

PITZER COLLEGE BULLETIN 1975-76



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BULLETIN

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Pitzer College

If you, the reader of this bulletin, seek a college at which to study, then you know already how similar college catalogs are to each other. Each lists courses, parades a faculty, touts special programs. Each promises value, and to some degree each college will deliver it. At a casual glance, the catalogs and the colleges they represent may appear as alike as "peas in a pod."

Insofar as you can make a bulletin answer your questions, it can be a useful document. Under your subtle probing eye, you can make those sheaves of paper reveal truths their authors could never have thought to camouflage. So too with the bulletin of Pitzer College. As you look through this document, we urge you to recognize those things which make Pitzer similar to and different from other small colleges.

Many people have spoken persuasively of the value of living and studying at a liberal arts college. We believe they are right, and we believe that what small liberal arts colleges give, Pitzer College also gives.

But Pitzer does so in its own manner, a unique manner. No other liberal arts college

emphasizes social and behavioral sciences as Pitzer does; thus at no other college will the study of any subject — psychology, anthropology, sociology, political studies, of course; but also English or art or physics — incorporate so much awareness of the social consequences of human acts. As you investigate course offerings, imagine what it would be like to study among men and women intrigued by the *study* of men and women, remember too that Pitzer, like its fellow colleges specializes in full knowledge of the strong additional offerings available at the other Claremont Colleges.

You will also want to investigate the ways in which students are participants in the design of their programs of study and in the governing of their college. Some colleges will offer and prize rigid structures; some colleges will assume that students should govern themselves, but should have no voice on other levels of policy making. As you will discover, if you look carefully through this bulletin, Pitzer Colleges believes otherwise.

Use this book as a goad to prompt other questions. Write us to ask those questions, and we'll see that you receive prompt answers. Better yet, come to campus. We'll look forward to seeing you.



Founded by Russell K. Pitzer in 1963 as a women's college, Pitzer became a coeducational institution in 1970. It was argued that students could more realistically examine society and human behavior in conversation with the differing perspectives of both men and women.

Faculty and Students

A teacher is to his student what Virgil was to Dante, a "cicerone," a guide to the underworld, to Purgatory and to Paradise. He has been there before, and this also distinguishes him from his student. He knows the main passages, but since this underworld is also a labyrinth, he and his student do get lost from time to time, and he has to learn anew to find his way. In contrast to his student he does have a clearer conception of where he is going. Thus, he leads but sometimes also follows. He knows that the road is long and difficult and even boring. (Anyone who has plowed his way through Dante's *Purgatory* can testify to that.)



Professor Marquis

The simile of the underworld applies not only to method, but also to substance. The social sciences, which are central to Pitzer College, investigate things that are hidden from sight. Factors,

causes, roots lie beneath the surface, are subterranean. The task of the social scientist is to dig up these roots — to be in the true sense of the word — radical.

Freud, Darwin, and Marx, three of the great radical thinkers of the modern world, sought to bring to light what had been hidden from sight. Thus, Freud wrote: "He that has eyes to see and ears to hear may convince himself that no mortal can keep a secret. If his lips are silent he chatters with his finger tips; betrayal oozes out of him at every pore. And thus the task of making conscious the most hidden recesses of the mind is one which it is quite possible to accomplish."



Professor Seymour

In a similar vein Darwin wrote how the primate ancestor is revealed in the modern man: "He who regrets with scorn that the shape of his own canines, and their occasional great develop-

ment in other men, are due to our early forefathers having been provided with these formidable weapons, will probably reveal, by sneering, the line of his descent." And Marx pointed to the sub-structure of all social life when he wrote: "The mode of production of material life conditions the social, political and intellectual life process in general. It is not the consciousness of men that determines their being, but, on the contrary, their social being that determines their consciousness."

A guide leads, he also points the way. At a certain crossroad he will say to his student with regret and pride: "Go on, you are on your own."

Lucian C. Marquis
Professor of Political Studies

For me, teaching and being a student are very much the same. I liked being a student because of the excitement and satisfaction that came from exploring and better understanding the world around me. I like teaching for the same reasons, because it enables me to remain a student, but also because I enjoy helping others discover the pleasure in thinking and learning which I do. As a teacher, then, I view my role as three-fold: first, to foster an at-

mosphere of exploration and discovery; second, to share with students the particular avenues of exploration which I have followed; and, third, to help students acquire appropriate skills for exploring similar kinds of problems which interest them.

As a social-cultural anthropologist, my interests are ultimately very broad in that they are concerned with the nature of human beings and society. I suppose that the questions which I ask now actually had their origin in the rebelliousness of childhood when I observed that even though there were different ways of carrying out basic human functions, I was being instructed in the "right" ways. Discovering anthropology was at first being able to arm myself with counter-cultural examples to what I was being taught at home and in school! Out of these discoveries grew a desire to understand why different peoples did things in different ways, which in turn gave rise to an interest in exploring the range of human variation and trying to account for some of it.

Upon introspection, I find that I have two kinds of commitments as a student and teacher of anthropology, one more humanistic and the other more scientific. The more humanistic one is concerned with encouraging others to step back and take a more critical look at themselves and their society — to ask themselves *why* they do what they do. Is it simply convention? Is it any better than some other person's or group's way? What are its implications?



Student-painted mural for Avery Hall in preliminary stage.

Learning that one has been largely unconsciously socialized, or *enculturated*, into particular modes of behavior is an illuminating process and the first step to developing a more culturally relativistic and hence, tolerant, perspective.

The more scientific commitment is to the careful and systematic collection of information which will help us to understand similarities and differences in human behavior both within and across cultural boundaries. Just as important as motivating others to value the cross-cultural perspective is fostering an appreciation for the care and precision which must go into the collection and interpretation of cross-cultural materials. Much responsibility is involved in trying to account for others' behavior. With interest and care I believe that anthropology has a major contribution to make in furthering our understanding of human behavior by virtue of its cross-cultural perspective and commitment.

Susan Seymour
Assistant Professor of Anthropology

*To be curious is to be alive
To sense the wonder
In things great and small*

Katherine Edelman

If one were to rank, in terms of importance, the qualities considered characteristic of a truly educated person, I believe a high priority would be given to the simple trait of curiosity. An interesting result, for curiosity is one of the few qualities which cannot be taught. We are all born with it, and it is both encouraged



The Social Science Laboratory contains facilities and equipment for individual student research projects.

and discouraged throughout our early childhood. But elementary and high schools do not teach it and only a very progressive college would offer a course in introductory curiosity. Nevertheless, if your education is complete, you will end up with more of it than you can satisfy in a

lifetime. It is a very curious phenomenon!

Scholars are people who continually seek new knowledge, and if they can impart their old knowledge to others, they are called teachers. If they also convey a sense of wonder about the world around them, they are called anything from great teachers to "curiosities."

As a chemist, and hopefully a teacher, I am supposed to be knowledgeable about chemistry.



Professor Pinnell



A number of orientation events are planned jointly with other Claremont Colleges, bringing together Pitzer students with those from other campuses.

Although I am always amazed by the relationships that exist in the physical and biological world, I am no less fascinated by the beauty that can be found in a painting or a sonata or a thoughtfully written opinion in any area of knowledge. But it is a beauty

that must be examined, questioned and evaluated carefully to be completely appreciated. If the process of examination can be shared with my students, then it is all the more productive and pleasurable, for we will have learned both from the exercise and from each other.

Robert P. Pinnell
Associate Professor of Chemistry

Learning in the classroom is a beautiful experience if all participants/students and professors, aim in the same direction; but it is a rather limited one because it is almost exclusively intellectual. Learning in a foreign country even for a few months means, not only having access to the best sources of printed documents on this country, but being immersed in the people's life, their art, the scenes and food they love, the atmosphere and the colors which are theirs.

Being in the classroom is like being in a green house: your mind can grow big and beautiful taking its food from books and from the professor's mind. But, as someone once asked me, "What's the point of having brains if it's only to keep them within your mind?" Learning in a foreign country is like being in a wild forest full of wonders and joys as well as obstacles to overcome (there is a certain sense of isolation due to language differences, for instance). Not only will you use your intellect in the academic part of your program abroad, but you will have to exercise your receptivity to the unknown, your will power, and your sense of humor.

In this new enterprise, your native professors will be with you as much as you need them. Their first task will be to help you examine the expectations that you brought with you and to adjust them to the reality around you. They can then show you the par-

ticular methods and findings of their native education.

Abroad, your Culture, with a capital "C", will serve as a background to acquire a new broader sense of culture: a concrete understanding of the world around you. This "reading in the great book of the world," as Descartes calls the experience, will undoubtedly help you when you return home to find within yourself the "paths" you must follow.

Claude de Chèrisey
Director of Semester in France Program



Professor Warmbrunn

It is a basic conviction of most historians that we can understand the world we live in only by finding out how it came to be the way it is. In the words of Santayana: "He who does not know history is fated to repeat it." That is why history has always been the cornerstone of a liberal education, of the attempt to find out who we are and how we can relate and make our contribution to society. And that is also why I have always, since the age of thirteen or thereabouts, wanted to teach his-



Claude De Chèrisey

tory: to help in a small way in the shaping of tomorrow by serving as a teacher, a facilitator, part-midwife and part-critic, in the development of human minds and values.

My professional focus on the Fascist-Nazi Counter-Revolution and on the Second World War probably has come about as a result of the accidents of birth and language, and of my participation in these climactic events during my formative years. But there are also good objective reasons why the Fascist experiments, the Second World War and the Holocaust should demand our attention. Between 1933 and 1945 Mankind experienced the ultimate human depravation, the ultimate evil in history we have known so far. In those few crucial years, destructive elements in Western Civiliza-



Pete West

tion that have been at work for centuries surfaced in an unprecedented way. As our recent history from the assassination of John F. Kennedy to Watergate has shown, these forces of nihilism continue to threaten our survival, be it through a nuclear holocaust or through the heedless devastation of the planet in pursuit of ever greater material satisfactions. Hence an understanding of the dynamics of the Nazi period may well provide a context for a blueprint for survival.

This awareness of the precarious balance between survival and annihilation, between Life and Death determines my goal: to help students to gain an understanding of how they as individuals and how society as a whole have come to "this point in time," so that we can begin to find out what we need to do in order to survive and to create a worthwhile future for ourselves and for all mankind.

Werner Warmbrunn
Professor of History



Professor Bell

There is a certain amount of intellectual stimulation but also a certain amount of intellectual snobbery.

Student, class of '75

When I think back on my experiences in the Rome External Studies Program, one word comes to mind — nostalgia. Six months have gone by, and I'm already looking back with longing.

Sure, it was really great to see a lot of the famous sites. After reading about places like the Coliseum, the Pantheon, St. Peter's, the Roman Forum; suddenly, those places and their stories became very real to me. Of course, there were also the trips to Greece, Florence, Venice, Naples, and Capri, which added so much to my experience.

However, the most important thing for me was the opportunity to visit, live in, and look at



Professors Volti (right) and Macaulay

things from within a different society. Seeing the United States and its people from the eyes of Europeans is a real learning experience that can never be measured in terms of grades.

Perhaps the hardest thing for me was to shed some of my more limiting American values and attitudes. However, only by doing so could I really make any sense out of my experiences. To the extent that I was able to do this, was probably the most valuable aspect of my Semester in Rome.

Hugh Fanning

Pitzer is a damn good school, and in truth an exciting life style. But one has to really be together, or hard on the hunt for himself to find that excitement. It doesn't walk up to you and confront you.

Student, class of '75

I don't have a set of beliefs that could, even loosely, be termed a theory of education. Neither am I striving to develop one. I have, in fact, been rather disturbed by the tenacity with which some of my students cling to psychological theories about the nature of man as if these theories were religions. I often hear a student say, in effect, "I am a humanist! Therefore, I will not deign to learn anything about reinforcement, regression or standard deviation." Although I probably behave like a humanist 95% of my waking hours, I then emerge from the nearest phone booth dressed as a psychoanalyst (I am in the habit of stroking an invisible beard) or even as the dreaded Rat Woman. After I have done my best to undermine the student's religion-theory, I switch back to my normal mode and preach about the richness and delightfully perverse complexity of human experience. That is my theory of education.

