CLAREMONT

- 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

School of Theology  
at Claremont



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BONITA AVE

2ND STREET

1ST STREET

Harvey Mudd College

Scripps College

Pitzer College

Claremont University Center  
Claremont Graduate School

Claremont Men's College

Pomona College

College

CMC - HMC JOINT ATHLETIC FACILITIES

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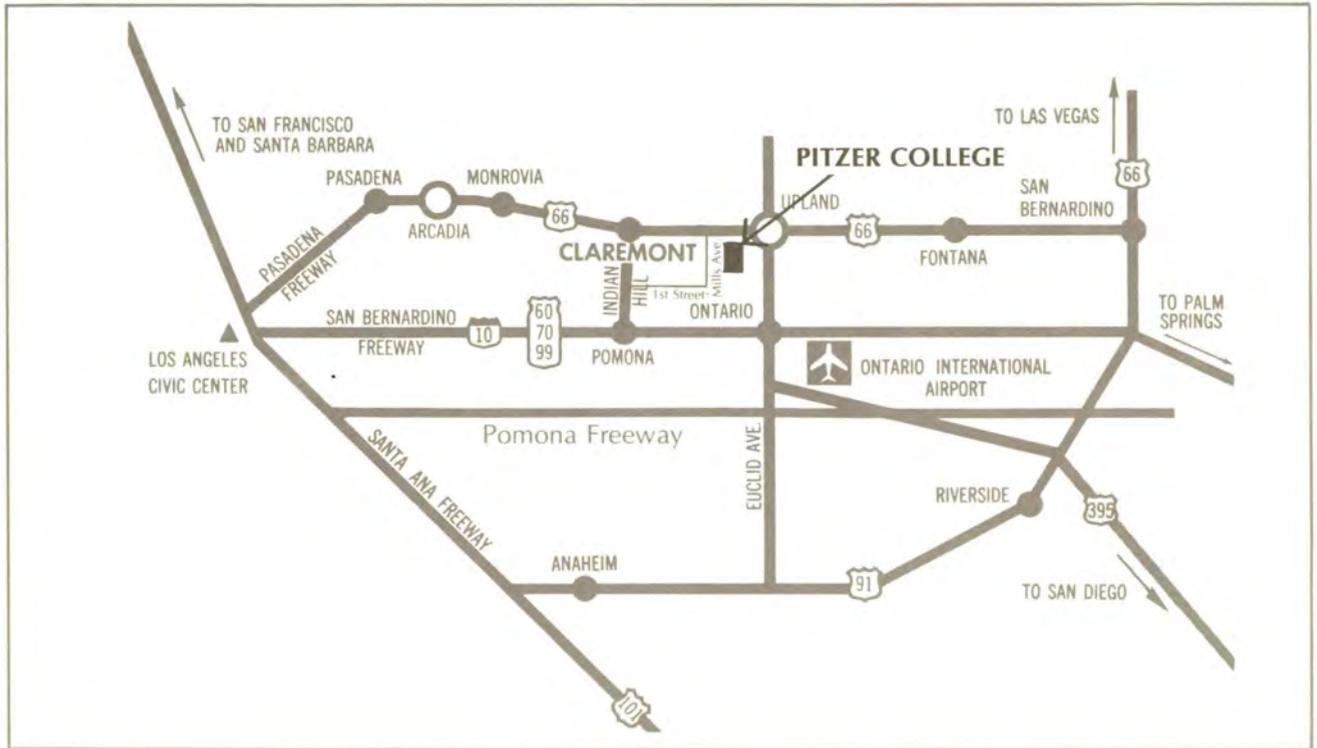
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