Karen C. Meiselman
Assistant Professor of Psychology

Many people asked me what I was going to be when I graduated from college. I said, "a person." Pitzer College is a total experience in becoming a person. It is a place where you have the freedom to experiment and create the kind of education which is meaningful to you. This can be anything from the very structured traditional



Felice Miller



Professor Meiselman

course of study to totally unstructured independent research. I have both these sides in myself, so I chose a little of each.

While at Pitzer I have pursued a course of study which provided me with what I felt to be the basis of a comprehensive anthropological education. This included actual fieldwork in Africa. Few undergraduate anthropologists are able to go out into the field to see if it's really for them. Students then get to graduate school and

find out that they don't like it at all. At Pitzer, you have a chance to find this out while it's still easy to change your mind. I have also been able to do several research projects while at the College; including a study of childrearing habits involving the interviewing of India Indians.

At Pitzer there is also an opportunity to be an actual part of the government of the college; there



Lynn Mirisch

is no puppet student government. In my senior year I was a member of the Admissions and Financial Aid Committee. I was involved in making decisions on freshman and transfer applicants. What I learned about people and decision-making I consider to be one of my most valuable college experiences.

I made a place for myself at Pitzer. From that place I think I accomplished my goal, to become a person; a person who can think,



Vice President Jamieson is also Director of Pitzer's New Resources Program.

understand, who knows where she's at and is comfortable with herself. Perhaps most important, I am a person who has confidence in myself and my abilities because I was able to test them and was given recognition.

Lynn Mirisch
Class of 1975

College is my solution to middlecence — the 'what's it all about/empty nest syndrome.' Attending as a full time student gives my days a structure, and the time spent in earning a degree will serve as a transitional bridge between the personal family phase of life and that of a member of the larger family of man. Besides, it's a lot of fun.

I hesitated to enroll in a large college for fear of losing confidence and dropping out with no one knowing the difference. Personal relationships and small classes were definite factors in my coming to Pitzer.

Felice Miller
Student, New Resources Programs



Professor Glass (right) with students outside Scott Hall.

This is one of the few institutions where your participation can really mean something and make a difference.

Student, class of '77

My kids laughed when I told them about going back to school. I'm the 'old man.' But they like it. They think it's groovy. Much as I resent the idea of formal education, I know it's necessary, and I hope my kids will inherit the idea that a certain discipline goes with education and living.

I want to plan social programs. Most people now who plan social programs are researchers or grantmen. I want to design and implement a program that will help people. I've got to show that I can upgrade. I have experience, but I lack theories. I want to go places. I want to be a complete man.

Pete West
Student, New Resources Program

This college requires motivation; while I am unsure about a major, I know I must decide on my future in the long run.

Student, class of '77

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 muck-raking; 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 de-

fendants, 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 subject 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



The Environmental Workshop and Environmental Design classes of Professor Hertel (second from right) often take field trips to the surrounding desert and mountains.

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

Man and woman thinking.

Our need for thinking men and women is no less today than it was in 1837 when Emerson wrote "The American Scholar." In that essay, Emerson urged America's brightest people to found a new tradition, building not upon European obscurities but upon current issues met squarely with careful thought.

Pitzer College urges thought and careful investigation, recognizing that past errors teach us; uniquely specializing in social and behavioral sciences, Pitzer enables its students and faculty members to bring contemporary methods of analysis to problems which continue to face men and women who think.

Men and women who think reaffirm values of honesty, courage, charity; they pursue difficult problems because they want answers, whether they anticipate answers unpleasant or pleasant.

To risk becoming a thinking man or woman is no luxury; throughout American History, bright and educated people have made a difference, and unless we say they cannot matter, they will continue to make a difference. They will continue to mark the world in tangible ways, too: Pitzer's graduates, like the graduates of other fine liberal arts colleges, practice law and medicine, become businesspersons, teach, perform; they are social workers, art curators, managers;

they are scholars; they write and they think.

While Pitzer College shares with other liberal arts colleges the practical goal of creating thinking men and women, it differs from its fellows. Pitzer's openness encourages rare interaction between students and faculty members. Its curricular emphasis encourages everyone in the Pitzer community to remember that all human action has social ramifications. Its flexible structure allows students to follow the traditional American pattern of general higher education or to follow the European pattern of intense specialization, or to blend those traditions, for no two student curricula will be alike.

Pitzer exists to allow men and women to become successful, thinking people, defining the world afresh according to values which they question and reaffirm.

William R. Lowery
Director of Admissions and Assistant
Professor of English



Professor Lowery



Professor Humphreys

Fortunately, the filler is useful. It provides information and it honors the dead. It comprises all those useful formulas, equations and relationships which win prizes and build bridges. It enables students to take possession of facts, ideas, and problems that render people relevant to their society. But there's something more elusive to be sought as well — something Plato was seeking when he wrote dialogues instead of essays, something Coleridge's Ancient Mariner didn't understand when he shot an albatross, hoping to possess as an object what was valuable only while alive. In quest of that something else, I chart my courses and step into classrooms. My goal is a living knowledge that changes both the student's and my own perception of our subject, and in doing so alters our lives.

By a peculiar quirk, we tend to consider events as snapshots — in fixed thoughts and memories that preserve but also falsify, that turn living albatrosses into dead birds. The issue here is more than literary. Consider Zeno's paradox: if Achilles chases a turtle, rapidly dividing in half the distances between him and it, when will he catch the beast? The arithmetical answer is, "Never." Distances can be halved infinitely and an infinite number of divisions will require an infinite amount of time. Right? Wrong. Achilles, moving in a continuum of time, is moving *through*, not to, a series of points. Calculus, once part of the something else but now, like arithmetic, a chunk of

useful filler, avoids the problem; arithmetic alone can't. And in advanced circles of mathematics, people are now searching for the something else again; they are seeking new insights, new tools, which will help human understanding mould itself more precisely to the exact curves of the universe, curves that the often helpful filler of the past sometimes obscures.

In the arts, where the filler is not quite as exacting, though no less necessary than in mathematics, the something else can be sought on all levels. In each encounter with the attempt to con-

vey without distortion the exact shape of human experiences, we have an opportunity to search out the something that transcends or transforms what we thought previously. That something is the goal of education as I understand it; it is what I aim at in my classes. Along the way, I work to give my students enough filler to help them make their way in the world we inherited. But my primary aim is to open my eyes with them and to see anew.

Albert Wachtel
Associate Professor of English



Professor Wachtel

The Curriculum

General Academic Information

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.

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 conjunction with the Office of Career Planning, one member of each field group is designated as graduate school advisor.

In addition to their academic advisors, students should feel free to consult other faculty 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.



Advising is one of the Pitzer faculty's most important responsibilities. Professor Ellenhorn with student.

Preparation for Careers and Professions

Pitzer College's strong liberal arts education, with its emphasis on social and behavioral sciences, prepares a student for diverse vocations as well as for advanced study in graduate or professional schools. In seeking to identify his or her interests and abilities and to plan for any of a number of careers, a Pitzer College student may design a broad-ranging education by choosing among Pitzer's substantial range of courses and by seeking advice from advisors in academic disciplines and counselors in the Career Planning Office and the Counseling Center of The Claremont Colleges. At present, more than half of Pitzer's graduates seek advanced degrees following graduation. Others begin careers immediately in journalism, sales, radio and television, research, advertising, publishing, public relations, insurance, banking, public administration, urban planning, organizational development, human services, and in government at all levels.

In addition to coordinating and suggesting various counseling services to students, the Career Planning Office offers several career and life planning programs throughout the academic year.

Graduate Study

Students who plan to pursue graduate study in academic disciplines should consult appropriate faculty members when they have chosen their concentrations in order to design programs which will meet graduate school requirements. In keeping with Pitzer's emphasis on social and behavioral sciences and its exceptional course offerings in those fields, the largest percentage of students who pursue graduate study in order to enter careers in research and in teaching at the secondary school and college levels, do so in psychology,

sociology, political studies, anthropology, and other social sciences. The College's strong programs in various humanities areas and in the physical and biological sciences (through the Joint Science Center) provide thorough preparation for students who wish to continue working in those fields after graduation from Pitzer, as well.

Human Services

The many students who plan to seek careers in counseling, social work, government, elementary school teaching, and related fields, should use Pitzer's resources to provide a sound foundation in the social and behavioral sciences together with the necessary background in other liberal arts areas. If possible, students should participate in the opportunities for field research and work-related experiences which Pitzer offers. For further information, consult concentration advisors, the Career Planning Office, and the External Studies Office.

Medicine and Allied Fields

The Joint Science Center program in biological and physical sciences provides undergraduate preparation for the array of careers in medicine and allied health professions. Interested students should familiarize themselves as early as possible with appropriate pre-professional requirements. The Medical Sciences Committee of the Joint Science Center serves to assist students in planning their college programs and in choosing graduate and professional schools.

Law

While law schools do not require a specific concentration of students, they stress the ability to read perceptively, to understand abstract



and complex concepts, and to speak and write clearly and persuasively. Pitzer's pre-law students may concentrate in those fields in which they are most interested, and they are urged also to prepare themselves with courses in political studies, sociology, economics, history, and philosophy. Consult the Career Planning Office for more specific information.

Business

Students who are interested in business management or in a graduate school of business administration typically seek a solid foundation in humanities and social sciences. Specific professional preparation may include work in economics, psychology, sociology, and Pitzer College's new program in organizational studies. For further information consult the Career Planning Office.

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, Organizational Studies, Philosophy, Physics, Political

Studies (including International Relations), Psychology, Sociology, Spanish, the Study of Man, and the Study of Woman. 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 outstanding student in recognition of academic excellence. Each field group (or both academic advisors in the case of special concentrations) may decide whether to award honors and establish specific criteria for honors. Normally, all students who are awarded honors must have attained a cumulative GPA of at least 3.50 while registered at Pitzer College. In addition, students must have completed a thesis, seminar, independent study, or some other special program which has been designated in advance as a possible basis for honors. During the fall semester of each academic year, field groups (or both academic advisors in the case of special concentrations) will send to their concentrators and to the Academic Standards Committee a formal statement of their requisites for honors. Final honors recommendations will be submitted to the Academic Standards Committee at least one week prior to graduation. The approved list of honors candidates will be submitted to the full faculty for final approval.

SPECIAL INSTRUCTIONAL RESOURCES

In addition to its own standard educational facilities and the 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, a television studio and equipment, and a residence hall study-library.

Social Science Laboratory

The Social Science Laboratory provides classroom and research facilities for the social and behavioral sciences. One-way vision rooms may be 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

Pitzer maintains two computer terminals linked to the DEC SYSTEM PDP10 of the Seaver Computer Center as part of the Social Science Laboratory. The PDP10 is part of a major computer installation with a large library of programs which allows both interactive and batch processing. Pitzer can also buy time on the Seaver Center IBM 360/40. 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 recording, 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.



Video-taped projects, produced in the College's television studio, replace traditional term papers for some students.



Heavy use of computers is made by political studies students in correlating data in evaluating survey returns.

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. 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.

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.

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.

Special Programs

Pitzer provides a variety of programs and courses that offer opportunities to participate in educational ventures beyond the regular course offerings. Primary among these are the New Resources Program, designed for the special needs of post college age students; External Studies, a varied curriculum of courses held elsewhere in the United States and abroad; Interdisciplinary Colloquia; a program in Community Development; Academic and Administrative Internships; and Independent Studies, planned by individual students and conducted under faculty supervision.

These programs are described below. For further information about any specific course or program, please contact the instructor listed or the Dean of Faculty.

NEW RESOURCES

In an effort to meet the special needs and problems of post college age students, Pitzer College inaugurated the New Resources program in the fall of 1974. Students in the program are older than most college students; they have a wide variety of backgrounds; many have full time jobs, a family, or both. In bringing their experiences to the Pitzer campus, New Resources students have added an important new dimension to the educational and intellectual life of the College.

Students in this program enroll in regular Pitzer courses and courses at the other Claremont Colleges. They have priority in enrolling in New Resources courses, and may, under faculty supervision, develop a Demonstration of Learning Portfolio based on their past experiences, for up to one semester of academic credit.

Further information about the program may be obtained from the *Office of the Vice President, Avery Hall*. Some of the New Resources courses offered during the 1975-76 academic year are:

1. Roots of the Contemporary West. An examination of the origins of the contemporary Western World through a study of the History of Europe since the Renaissance. Visiting faculty members will discuss the philosophy, literature, and art of certain periods and will illuminate special topics such as industrialization, urban development and modern mass movements. Recommended for entering students in the New Resources program. Fall, m. 6:30, W. Warmbrunn, and faculty from a variety of disciplines.

2. Social Work: Principles and Practice. An introduction to the field of social work focusing on its development theory and function in contemporary society. The course will examine the various types of social work practice and issues relevant to the profession such as licensing, advocacy, accountability, and social planning. Fall, w. 6, Pomona Valley Mental Health Center.

3. Writing Seminar. Basic Writing is a study of the skills necessary for effective expository prose: organization, coherence, development and support of ideas, editing. The course will examine the conventions of formal written English as well as methods of critical reading and research. Student writing is discussed in private meetings of student and instructor. Half course. Fall, w. 6:15. Spring, th. 6:15, M. Boretz.

4. Organizational Studies: An Interdisciplinary Approach. This course, integrating various perspectives on organizations, will deal with group and organization formation and processes, involving students in intensive group activities; will study bureaucracies and organizations, from theoretical and empirical points of view; and will introduce students to the use of computers as applied to the study of organizations, with stress on simulations of organizations with practical applications. Required of Organizational Studies concentrators, and open to other students. Spring, m. 6:30 and two arranged weekends, L. Ellenhorn, J. Sullivan, R. Volti.

5. Psychopathology and Crisis Intervention. The purpose of the course is to integrate an understanding of psychopathology and crisis intervention theory in order to provide students with the skills necessary to handle psychological emergencies in a community setting. The course will include such topics as anxiety; depression; sociopathology, violence, and intervention; drug dependence and managing "freaked" cases; sexual anomalies and



Roy Tomkins

I've spent the last 15 years of my life as a businessman. Now that my business pretty well runs itself, I have the time to expand my interests and to set new goals for myself. Pitzer College's New Resources Program has offered me that opportunity.

A degree by itself is not my immediate goal. It wouldn't do me a great deal of good professionally or financially, but I want the knowledge. I have had an interest in writing for a long time, and would like to write a book about my business. In my field, there is a need for such a book for young students, and I'd like to eventually teach.

Roy Tomkins

Student, New Resources Program

sexual emergencies; and disorganized thinking. Prerequisite: upper-division psychology majors or students with pertinent experience and consent of instructor. A student may not receive credit toward psychology concentration requirements for both this course and Psychology 181. Spring, w. 4:30, T. Burley.

6. Studio Drawing and Painting. Students will be introduced to and utilize a variety of materials and approaches to drawing and painting. Enrollment limited to 18. Spring, t. 6:30, C. Hertel and staff.



Professor Ringler's English class moved to Scott Courtyard for a discussion of F. Scott Fitzgerald.

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:

- A. Programs conducted by a Pitzer Program Director away from Claremont.
- B. Programs of study pursued at other academic institutions under the supervision of the faculty there.

- C. 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 1975 and 1976 and the academic year 1975-76. 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 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 participate as apprentice environmentalists in on-going projects of the CCH staff or design and execute projects of their own (either individually or in teams). Projects range from wilderness inventories to studies of the legislative process. One internship in Santa Fe City Planning Department is available. Program Director: John Rodman. Time Period: Fall semester only. Credit: up to four courses. Prerequisites: (a) consent of academic advisor; (b) consent of Program Director.

2. Fieldwork in the Education and Treatment of Exceptional Children. Students who are interested in the inter-related educational, sociological, anthropological 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, 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 such as at the Twin Pines School in Oakland. Related readings and special projects will be pursued under the direction of the Program Director and in consultation with other relevant faculty members at Pitzer. Enrollment limited to two to four students at each institution. Program Director: Susan Seymour 1975-76; Cynthia Siebel 1976-77. Time Period: Fall and/or Spring semester, depending on placement. Credit: four courses per semester. Prerequisites: (a) previous course work and/or experience in education and fields of major projects; (b) admittance to a specific institution's program; (c) consent of academic advisor; (d) consent of Program Director.

3. Pitzer Semester in France. Students live and study in France (primarily Paris). The program is supervised by a resident director. Special seminars in art history, politics, and literature are conducted for the program participants by French professors. Students may also attend lectures at the Sorbonne and enroll in language classes at Alliance Française. Arrangements are made in advance for students to live with families or in apartments. A week excursion to Burgundy is part of the program; during the week, students live with French families and experience and study rural France. Program Director: Claude de Cherisey. Time Period: Spring semester, 1976. Credit: Three courses. Pre-

requisites: (a) applicants with a competence in French will receive preference; however, a limited number of students who have completed only the equivalent of one year of college French will be accepted to the program; (b) consent of academic advisor; (c) consent of Harry Senn.

4. Washington Semester. Participants intern in Congressional offices, executive agencies, or in the offices of lobbyists. Program Director: George Dunn. Time Period: Fall and Spring semester. Credit: up to three courses. Prerequisites: (a) recommendation of academic advisor; (b) consent of Program Director.

5. Semester in Rome. Students live and study in Rome. The following three courses, designed specifically for this program and taught by faculty from Rome, are 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). A fourth course, tailored to the needs and interests of the participants, is also offered. 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 day trip to Greece. Program Director: David Colin. Time Period: Fall semester. Credit: up to four courses. Prerequisites: (a) consent of academic advisor; (b) approval of faculty selection committee.

6. 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. 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.

7. Semester in Nepal. A Semester in Nepal will be offered by Pitzer College in the fall of 1976. This program, open to students of all The Claremont Colleges and to a limited number of students from other colleges, is designed to allow

students the unique opportunity to live and do research in a culture very different from their own. During four months students will learn about Nepal by living with Nepalese families, by studying Nepali, by visiting historic sites, by attending classes at Tribhuvan University, by trekking in the Himalayas, and by doing their own research. Program Directors: Merrill Goodall, Allen Greenberger, Donald Brenneis, Susan Seymour. Time Period: Fall semester. Credit: up to four courses. Prerequisites: (a) participation in Nepal Seminar (offered in Spring); (b) recommendation of advisor and two faculty members; (c) approval of the Semester in Nepal Faculty Advisory Committee.

7A. Seminar on 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. Spring, arranged, staff.

8. 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.

9. Intensive Field Work in Psychology. Students who have a strong commitment to psychology as a career may apply through Pitzer College for placements as trainees in psychiatric facilities.

A) Veterans Administration Hospital, Downey, Illinois. The students would function as full time junior staff members under the supervision of mental health professionals for one semester. There would be opportunities for training in physiological psychology, psychological testing, group psychotherapy, clinical research, rehabilitation, and operations research and program planning; the students' major activities would be determined by their assignment to a specific program within the facility. Program Directors: Karin Meiselman and Constance Atwell. Time Period: Fall and Spring semesters, 1975-76. Credit: three or four courses. Prerequisites:

(a) junior or senior status; (b) completion of at least half of the psychology concentration, including Psychological Statistics, Abnormal Psychology, and either Brain and Behavior or Physiological Psychology; (c) admission to a specific facility's program; (d) consent of academic advisor; (e) consent of Program Directors Application Deadline May 9, 1975, for Fall semester: December 12, 1975, for Spring semester.

B) Clearwater Ranch Children's School, Santa Rosa, California. The Clearwater Ranch School focuses on the treatment of emotionally disturbed children (e.g. autistic, hyperactive, and pre-delinquent children). Students work thirty hours a week as trainees under the supervision of Clearwater's professional staff and attend training seminars related to child therapy. Related readings and independent studies are arranged with the program director and other relevant faculty members at Pitzer. Program Director: Richard Tsujimoto. Time Period: Fall or Spring semester 1975-76, or a semester and a summer. Credit: three to five courses. Prerequisites: (a) junior or senior status; (b) Psychological Statistics, a course related to child development, and Abnormal Psychology; (c) admission to Clearwater's training program; (d) consent of Program Director; (e) consent of academic advisor. Application Deadline: May 2, 1975 for Fall semester placements or for placements starting in the summer of 1975 and continuing through the Fall semester; December 12, 1975 for placements starting Spring semester.

10. External Studies in Environmental Arts. Students in Environmental Studies and Art with design interests may apply for external work in approved programs such as the Farallones Institute in Berkeley and Sonoma County and Paolo Soleri's Arcosanti Project. The Farallones Institute affords opportunities to work in an apprenticeship mode on eco-community projects such as the Berkeley Urban Homestead, their Sonoma County rural homestead community and on media projects involving documentation of their shelter, food production and alternate energy experiments. The Arcosanti Project in Arizona involves working in an apprenticeship mode with Paolo Soleri's ongoing program engaged in the design and construction of his Arcology city near Mayer. Programs in either case must be worked out with two advisors and approved by the appropriate committees. Campus coordinator for such projects is Carl Hertel. Credit: two to three courses. Prerequisite: consent of advisor and art field group or environmental studies field group.

11. Year in Japan. Pitzer College, in conjunction with other private colleges in Southern California, participates in a year-long program based at Waseda University, Tokyo, Japan. The program is designed both for students with a background in Asian Studies and those who would like to explore new cultural and intellectual opportunities in Japan. Courses are taught through the International Division of Waseda University by both Japanese and American professors. All courses are taught in English and there is a wide variety available including such subjects as Japanese language, Japanese Architecture, Economic Life in Japan, and Asian Political Philosophy. Students will live with Japanese families. Program Director: Stanleigh Jones and Allen Greenberger. Time Period: Full academic year 1975-1976. Credit: up to eight courses for the year. Prerequisites: Recommendation by the Faculty Directors and approval by the selection committee of the California Private Universities and Colleges.

EXTERNAL STUDIES — SUMMER PROGRAMS

20. Sources of the American Spirit. This program will enable students to take advantage of the richness of Boston's heritage and to understand a region which since the seventeenth century has often pioneered in the literary, social, and political development of the United States. The New England program will involve an historical and literary exploration of some of the major impulses behind the development of American theology, politics, industry, philosophy and culture. Among the themes are Puritanism and the Revolution, the nineteenth-century Yankee reformers (abolitionists, feminists, transcendentalists), and the rise and impact of American industry. Program Directors: Robert Buroker and Ellin Ringler. Time Period: July 1 - August 15, 1975. Credit: two courses. Prerequisites: consent of Program Directors.

21. Summer in London. 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 multi-national corporations, and the various forms of economic and political integration such as the Common Market. Visits to Brussels and Paris, headquarters of the ECC and OECD 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. Program Director: Harvey Botwin. Time Period: July 2 - August 13, 1975 (will be repeated during the summer of 1976). Credit: two courses. Prerequisites: consent of Program Director.

22. Art, Alternate Energy and Environments Summer Workshop. A four week intensive workshop in art, alternate energy systems and environments conducted at Pitzer's Thompson Ranch Wilderness Preserve in the San Gabriel Mountains. Students live on the ranch and work in paraprimitive ceramics using native materials, landscape drawing and painting, environmental sculpture and structures (inflatables, tipis, etc.) and design and fabricate alternate energy systems related to their various projects. For example, students fabricate and operate a solar furnace for raku firing, as well as other applications of solar energy to environmental designs. Alternate energy systems concerned with wind and small scale hydroelectric as well as methane production are also explored. Work is organized on a system of modules responsive to individual and small group interests, level of development and needs. Readings, discussions, demonstrations and visits by artists, poets, musicians and naturalists supplementing the summer faculty are undertaken in conjunction with daily creative projects. Projects are both collective and individual in format with emphasis given to utilization of natural resources available on the 56 acre Wilderness Preserve. The ranch possesses a great many beautiful and unique natural features including a virtually undisturbed high chaparral ecology, with an interesting variety of flora and fauna including madrone, a large herd of big horn sheep and a trout stream. Program Directors: Carl Hertel and Dion Meyers. Time Period: June 16 - July 11, 1975 (may be repeated during the summer of 1976). Credit: two courses. Prerequisites: (a) participants should be in good physical condition, oriented toward nature and a rustic setting, and interested in the arts, alternate energy or related environmental concerns, (b) consent of Program Directors.

23. The Coastal Villages of Ireland. A six to eight week sailing trip to study the local culture and economy of Ireland. The trip begins at Falmouth, England, aboard the *Via Maris*, a 51' Laurent Giles-designed ketch. The program features visits to Crookhaven, Skellig Michael, the Blasket Islands, numerous small villages along the Irish coast. Program Director: Frederick Ellis. Time Period: June 16 - August 4, 1975. Credit: up to two courses. Prerequisites: (a)

a demonstrated interest in Irish studies and a well conceived independent study project, (b) consent of faculty advisor, (c) approval of advisory committee.

24. Summer Field Course in Mexico. This program is an intensive study of the anthropology of Mexico, involving the archaeology of the major civilizations of Mesoamerica, the social anthropology of contemporary peoples of Mexico and the modernization of traditional peoples. During May, students attend three introductory seminars to the region. Fieldwork begins in Mexico on June 23rd with visits to major archaeological sites from Vera Cruz south around the Yucatan Peninsula. In addition, the program features study tours to anthropological projects at San Cristobal Las Casas; Juchitan; Oaxaca; and Patzcuaro, Michoacan. Program Directors: David Thomas and Melody Trott. Time Period: June 23 - August 10, 1975. Credit: two courses. Prerequisites: (a) some knowledge of Spanish is desirable, (b) attendance at orientation and introductory seminars, (c) consent of Program Directors.



Through cooperation with other Claremont Colleges, complete mathematics offerings are available to Pitzer students.

INTERDISCIPLINARY COLLOQUIUM

The Desert Colloquium: An Interdisciplinary Exploration of the Desert as a Place. The thematic materials will focus on: (1) Natural History: The physical framework of the desert habitat, especially its geology and ecology, but with attention also to geography, meteorology, taxonomy, evolutionary adaptations and natural history. (2) Place and Shelter: The effects of selective human use, the ecology and esthetics of shelter, and the relationship of environmental sensibility to occupancy and use. (3) Perception and Natural Philosophy: The history of human thought about deserts, particularly Old World Biblical traditions and in the New World Confrontation of the desert. (4) Contemporary Aspects: Development and human density in the desert; trends in its status as an environment in the light of current technology, public land policy, recreation and the limitations of desert ecosystems. A combination of classroom and field experiences, examining the physical and cultural dimensions of life in the desert in general and the human experience of the southwest desert in particular. The colloquium will center on a cluster of interrelated topics and field trips accommodated to seasonal aspects of the desert. Regular meetings on thematic materials, films and guests will give way as the semester progresses to more frequent on-site studies. An adjunct half-course in "Desert Studies" will be open to a larger group who will participate in certain of the on-campus parts of the colloquium and undertake independent work on desert related topics. Limited to ten students with preference given to juniors and seniors with interest and experience in environmental design, human ecology and the various aspects of environmental studies. Four course credits; it is expected that students enrolled in the colloquium will not take other courses during the same semester. Spring, to be arranged, C. Hertel, P. Shepard and a variety of fellow faculty, outside experts, desert rats, local guides, Native Americans, bureaucrats, politicians, artists and poets.

SEMINAR AND FORUM IN COMMUNITY DEVELOPMENT

This special course is designed to analyze and apply the methodologies for social change in the context of community development. Current approaches in community development are explored through case studies, readings, lectures, and guest speakers. Students are required to participate in the development of a "Project Curriculum"

that will bring them into contact with community people for the purpose of identifying a fieldwork project, defining objectives as well as identifying the possible approaches and resources available. The semester after taking the course, students may arrange to carry out these fieldwork projects in a program carrying up to two courses of credit. Enrollment is limited to 15 students with junior or second-semester sophomore standing who have also received the instructor's consent. Spring, t. 7-9, R. Granados.

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 Allen Greenberger, Spring, m. 4-6.

2. Administrative Internship. This five-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 important to stress that the program is primarily but not exclusively designed for Chicano, Asian, Black, Indian and other students of color. Students, through their internship and seminar sessions, research, *think*, and write about the past, present, and future aspects of living and being in a variety of communities: state, nation and world. For further information contact an Intern and Leonard Harper. Both semesters, th. 6:30-9:30.

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.

Concentration Requirements and Courses of Study

This section describes the concentration requirements and the 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.

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 ten courses in addition to the two basic introductory courses, Anthropology 10 and 11. These ten courses consist of the following:

- A. History of Anthropological Theory
- B. Field Research Methods
- C. Kinship and Social Organization or Social Institutions
- D. Senior Seminar in Social/Cultural Anthropology *or*

Senior Seminar in Archeological/Biological Anthropology

- E. One area course
- F. One course in linguistics
- G. One advanced course in biological anthropology
- H. One advanced course in archeology
- I, J, K. One course from any two of the following three specialties: social anthropology (I), symbolic systems (J), psychological anthropology (K)

Specific courses fulfilling these requirements are indicated by appropriate key-letters (A-K) in the course descriptions. In addition, lists of appropriate courses and curriculum requirements may be obtained from any member of the anthropology faculty.

The anthropology concentration is designed to acquaint students with all the major fields of anthropology, as well as to equip them with a solid knowledge of the theoretical and methodological underpinnings of the discipline. The actual selection of courses, including 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 faculty consultation, especially with respect to preparation in statistics and foreign languages.

Selected concentrators may be invited by the anthropology faculty to prepare a senior thesis. Concentrators may and are encouraged to 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 taken a course under (B) above, Field Research Methods.

- 10 **Introduction to Archaeology and Physical Anthropology.** An introduction to the basic concepts, theories and methods of these fields. The course of human history from the origins of man to the rise of civilization will be surveyed as well as the adaptations of living peoples. Fall, t.th. 12, S. Miller. Spring, m.w.f. 9, D. Thomas.

- 11 Introduction to Social and Cultural Anthropology.** An introduction to the basic concepts, theories and methods of social and cultural anthropology. An investigation of the nature of socio-cultural systems using ethnographic materials from a wide range of societies. Fall, t.th. 9:40, L. Munroe. Spring, t.th. 9:40, L. McDougall.
- 83 Peoples of Europe.** (E) An introduction to the ethnography of several European cultures from a contemporary and from a historical perspective, including consideration of social structure and dynamics, areas of social change, class systems and the significance of the rural-urban continuum. Spring, m.w.f. 10, L. McDougall.
- 80 Indians of North America.** (E) S. Miller. (Not offered in 1975-76.)
- 84 Peoples of Africa.** (E) A survey of African peoples, focusing on a few groups chosen to represent a range of cultural-ecological adaptations. Spring, m.w. 12, S. Miller.
- 85 Peoples of South East Asia.** (E) A survey of some of the peoples and cultures of Southeast Asia and an introduction to the culture history of this complex area. Specific concerns will be inter-ethnic relations, socio-economic development, changing patterns of kinship, and the adaptations of religious traditions to modernization. Fall, m.w.f. 9, S. Seymour.
- 86 Peoples and Cultures of India.** (E) S. Seymour. (Not offered in 1975-76.)
- 90 The Culture of the Americans.** (E) 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, L. Munroe.
- 100 Religion and World View.** (J) L. McDougall. (Not offered in 1975-76.)
- 101 Archaeological Theory and Method.** (H) The course is designed to consider the various theoretical approaches to archaeology which have been prevalent in the past, and the current theoretical conflict. The methods which those different theoretical bases require in fieldwork are compared. Techniques of excavation are learned in an actual field situation, as well as techniques of laboratory analysis. Methods of data preparation are introduced, along with the requirements of written research reports. The interpretation of archaeological materials in anthropological terms is emphasized. Fall, th. 1:15-4, S. Miller.
- 104 Language and Culture.** (F) (See Linguistics 104.) Fall, m. 7-10, D. Brenneis and R. Macaulay.
- 106 Culture and Personality.** (K) An investigation of the effects of culture on the formation, structure and expression of personality. A survey of major theoretical approaches and methodologies in the field. Particular problems to be investigated will include early experience as a determinant of adult personality, the relationship of culture to sex roles and sex identity, modal personality, definitions of normal and abnormal behavior, and the effects of socio-cultural change on the organization of personality. Spring, t.th. 1:15, S. Seymour.
- 107 Social Organization.** (C) L. McDougall. (Not offered in 1975-76.)
- 108 Man's Ecological Relationships.** (G) D. Thomas. (Not offered in 1975-76.)
- 109 Woman.** (I) L. McDougall. (Not offered in 1975-76.)
- 110 Sociolinguistics.** (F) D. Brenneis and R. Macaulay. (Not offered in 1975-76.)
- 113 Folklore in Context.** (J) 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. Spring, t.th. 8:20, D. Brenneis.
- 114 Heredity, Evolution and Society.** (G) D. Thomas. (Not offered in 1975-76.)
- 119 Culture and Education.** (K) The study of education as the process of cultural transmission. A comparative analysis of non-Western and Western educational practices and the problems associated with the introduction of formal schooling into developing na-

tions. Particular focus on contemporary multicultural societies, their special educational problems, and the rise of bilingual-bicultural programs. Fall, m.w.f. 11, S. Seymour.

- 121 **Classical Mythology.** (J) (See Classics 121.) Spring, t.th. 1:15, S. Glass.
- 122 **Anthropology of Politics, Law and Conflict.** (I) An introduction to the ethnographic study of politics, 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 political and social control processes of other societies and the use of such anthropological perspectives in understanding political and legal institutions in our own. Fall, m.w.f. 10, D. Brenneis.
- 123 **Old World Prehistory: Africa.** (H) S. Miller. (Not offered in 1975-76.)
- 124 **Old World Prehistory: Europe and Asia.** (H) A survey of man's cultural development in Europe and Asia, from its Stone Age beginnings through the important discovery of agriculture. Particular attention will be given to the Neolithic Revolution and its impact. Primarily for juniors and seniors. Fall, t.th. 8:20, S. Miller.
- 134 **Man and Beast: Biological Limits on the Future of Man.** (G) From the perspective of evolutionary theory, this course will examine the implications of man's natural history and resulting behavioral propensities for the future development of society. Such topics as territoriality, aggression, aesthetic needs, and crowding will be taken up. Prerequisite: Introductory Biology or Anthropology 10, or consent of instructors. Fall, m.w. 12, D. Thomas and P. Shepard.
- 137 **Anthropological Approaches to Complex Societies.** (I) (Listed as Anthropology 80 in 1974-75.) An introductory and exploratory course concerned with plural societies, ethnic boundaries, and the ethnographic study of official institutions (e.g., courts, schools) and their relations with individuals and different ethnic groups. The course is concerned with both theoretical and practical implications of research in such societies. Spring, t.th. 12, D. Brenneis.
- 138 **Social Institutions.** (C) What is society? An introduction to the study of society in terms of its institutions: political, jural, economic, social-structural, religious, among others. Prerequisite: Anthropology 11 or a course in ethnography. Spring, m.w. 1:15, L. McDougall.
- 151 **Seminar: Female Biology and the Cultural Roles of Women.** (G) An investigation of the ways in which female biological realities and behavior patterns have developed during the course of human evolution. A cross-cultural comparison of women in non-western societies, with emphasis on the roles of women in cultures that occupy different ecosystems. Spring, th. 7, S. Miller.
- 152 **Seminar: Verbal Performance.** (F) An examination of the contexts, texts, functions, and cultural definitions of speech events. Items of verbal folklore such as riddles, proverbs and narratives will be the focus for our analysis; other types of discourse such as oratory and gossip will also be considered. A central concern will be the relationship between the intentions of individual performers, social and cultural constraints on performance, and the content and style of specific performances. Prerequisite: Anthropology 104, 110, 113, or Linguistics 50, or consent of instructor. Spring, t. 7, D. Brenneis.
- 153 **Seminar: History of Anthropological Theory.** (A) 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. Fall, t. 2:45, L. Munroe.
- 155 **Socialization and Personality in Cross-Cultural Perspective.** (K) R. Munroe and L. Munroe. (Not offered in 1975-76.)
- 157 **Urban Anthropology.** (I) Analysis of the applications of anthropological theory and methodology to research in urban areas. Areas of investigation will include rural-urban migration and adaptive strategies to urban life, social network theory, inter-ethnic relations, specialized urban communities, community development, and changing family and role structures. Case studies from different parts of the world will be used. Seminar: permission of instructor required. Spring, m. 2:45, S. Seymour.

- 160 **Seminar: The Primates and Human Evolution.** (G) S. Miller. (Not offered in 1975-76.)
- 161 **Greek Art and Archaeology.** (H) (See Classics 161.) Fall, t.th. 1:15, S. Glass.
- 163 **Seminar: Race and Intelligence.** (G) An intensive half course given during the first seven weeks of the semester. The question of differences in psychological functioning between different human groups and its social implications will be taken up. Fall, f. 1-4, D. Thomas.
- 164 **Theory and Method in Folklore Research.** (F) D. Brenneis. (Not offered in 1975-76.)
- 184 **Seminar: Psychological Anthropology.** (K) L. Munroe. (Not offered in 1975-76.)
- 186 **Research Methods in Anthropology.** (B) 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 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. Spring, f. 2:45, D. Thomas.
- 195 **Senior Seminar: Social and Cultural Anthropology.** (D) A critical examination for advanced students of important problems in contemporary social and cultural anthropology. Most of the major sub-disciplines of social and cultural anthropology, e.g., linguistics, symbolic anthropology, psychological anthropology, are considered. As well, the relevance of archaeology and biological anthropology to social and cultural anthropology is treated. Fall, w. 7, S. Seymour.
- 196 **Senior Seminar: Archaeology and Physical Anthropology.** (D) A critical examination for advanced students of important problems in contemporary archaeology and physical anthropology. Topics to be taken up will include human origins, race, the behavior of non-human primates, human ecology, and the theory and methods of archaeology. Spring, w. 7, D. Thomas.

CHICANO STUDIES CENTER

- 80CC **Ancient Civilizations of Aztlán.** (E) The study of the development of religion, intellectual thought, esthetics, and socio-economic and political systems in the ancient cultures of Aztlán with an emphasis on the implications for modern-day Chicanos. Fall, t.th. 9:40, J. Cuellar.
- 104CC **Social Sciences and the Chicano.** J. Cuellar. (Not offered in 1975-76.)
- 132CC **Urbanism, Urbanization and the Chicano.** (I) 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, th. 1-4, J. Cuellar.
- 145CC **Sociocultural Change: The Chicano Perspective.** J. Cuellar. (Not offered in 1975-76.)
- 170CC **Death in the Chicano Community.** (I) A seminar for the intensive study of death in the Chicano community. We will examine death as a philosophy of life and its socio-psychological ramifications on Chicanos. The emphasis will be on empirical research in diverse areas of the Chicano culture with death as the central topic. Spring, th. 7-10, J. Cuellar.
- 171CC **Aging and Age Stratification in the Chicano Community.** (I) 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 and domestic), (2) inter-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 consent of the instructor. Spring, t. 7-10, J. Cuellar.

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- 103 **South American Indian Narrative.** (J) Spring. R. Bolton.
- 107 **Medical Anthropology.** (G) Spring. R. Bolton.
- 111 **Comparative Cultures.** (I) Fall, w. 7:30, R. Bolton.

HARVEY MUDD COLLEGE

- 102 **Maya Realm.** (H) Fall, t.th. 8:20, G. Pahl.
- 103 **Andean Archaeology.** (H) Spring, G. Pahl.
- 106 **Maya Hieroglyphics Seminar.** (F) Fall, m.w. 2:45, Spring, G. Pahl.

Archaeology

(See Anthropology)

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 facts 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.

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.

- 41 **A Short Natural History of Art.** An introduction to art. The natural history approach is employed to supplement conventional historical considerations with contemporary relevancies. The course is concerned with the history of art, the processes and materials of art, the role of art and culture in human history. Readings, slide discussions, and field trips. For the student beginning in art or the student interested in art for general education purposes. Fall, m.w.f. 9, C. 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 include stone, plastic, air, earth and light. For the art student interested in exploring and developing his or her sensibilities to light and space. Also for students from other disciplines concerned with the nature and function of human environmental interventions. Materials fee \$15. No prerequisites. Fall, m. 1:15-2:15, w. 1:15-4:15, C. Hertel.
- 15/105 Two-Dimensional Art Studio.** A beginning and intermediate studio in the concepts and techniques of two-dimensional visual art. Some emphasis upon drawing with work in other selected mediums. Attention will be given to the development of both technique and individual expressiveness. No prerequisites; may be repeated for credit. Model fee \$15. Fall, w. 7:15-10. Spring, w. 1:15-4, staff.
- 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 personal, well-thought-out pottery. Consent of instructor required; may be repeated for credit. Clay and lab fees \$25. Enrollment limited to 15. Fall, t. 1:15-4, D. Furman.
- 80 Ceramics Sculpture.** Techniques in ceramics with a sculptural emphasis. This course will stress ideal 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; may be repeated for credit. Clay and lab fees \$25. Spring, t. 1:15-4, D. Furman.
- 100 Glass.** The planning and practice of glassblowing at Pitzer College. Students will be involved in the construction and maintenance of the glass studio and related equipment: glass furnaces, annealing ovens, work benches, stands, and tools. Instruction given in off-hand freeblown glass, as well as theories and contemporary attitudes towards glass as art. Limited enrollment; written consent of instructor required; may be repeated for credit. Lab fee \$25. Both semesters, w. 1:15-4 plus lab. D. Furman.
- 106 Further Work in Ceramics.** A class for students who have had two semesters in ceramics (Art 65 and 80), 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; may be repeated for credit. Clay and laboratory fees \$25. Both semesters, th. 1:15-4, staff.
- 108 Images of Women in Film.** (See English 108.) Course fee \$12.50. Spring, w.th. 7-10 and th. 1:15-2:30 or 2:45-4:00, B. Houston.
- 115 Aspects of Environmental Design.** A workshop in general problems and approaches to environmental design. Readings and discussion of publications and work by Ian McHarg, Larry Halprin, Paolo Soleri, Frank Lloyd Wright and others. Practical problems in design related to human environmental interventions reflecting contemporary technological, social, ecological and aesthetic concerns. For the student with a collateral or beginning interest in environmental design from the perspective of the arts, architecture or the social sciences. May be considered useful for students contemplating an external study at Soleri's Arcosanti, the Farallones Institute Program and others. Studio fee \$15. No prerequisites, though some experience in drawing would be useful. Class limited to 10. Fall, th. 1:15-4:15 and arranged time. C. Hertel.
- 120 Watercolor Landscape Painting.** C. Hertel. (Not offered in 1975-76.)
- 121 Topics in Aesthetics and Criticism.** (See English 121.) Fall, t. 1:15-4:00, J. Bogen and B. Houston.
- 122 Nonwestern Art.** C. Hertel. (Not offered in 1975-76.)
- 147 Aesthetics of the Film.** (See Philosophy 147.) Lab fee \$12.50. Spring, m.w. 2:45, R. Gordon.
- 161 Greek Art and Archaeology.** (See Classics 161.) Fall, t.th. 1:15, S. Glass.
- 182CC Grammar of Film** (See Film Studies 182CC.) Fall th. 3-5, Spring, arranged, R. Wilson.
- 183CC Advanced Filmmaking.** (See Film Studies 183CC.) Fall, w. 3-5; Spring, arranged, R. Wilson.
- 90/190 Facts in Art.** Advanced materials 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. 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.

- 199 Senior Projects in Art.** A course in the design, development and installation of the senior exhibition required for studio art concentrators. Entails consultation and advisory work with relevant professor on the selection of the senior project, development of work for the project and presentation in the senior exhibition. Restricted to senior studio art concentrators. Fall and Spring, time arranged, D. Furman and C. Hertel.

BLACK STUDIES CENTER

- 99CC The Art of Black Cultures.** This course will trace the development of art within Black cultures with an emphasis upon the role of social factors in determining form and content. The subsequent influence of Black art styles upon the form concepts of non-Black artists will be discussed. Spring, w. 7-9:45, S. Lewis.

CHICANO STUDIES CENTER

- 120aCC Art History of Mexico: Part I.** A survey of the arts of pre-Columbian Mexico to the Spanish contact. Comprehensive analyses will be made of the religious and militaristic societies and of the theocratic symbolism as expressed in the architecture, murals, and sculpture. Fall, t.th. 2:45, B. Hernandez.
- 120bCC Art History of Mexico: Part II.** The diverse development of Mexican art from the War of Independence (1810) through the Revolution of 1910, with some attention to the departure from European traditions, colonial architecture from its early monasteries to its opulent cathedrals, the indigenous, mestizo and criollo contributions to the Plateresque, Baroque, Churrigueresque and Neo-Classic styles. The Post-revolutionary period will focus on the uniquely Mexican muralism and contemporary art

which depict the dramatic changes, both artistic and social, wrought by the Revolution. Chicano muralism will be studied as an offspring with its own characteristic statement of self-identification and self-determination. Spring, t.th. 2:45, B. Hernandez.

EXTERNAL STUDIES

Students should also consult External Studies offerings for Pitzer programs involving the arts, such as the Tuscarora Program, the Arcosanti Program and the Farallones Institute Program.

INTERCOLLEGIATE

101G Drawing. Fall, w. 1:15-4, R. Reiss.

107G Assemblage and Collage. Fall, t.th. 3-5, M. Brewster.

See also the Pomona and Scripps Colleges Catalogs for further offerings in Art History and Studio Art.

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:

- A. China
- B. China and Japan
- C. South Asia
- D. South and Southeast Asia
- E. 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.

Asian Studies is a cooperative program of The Claremont Colleges.

ANTHROPOLOGY

- 85 **Peoples of Southeast Asia.** Fall, m.w.f. 9, S. Seymour. (Pitzer)
- 86 **Peoples and Cultures of India.** S. Seymour. (Not offered in 1975-76.) (Pitzer)

ART

- 150a **Art of China.** Spring, m.w.f. 11, S. Lewis. (Scripps)
- 150b **Art of China.** S. Lewis. (Not offered in 1975-76.) (Scripps)

ASIAN LITERATURE IN TRANSLATION

- Chinese 133 **Nature Poetry: In English Translation.** Fall, w. 7-10, M. Tsai. (Pomona)
- Chinese 175 **Problems in the Study of Chinese and Western Literature: Taoism, Creativity and Literature.** Spring, w. 7-10, M. Tsai. (Pomona)
- Japanese 109,110 **Pre-modern Japanese Literature in Translation.** (Not offered in 1975-76.) (CGS)

ASIAN STUDIES

- 199 **Senior Thesis.**

ECONOMICS

- 107 **Economic Development.** Fall, t.th. 8:20, L. Hollerman. (CMC)
- 119 **Economic History of the United States, Russia and Japan.** (Not offered in 1975-76.) (Pomona)
- 130 **Comparative Economic Systems.** Spring, t.th. 1:15, J. Arnault. (Pitzer)
- 160 **Economic Development of East Asia.** Spring, t.th. 8:20, L. Hollerman. (CMC)

- 192 **Underpinnings of the Japanese Economic Miracle.** Spring, L. Hollerman. (CMC)

GOVERNMENT

- 113 **Non-violence in Theory and Practice.** Fall, m.w.f. 10, J. Gould. (Scripps)
- 129 **Comparative Asian Politics.** Fall, w. 1:15, R. Jones. (Pomona)

HISTORY

- 60CC **Asian Traditions.** Fall, m.w.f. 11, J. Dennerline, A. Greenberger.
- 61CC **Revolution and Social Change in Modern Asia.** Spring, m.w.f. 11, A. Greenberger, A. Rosenbaum, H. Smith.
- 140 **India to 1707.** A. Greenberger. (Not offered in 1975-76.) (Pitzer)
- 141 **India Since 1707.** A. Greenberger. (Not offered in 1975-76.) (Pitzer)
- 142 **Studies in Asian-American History.** Fall, m. 7-10, T. Dong, H. Smith. (Pomona)
- 144 **Late Imperial China.** Spring, m.w. 2:45, J. Dennerline. (Pomona)
- 146 **China: Intellectual Roots and Branches.** Spring, t.th. 9:40, J. Dennerline. (Pomona)
- 148 **History of Southeast Asia.** Fall, t.th. 8:20, H. Smith. (Pomona)
- 160 **Mao and the People's Republic.** Fall, m.w. 1:15, A. Rosenbaum. (CMC)
- 163 **Chinese Revolution.** Spring, m.w. 1:15, A. Rosenbaum. (CMC)
- 196 **China in War and Revolution 1930-1952.** (Seminar.) Spring, w. 3, A. Rosenbaum.

LANGUAGE AND LITERATURE

Chinese 1a,b Elementary Chinese. Both semesters, m.t.w.f. 10, M. Tsai. (Pomona)

Chinese 51a,b Intermediate Chinese. Both semesters, m.w.f. 10, M. Tsai. (Pomona)

Chinese 121a,b Advanced Chinese. Both semesters, m.w.f. 10, J. Denerline. (Pomona)

Chinese 133 Nature Poetry in English Translation. Fall, w. 7-10, M. Tsai. (Pomona)

Chinese 175 Problems in the Study of Chinese and Western Literature: Taoism, Creativity and Literature. Spring, w. 7-10, M. Tsai. (Pomona)

Japanese 2a,b Elementary Japanese. Both semesters, m-f, t.th. 4, Y. Takata. (Pomona)

Japanese 102a,b Intermediate Japanese. Both semesters, m.w.f. 10, t.th. 9:40, Y. Takata. (Pomona)

Hindi-Urdu, Malay-Indonesian, Thai, Sanskrit, Arabic. All levels. Both semesters, arranged, H. Ruyter. (CGS)

Sanskrit 10 Sanskrit. Spring, arranged, Q. Howe. (Scripps)

PHILOSOPHY

132 Philosophical and Religions Classics of the Orient. Spring, J. Hutchison. (CGS)

PSYCHOLOGY

165 The Asian-American Experience. Spring, t.th. 1:15, T. Dong, R. Tsujimoto. (Pitzer and Pomona)

RELIGION

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

103 The Oriental Heritage II: Sacred Traditions of China and Japan. Spring, m.w.f. 9, M. Dornish. (Pomona)

113 Transformation and Utopia. Fall, m.w. 2:45, M. Dornish. (Pomona)

114 Enlightenment and Freedom. Spring, m.w. 2:45, M. Dornish. (Pomona)

SOCIOLOGY

51 The Social History of Modern China. Fall, m.w. 1:15, R. Volti. (Pitzer)

160 Social Structure and Economic Development in Modern Asia. Spring, t.th. 2:45, R. Volti.

EXTERNAL STUDIES

7 Semester in Nepal. (See External Studies 7.)

7A Seminar on Nepal. (See External Studies 7A.)

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.

THE ARTS AND HUMANITIES

99CC The Art of Black Cultures. Spring, w. 7-9:45, S. Lewis.

148CC Black Theatre Workshop. Fall, m.w.f. 2:45-4:00, staff.

155CC Ethnomusicology. Fall, m. 7-9:45, staff.

185CC The Next Step: New Forms in Drama. Spring, m.w.f. 2:45, staff.

190CC Contemporary Black Arts: Jazz. Spring, th. 7-9:45, staff.

COMMUNICATIONS

- 122CC Film Making in the Black Community. Fall, t.th. 2:45, staff.
- 123CC Intermediate Film Making in the Black Community. Spring, t.th. 2:45, staff.
- 160CC People's Journalism: Theory. Fall, arranged, staff.

ECONOMICS

- 90CC Methods of Social and Economic Research. Fall, arranged, staff.
- 104CC Economic History of African and Afro-American Peoples. Spring, 7-9:45, staff.
- 118CC Socialist Economic Theories and the Developing World. Fall, t.th. 1:15, staff.
- 125CC Economic Problems of the Black Community. Spring, t.th. 1:15, staff.

EDUCATION

- 120CC The Death Machine I. Fall, t. 7-9:45, staff.
- 121CC The Death Machine II. Spring, t. 7-9:45, staff.

ENGLISH

- 77CC Elements of Reading Comprehension. Spring, m.w. 1:15, S. Houchins.
- 91CC Introduction to Black American Literature. Fall, t.th. 1:15, A. Jackson.
- 141CC Beginning Expository Writing, Critical Reading, and Basic Research. Fall, m.w. 1:15, S. Houchins.
- 142CC Intermediate Expository Writing. Spring, m.w. 2:45, S. Houchins.
- 150CC Nommo: Survey in African-American Poetry. Spring, m. 7-9:45, S. Houchins.
- 191CC Black Writers of the U.S.A. Spring, m.w. 2:45, A. Jackson.
- 192CC Special Studies in Black Literature in the U.S.A. Fall, t. 7-10, A. Jackson.

- 193CC Special Studies in Black Literature Outside the U.S.A. The Theme of Exile in the Literature of the Caribbean. Fall, w. 2:45-5, S. Houchins.

HISTORY

- 50CC Survey of Afro-American History from the 15th Century to 1840. Fall, m.w.f. 9, staff.
- 51CC Survey of Afro-American History from 1840-1880. Spring, m.w.f. 9, staff.
- 52CC Survey of Afro-American History from 1880 to the end of W.W. II. Spring, t.th. 9:40, staff.
- 104CC Economic History of African and Afro-American Peoples. Spring, m. 7-9:45, staff.
- 105CC The Role of Blacks in the History of Science. Spring, m. 7-9:45, staff.
- 121CC A Comparative Study of Slavery in the Americas. Fall, m.w.f. 8, staff.
- 130CC Survey of African History to 1000. Fall, t.th. 1:15, staff.
- 131CC Survey of African History from 1000 to 1880. Spring, t.th. 1:15, staff.
- 135CC Africa in the Twentieth Century. Fall, m. 7-9:45, staff.
- 150CC Black People in the U.S.A. Since W.W. II. Spring, t. 7-9:45, staff.

LANGUAGES

- 15CC Swahili Special Studies. Fall, m.t.w.th. 1:15, E. Komo.
- 20a,bCC Introductory Swahili. Fall, m.t.w.th. 9. Spring, m.t.w.th. 9, E. Komo.
- 21a,bCC Intermediate Swahili. Fall, m.t.w.th. 1. Spring, m.t.w.th. 11, E. Komo.
- 30a,bCC Introductory French. Both semesters, m.t.w.th. 10, D. Davis.
- 150CC French Composition and Critical Analysis. Fall, m.w. 1:15, D. Davis.



Professor Penichet

- 160CC **Black Literature in French.** Spring, m.w. 1:15, D. Davis.

POLITICAL SCIENCE

- 137CC **European Imperialism and Colonial Administration.** Spring, t.th. 2:45, staff.
- 138CC **Comparative Political Theories and Social Change.** Spring, w. 7-9:45, staff.
- 153CC **The Black Community and the American Political Process.** Fall, m.w. 2:45, staff.
- 154CC **Pan Africanism I.** Fall, t.th. 1:15, staff.
- 155CC **Pan Africanism II.** Spring, t. 7-9:45, staff.
- 194CC **Special Studies Seminar: Black Women and the Development of the Black Community** Fall, t. 7-9:45, staff.
- 195CC **Special Studies Seminar: Black Women and the Development of the Black Community II.** Spring, th. 7-9:45, staff.

PSYCHOLOGY

- 140CC **Social Psychological Aspects of Black Identity and the Black Experience.** Fall, w. 7-9:45, staff.
- 150CC **The Myth of Prospero and Caliban.** Spring, m. 7-9:45, staff.

SOCIOLOGY

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

Biology

(See Natural Sciences)

Chemistry

(See Natural Sciences)

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 description, except for Chicano Studies 20CC. The other course descriptions are included in the appropriate disciplines throughout the curriculum.

ANTHROPOLOGY

- 80CC **Ancient Civilizations of Aztlán.** Fall, t.th. 9:40, J. Cuellar.
- 132CC **Urbanism, Urbanization and the Chicano,** Fall, th. 1-4 p.m., J. Cuellar.
- 170CC **Death in the Chicano Community.** Spring, th. 7-10 p.m., J. Cuellar.
- 171CC **Aging and Age Stratification in the Chicano Community.** Spring, t. 7-10 p.m., J. Cuellar.
- 104CC **Social Sciences and the Chicano.** (Not offered in 1975-76.)
- 145CC **Sociocultural Change: The Chicano Perspective.** (Not offered 1975-76.)

CHICANO STUDIES

20CC The Chicano Experience: A Multi-Disciplinary Introduction to Chicano Studies. This course will probe the Chicano experience in order to develop the central tools of learning — communication, dialogue, research, and scholarly analysis. The focus of the lectures, discussions, readings and research will be on the examination of the past, present, and future of the Chicano experience in order to give the student a better understanding of Chicano Studies as a viable academic endeavor and scholarly enterprise. Preference will be given to freshmen and others who have not had Chicano Studies courses. Fall, t.th. 11-12:20, J. Cuellar.

FINE ARTS

70CC Regional Dances of Mexico: Level I. (See Folklore 70CC.) Fall, t. 7-10 p.m., B. Hernandez.

71CC Regional Dances of Mexico: Level II. (See Folklore 71CC.) Spring, w. 7-10 p.m., B. Hernandez.

120aCC Art History of Mexico: Part I. Fall, t.th. 2:45, B. Hernandez.

120bCC Art History of Mexico: Part II. Spring, t.th. 2:45, B. Hernandez.

165CC Folk Songs of Aztlán. Spring, m. 7-10 p.m., G. Villarreal.

HISTORY

92CC The Chicano in the American Southwest. Fall, m.w.f. 9, R. Penichet.

139CC History of Mexico: Conquest to Mexican-American War. Fall, m.w.f. 11, R. Penichet.

140CC History of Mexico: Juarez to Present. Spring, m.w.f. 11, R. Penichet.

150CC Mexican Immigration and the U.S. Economy. Spring, m.w.f. 9, R. Penichet.

170CC Seminar: Colonialism and the Chicano. Spring, m.w. 2:45, R. Penichet.

POLITICAL SCIENCE

75CC A Survey of Chicano Politics. Fall, m.w.f. 10, staff.

137CC Political Sociology. Fall, t.th. 9:40, staff.

168CC Public Policy and the Chicano Community. Fall, m. 8-10 p.m., staff.

174CC Urban Politics and the Chicano. Spring, m.w.f. 10, staff.

181CC Seminar: Contemporary Chicano Politics. Spring, th. 7-10 p.m., staff.

PSYCHOLOGY

123CC Issues in Psychology and the Chicano. Spring t.th. 1:15, R. Gutierrez.

125CC Issues in Education and the Chicano. Fall, m.w. 2:45, staff.

198a,bCC Fieldwork in the Bilingual-Bicultural Experience, Both semesters, th. 6:30-10:30, R. Gutierrez.

SOCIOLOGY

60CC Sociology of the Chicano. (Not offered in 1975-76.)

90CC Introduction to the Social Sciences. Fall, t.th. 1:15, D. Sena.

100a,bCC Methodology and Statistics for the Social Sciences. (Not offered in 1975-76.)

130CC Racism: "The Chicano and the Man." Fall, w. 1-4, D. Sena.

156CC Ethnic Stratification. (Not offered in 1975-76.)

163CC Advanced Seminar in the Sociology of the Chicano, Spring, m. 7-10 p.m., D. Sena.

190CC Field Methods in Social History. Spring, w. 8-10 p.m., D. Sena.

SPANISH

- 11CC **Spanish as a Native Language: Level II.** Fall, m.w.f. 11, G. Villarreal.
- 50CC **Spanish as a Native Language: Level III.** Spring, m.w. 1:15, G. Villarreal.
- 135CC **Culture and Literature of Aztlán.** Fall, m.w. 1:15, G. Villarreal.
- 152CC **Contemporary Chicano Drama.** Fall, w. 7-10 p.m., G. Villarreal.

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.

- 8a,b **Elementary Latin.** An intensive study of Latin grammar and syntax, forms and English derivations. Readings from Caesar, Nepos, and Ovid. Elementary Latin composition. Students who have successfully completed this course will qualify for Classics 100 (Vergil). Offered at Scripps in 1975-76.
- 58 **Intermediate Latin.** For students with one or two years of secondary school Latin, or one year of college Latin. Review of grammar and syntax with readings from Latin prose and poetry. Fall, m.w.f. 11, S. Glass.
- 100 **Vergil.** An examination of the *Aeneid* and its place in history of epic, together with problems relating to its composition and verse forms. Spring, m.w.f. 11, S. Glass.
- 102 **The Roman Letter.** (Not offered in 1975-76.)
- 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, S. 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, S. Glass.
- 170 **The Roman Historians.** A careful study of Roman historiography primarily through readings in Livy, Tacitus, and Sallust. Offered at Pomona College in 1975-76.
- 175 **Roman Satire.** A study of *satira* and satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. Fall, m.w.f. 1:15-2:05, S. Glass.

- 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, R. McKirahan 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, S. Glass.
- 198 **Special Readings in Classical Archaeology.** (Not offered in 1975-76.)

EXTERNAL STUDIES

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

See also:

- ID 50 (Pomona), HLA 1-2 (Scripps) **The Intellectual History of Greece.** A thematic approach to some of the major literary, philosophical artistic, and historical landmarks of the Greek experience from the Bronze Age to the age of Alexander. Fall, m.w. 2:45-3:35 and an optional discussion conference Friday. S. Glass, R. Palmer, R. McKirahan.

- History 10-11 **From Ancient to Modern Europe.**

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- 51a,b **Elementary Greek.** Both semesters, m.w.f. 9 and th. 4:15, R. McKirahan.
- 52a,b **Elementary Biblical Hebrew.** Both semesters, m.w.f. 1:15-2:05 and 1 hour arranged, J. Whedbee.
- 101a,b **Intermediate Greek.** Both semesters, m.w. 1:15-2:30, H. Carroll.
- 181b **Latin Readings and Composition.** Spring, m.w.f. 10, H. Carroll.
- 182a **Greek Readings and Composition.** Spring, time arranged, R. McKirahan.



Professor Albert's continuing research and writing on creativity and genius is one of several ongoing faculty research projects.

- ID 51 **Intellectual History of Rome.** Spring, m.w. 2:45-3:35 and optional discussion conference Friday, H. Carroll, R. Palmer, Q. Howe, R. McKirahan.

- History 101 **Greece.** Spring, m.w.f. 9, H. Carroll.

- History of Art 163 **Hellenistic and Roman Art.** Spring, J. Emerick.

- Philosophy 110 **Ancient Philosophy.** Fall, m.w.f. 11, R. McKirahan.

- Philosophy 173 **Development of Greek Ethics.** Spring, m.w. 1:15, R. McKirahan.

SCRIPPS COLLEGE

- 8a,b **Elementary Latin.** Both semesters, m.t.w.th.f. 11, R. Palmer and Q. Howe.
- 103 **The Latin Lyric,** Fall, m.w.f. 10, R. Palmer.
- 182b **Greek Readings and Composition,** Spring, time arranged, Q. Howe.
- HLA 3-4 **Intellectual History of Rome.** Spring, m.w. 2:45-3:35 and optional discussion conference Friday. H. Carroll, Q. Howe, R. Palmer, R. McKirahan.

Communications

BLACK STUDIES CENTER

Comm. 122CC Film Making in the Black Community. (See Film Studies 122CC.) Fall, t.th. 2:45, staff.

Comm. 123CC Intermediate Film Making in the Black Community. (See Film Studies 123CC.) Spring, staff.

Comm. 160CC People's Journalism: Theory. Survey of the field of journalism. All aspects of newspaper communication will be explored, including mass media history and philosophy; theories of mass communication; survey of contemporary journalism; "objective" and advocacy journalism; the role of the journalist in social change; propoganda, public relations and advertising; legal and economic aspects of the media. Field work on local publications is required. Ability to type is recommended. Fall, m.w. 2:45, staff.

Drama

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

149a,b Theory and Practice of Dramatic Production. Study of the theory and processes of modern play production. Practical work in the fundamentals of acting, directing, and production, covering flexible and conscious control of vocal and bodily expression, the understanding of staging principles, and the problems of production. Class work will culminate in the production and presentation of a play. Each member of the class will be expected to participate in the production in some capacity. Open to freshmen with permission of the instructor. Course may be repeated for credit as 149a,b Theory of Dramatic Production II. Both semesters, m.w.f. 1:15-3:05, J. Swan.

150a,b History of the Theatre and the Drama. 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, J. Swan.

151a,b Changing Techniques and Styles in Acting and Production. (Not offered in 1975-76.)

154a,b Costume and Scenery for the Theatre. (Not offered in 1975-76.)

155a,b Play Production. An introductory course covering all aspects of Technical Theatre, with emphasis on acquiring basic skills in design, construction, and lighting. Students will be expected to participate in the technical aspects of production and to present an individual project at the end of the semester. Arranged. Staff.

160 Dramatic Analysis for Directors. (Not offered in 1975-76.)

191 Directed Readings in Drama.

192 Independent Study in Drama.

BLACK STUDIES CENTER

148CC Black Theatre Workshop. An introduction to the techniques of theatre, 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 inter-relationship of that self to the world of Blackness. Emphasis is on experimentation and innovation. Enrollment subject to the approval of instructor. Fall, m.w.f. 2:45-4, staff.

185CC The Next Step: New Forms in Drama. A theatre class for advanced drama students. The class considers the problems of creating new forms: new uses of the body, the voice, rhythm and new ways of telling a story. Plays are created in class for the first half of the semester under the direction of the instructor. The second half of the semester students work on problems of form presented by the instructor. With different content can be repeated for credit. Spring, staff.

See also the Pomona and Scripps College catalogs.

Economics

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

- A. One year of principles of economics.
- B. One year of economic theory.
- C. One semester of history of economic thought.
- D. One semester of statistics (preferably but not necessarily economic statistics).
- E. Five upper-level "applied" courses, chosen from at least three areas, such as:
 - a. business cycles
 - b. comparative economic systems
 - c. econometrics
 - d. economic development
 - e. economic history
 - f. environmental economics
 - g. industrial organization
 - h. international finance
 - i. international trade
 - j. labor economics
 - k. mathematical economics
 - l. money and banking
 - m. public finance and welfare economics
 - n. 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.

- F. 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:

1. Complete at least one year of calculus.
2. Complete at least one semester of linear algebra.
3. 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.

- 10 **Seminar on the Housing Crisis.** The course will examine housing needs and quality measurements, develop models of the housing market, examine problems such as deterioration and abandonment, and explore alternative housing policies: public housing, urban renewal, rent controls, housing subsidies, zoning, and legal restrictions on discrimination. Enrollment limited to 15. Fall, m.w. 2:45, J. Arnault.
- 15 **Seminar in Contemporary Economic Issues.** An examination of the different ways that one can analyze and solve various economic problems. Selected aspects of the American economy will be discussed. Not open to students who have taken Economics 20 or its equivalent. Enrollment limited to 15 students. Spring, t. 7, H. Botwin.
- 16 **Alternative Economic Systems.** J. Arnault. (Not offered in 1975-76.)
- 18 **The Economic Role of Government.** J. Arnault. (Not offered in 1975-76.)
- 20 **Principles of Economics: Macroeconomics.** The theory of the determination of the level of national income and economic activity, including an examination of the monetary system. Within this framework, such problems as inflation and unemployment will be studied, as well as international economic issues and problems of economic growth. Emphasis will be placed on basic economic principles and their application to current policy questions. Fall, t.th. 1:15, H. Botwin. Spring, t.th. 9:40, J. Arnault.
- 20x **Principles of Economics: Macroeconomics.** H. Botwin. (Not offered in 1975-76.)
- 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, H. Botwin.

30 Statistics. (See Political Studies 100.) Fall, m.w.f. 9, J. Sullivan and D. Mazmanian.

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 corporation, as well as the various forms of economic and political integration, such as the Common Market. Summer 1976 External Studies program in London, H. Botwin.

120 Economic Development. H. Botwin. (Not offered in 1975-76.)

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, m.w. 12, J. Arnault.

130 Comparative Economic Systems. A description and comparative analysis of selected economic systems, including the U.S., USSR, Japan, France, China, and Yugoslavia. Tools of analysis to be developed include input-output analysis and linear programming. Prerequisites: one year of Principles of Economics or consent of instructor. Spring t.th. 1:15, J. Arnault.

140 History of Economic Thought. The development of economic doctrines and analysis from ancient times up to the present, concentrating on the events subsequent to 1775. Particular emphasis will be placed

on the historical perspective of both men and ideas, as well as on the mechanisms through which analytical development occurs. A constant theme will be a comparison of the various economic analyses used in the past with our present engines of analysis. Prerequisite: one year of Principles of Economics or consent of instructor. Spring, w. 7, H. Botwin.

145 Public Finance and Welfare Economics. J. Arnault. (Not offered in 1975-76.)

151 The Making of Monetary and Fiscal Policy. Emphasis on the roles of the Council of Economic Advisors, the Federal Reserve Board, the Treasury and the Congress in the formulation of economic policy. The targets of policy and evaluation of policies to attain these targets. Problems of the past and proposals for change. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, t., 7, staff.

160 Economic Theory: Macroeconomics. H. Botwin. (Not offered in 1975-76.)

161 Economic Theory: Microeconomics. Analysis of consumer behavior, theory of production and the firm, resource allocation, market organization, capital theory, public goods, systems analysis, and income distribution. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, t.th. 2:45, J. Arnault.

EXTERNAL STUDIES

21 Summer in London. (See External Studies 21.)

BLACK STUDIES CENTER

90CC Methods of Social and Economic Research. The organization, interpretation, and presentation of research data as applied to the social sciences. Emphasis on the ideas underlying the development and use of statistical techniques and investigation in these areas. Fall, arranged, staff.

104CC Economic History of African and Afro-American Peoples. (An interdisciplinary course. Also History 104 CC.) This course has two major themes — the economic systems developed by Africans and the economic systems which Black people were responsible for developing in the New World. Consequent-

ly, emphasis is placed, respectively, on the various African precapital and capital economic systems, with special attention to intra-continental development, and on the role of Blacks in the progress of America in agriculture, industry, and commerce. Spring, staff.

- 118CC Socialist Economic Theories and the Developing World.** A study of some of the basic principles of socialist economic theories as they pertain to developing nations, such as Tanzania and Cuba. An examination of 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 permission of instructor. Fall, t.th. 1:15, staff.
- 125CC Economic Problems of the Black Community.** An examination of macroeconomic and microeconomic levels of factors causing the general condition of economic exploitation and oppression in the Black community. A consideration of both general and specific manifestations of this condition such as unemployment, slum housing, poor health and crime. An analysis of relationship between the general condition of the Black community and the political economy of capitalism. Spring, staff.

Education

Pitzer College does not offer a program of pre-professional training for teachers or a formal concentration in education. However, a special concentration may be worked out with the approval of the Curriculum Committee. Students considering careers in teaching or special concentrations in the study of education are urged to consult Ms. Siebel (or, in her absence, Ms. Bell, Ms. Munroe or Ms. Seymour).

- 4 Education and Human Development.** A seminar for freshmen. C. Siebel. (Not offered in 1975-76.)
- 30 The Study of Education: Education Corridor.** (Not offered for credit in 1975-76.)
- 52 Education and Human Development.** C. Siebel. (Not offered in 1975-76.)
- 104 Sociology of Education.** (See Sociology 104.) Fall, m.w. 4:15, P. Nardi.
- 115CC Introduction to Early Childhood Education.** (See Psychology 115CC.) Fall, w. 2:45-4:45, C. Keller.
- 119 Education and Culture.** (See Anthropology 119.) Fall, m.w.f. 11, S. Seymour.
- 153CC Creativity and the Young Child.** (See Psychology 153CC.) Fall, th. 2:45-4:45, C. Keller.
- 160 Developmental Human Ecology.** (See Environmental Studies 138.) Spring, m. 7, P. Shepard.
- 169CC Research and Practice in Early Childhood Education.** (See Psychology 169CC.) Spring, w. 2:45 and lab, C. Keller.
- 186 Seminar: Field Work in Education.** C. Siebel. (Not offered in 1975-76.)

EXTERNAL STUDIES

- 2 Fieldwork in Education and Treatment of Exceptional Children.** (See External Studies 2.)

BLACK STUDIES CENTER

- 120CC The Death Machine I.** A historical study of education in the Black community. A study of the impact of European educational systems on slave and post-slave communities. Beginning with traditional African forms of education, the course explores Greco-Roman, Judeo-Christian, and exploitative economic influences on the Twentieth Century. The philosophies of Black educators, e.g., Du Bois, Washington, and Woodson, will be considered. Fall, t. 7-9:45, staff.
- 121CC The Death Machine II.** The Rise of Public Miseducation. A reconsideration of the nature and purpose of education in the U.S.A. from 1900-1976 and its relationship to the Black community. Topics include trade training, mass education, and college preparation, and such procedures and issues as IQ testing, financing, remedial preparation, tracking systems, segregation, desegregation, teacher preparation, and the development of ethnically oriented curricula. The future of education in the Black community will be projected. Spring, t. 7-9:45, staff.

INTERCOLLEGIATE

170G Introduction to Public School Teaching. Second semester seniors only. Spring, m. 7-9, D. Cross.

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

107 Educational Psychology. Spring, W. Faust. (Pomona College)

See also Psychology:

123CC Issues in Psychology and the Chicano. See Chicano Studies Center listings under Psychology.) Spring, t.th. 1:15, R. Gutierrez.

125CC Issues in Education and the Chicano. (See Chicano Studies Center listings under Psychology.) Fall, m.w. 2:45-4:15, staff.

198a,bCC Fieldwork in the Bilingual-Bicultural Experience. (See Chicano Studies Center listings under Psychology.) Both semesters, th. 6:30-10:30, R. Gutierrez.

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 101a 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 185a and b are 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 course 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 ten courses, seminars, or independent studies, including English 101a 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.

- 101a,b Introduction to Literature.** A two-semester course required of English majors, covering representative works from eight periods in British literature. The works will be studied according to traditional methods of literary analysis. Fall, m.w.f. 9, B. Sanders. Spring, t.th. 8:20, A. Jackson.
- 105 Chaucer.** An in-depth study of the General Prologue, the major Tales, *Troilus and Criseyde*, plus a selection of the minor poems. All readings will be presented in Middle English. Spring, m.w.f. 12, B. Sanders.
- 106 The Medieval Spirit.** B. Sanders. (Not offered in 1975-76.)
- 107 History and Aesthetics of Film.** B. Houston. (Not offered in 1975-76.)
- 108 Images of Women in Film.** We will view a number of films, both shorts and features, directed by both men and women, which focus on the lives, personalities, and activities of women. We will explore both the image of woman, and methods of analyzing and evaluating films. Readings will include screenplays, film aesthetics, and feminist writings relevant to interpreting cinema. Course fee: \$12.50. Spring, w.th. 7-10 and th. 1:15-2:30 or 2:45-4:00, B. Houston.
- 112 Satire.** After some review of the history and definitions of satire, we will read such works as *Satires* of Horace and Juvenal, *Satyricon*, *Gulliver's Travels*, *Beggar's Opera*, *Threepenny Opera*, *Cat's Cradle* 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. 1:15, B. Houston.
- 115 Studies in Drama: Denominators: A Study of the Serious.** This semester, we shall attempt to understand the characteristics of the "Tragic," that unique vision of the human condition which seems to cross cultural and temporal boundaries to unite a vast range of "serious" dramatic literature. Prerequisite: English 101a and b or consent of instructor. May be repeated with different content for credit. Fall, t.th. 12, A. Wachtel.
- 117a,b Shakespeare**
a. Poems, Comedies, and Histories. The course will be devoted to close reading of representative works from Shakespeare's first decade as a dramatist. We shall attempt to show their relation to other works of the English Renaissance, but with the ultimate aim of discovering their unique values and their roles in the development of Shakespeare's art. Fall, t.th. 9:40, A. Wachtel.
- b. 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; we will devote primary interest to what it means to be a mortal with immortal longings. Recommended: 117a. Spring, t.th. 9:40, A. Wachtel.
- 118 The Heroine in 19th and 20th Century Fiction: A Cross-Cultural Exploration** of the nature of woman as perceived by both male and female writers. We will study the works of Tolstoy, George Eliot, Flaubert, Virginia Woolf and others, comparing their visions of the heroine and examining their techniques of presentation to determine, among other questions, whether there is such a phenomenon as a masculine or feminine sensibility. Open to all students. Spring, t.th. 12, E. Ringler and A. Wachtel.
- 119 Renaissance Poetry.** The course will deal primarily with the poetry of the Elizabethans, and will include Wyatt, Surrey, Sidney, Spenser, Marlowe, Shakespeare, and others. Spring, t.th. 1:15, B. Sanders.
- 121 Topics in Aesthetics and Criticism.** Is there fraudulent and genuine art? Does it matter? What kinds of truth does art tell, or: Is there really a drop of Indian blood frozen under the Pentagon? What makes good art good: Genres and taste? Readings from literature, philosophy, and criticism. Fall, t. 1:15-4:00, J. Bogen and B. Houston.
- 125 Milton.** A careful study of the major works (*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*) and most of the minor English poems, together with enough of Milton's prose to establish the intellectual and cultural context in which the artist worked. Recurrent themes: the poet as revolutionary; poetry as a means of changing people's values; the poetic craft. Spring, m.w.f. 8, W. Lowery.
- 128 Modern Drama.** A. Wachtel. (Not offered in 1975-76.)
- 129 D. H. Lawrence.** W. Lowery. (Not offered in 1975-76.)

- 130 **Three Italians.** The class will examine the poetry of Boccaccio, the sonnets of Petrarch, and the *Divine Comedy* of Dante, relating that poetry to social, cultural, and intellectual milieu in Italy during the Middle Ages. Fall, m.w.f. 10, B. Sanders.
- 134 **Eighteenth Century Literature.** B. Houston. (Not offered in 1975-76.)
- 140 **The Romantic Poets.** B. Meyers. (Not offered in 1975-76.)
- 146 **The Great Tradition.** E. Ringler. (Not offered in 1975-76.)
- 147a,b **Modern British Fiction.**
- a. **The Formative Years.** We shall study some of the seminal geniuses of the first quarter century of twentieth century British fiction, including such writers as Conrad, Ford, Forster, Joyce, Lawrence and Woolf. The course will involve a careful analysis of the relationships between the individual fictions we read and the "reality" they embody or criticize. Fall, t.th. 8:20, A. Wachtel.
- b. **Contemporary British Fiction.** A. Wachtel. (Not offered 1975-76.)
- 149 **The Fictions of James Joyce.** A. Wachtel. (Not offered in 1975-76.)
- 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, Hughes, Roethke, Lowell, Ginsberg, Creeley, 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. 9, B. Meyers.
- 151 **The Arts and Crafts Movement in America. A Seminar for Freshmen.** This class will explore the arts and crafts movement in America from the period 1867, the one hundred year anniversary of America and the Philadelphia Show, to 1916, the last year of the *Craftsman* magazine. Begun in England under the guiding influence of William Morris and given philosophical importance by Ruskin and Carlyle, the movement in America was associated with such familiar names as Louis Tiffany, Frank Lloyd Wright, Louis Sullivan, *Poetry* magazine, and others equally as important but now buried in time, like Gustav Stickley, Artus Van Briggel, Dirk Van Erp, Elbert Hubbard, *Craftsman* magazine, and Charles and Henry Greene. Through slide/discussions, lectures, and readings, the class will re-acquaint itself with the old names and examine the familiar ones, paying attention, not only to the artistic production, but to the philosophical and political theories that gave rise to the art. Because some of the artistic production of the period is extant locally, we will visit, for example, the Gamble House, designed by the Greene brothers, in Pasadena; the Bradbury Building in Los Angeles; the Mission Inn in Riverside; the Loomis House in South Pasadena; and others. Enrollment limited to 25. Fall, m. 2:45-5, B. Sanders.
- 154 **Eight Major American Writers.** E. Ringler. (Not offered in 1975-76.)
- 156 **Poe, Whitman, Dickinson.** A. Jackson. (Not offered in 1975-76.)
- 159 **Definitions of Self in the Modern American Novel.** Analytical reading of selected novels (one by each of ten or so writers from 1920 to the present) to explore some assumptions and problems of *being*, including being "an American." Some lectures, class discussion, essay examinations, papers, reading and reporting on critical essays. Especially for juniors and seniors. Fall, m.w.f. 10, A. Jackson.
- 161 **Modern Mexican Novel in Translation.** The course will analyze in depth representative novels of modern Mexico, having as a point of departure the Revolution of 1910. Authors such as Azuela, Guzman, Yanez, Revueltas, Rulfo and Fuentes will be studied. The focus will be on literary aspects as well as political and social ideas. Not open to students who have taken Spanish 161, Modern Mexican Novel, or Spanish 173, Literature of a Selected Latin American Country (Mexico). Fall, m.w. 1:15, H. Sheldon.
- 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. 10, B. Sanders.

- 163 **Jewish Literature in English Translation.** A course in Jewish literature in English translation, ranging from the work of Mendele Mocher Sforim to contemporary Israeli stories and poetry. Papers will be assigned. Spring, m.w.f. 9, B. Meyers.
- 164 **Shorter Russian Fiction.** Selections, in translation, from the work of major nineteenth and twentieth century Russian writers, such as Gogol, Dostoyevsky, Turgenev, Tolstoy, Chekov, Gorky, and Zoshchenko, will be read and discussed. Fall, m.w.f. 11, B. Meyers.
- 165 **The Damned and the Divine.** E. Ringler. (Not offered in 1975-76.)
- 166 **Victorians and Americans.** A study of the relationships between several prominent nineteenth century English and American writers to illuminate the texts of each through comparison. We will explore the aesthetic, philosophical and actual ties between such writers as Melville and Conrad, Mark Twain and Charles Dickens, and Nathaniel Hawthorne and George Eliot. Spring, t.th. 2:45, E. Ringler.
- 178 **Two Voices from Mississippi: Faulkner and Wright.** A. Jackson. (Not offered in 1975-76.)
- 181 **Thomas Mann and Bert Brecht.** (See German 181.) Fall, m.w. 4:15, D. Yale.
- 185a **Senior Seminar: Critical Visions.** For senior concentrators on the English and American track. 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, B. Houston.
- 185b **Advanced Study.** For senior concentrators on the English and American track. Each student will complete either (1) a research and writing project in the area of his/her special literary interest, or (2) an internship in which the student may be invited to participate in teaching a class with a member of the Pitzer English faculty. The internship will involve attending classes, lecturing and/or leading discussions, reading and commenting on papers, etc. Details of requirements and evaluation available upon arrangement of project. Spring, time arranged, staff.
- 187a,b **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. Both semesters, m. 7-10, B. Meyers.
- 189 **Women in German Fiction and Reality, 1900-Present.** (See German 189.) Spring, m.w. 4:15, D. Yale.
- 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. Spring, t. 7-10, E. Ringler.

BLACK STUDIES CENTER

- 77CC **Elements of Reading Comprehension.** Some consideration of methods of raising reading speed and increasing vocabulary. Emphasis on developing comprehension and critical analysis. Reading materials from most of the major disciplines (e.g., the humanities, history, economics, the natural sciences), and when possible writings by minority authors (e.g., Black, Chicano, Asian American, Native American) are used. Spring, m.w. 1:15, S. 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 freshmen and sophomores. Fall, t.th. 1:15, A. Jackson.
- 141CC **Beginning 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 weekly preparation of short papers. Enrollment limited to 20. Fall, m.w. 1:15, S. Houchins.

142CC Intermediate Expository Writing. A continuation of English 141CC. This course concentrates on the refining of expository style. Emphasis on writing the long research paper. Spring, m.w. 2:45, S. Houchins.

150CC Nommo: Survey in African-American Poetry. A study of the historical background and the aesthetics of present-day Black poetry, beginning with African 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. Spring, m. 7-9:45, S. Houchins.

191CC Black Writers of the U.S.A. Readings in the essay, poetry, fiction, and drama. Early materials include Spirituals, David Walker's *Appeal*, and DuBois's *Souls of Black Folk*. Emphasis on selected works by modern authors, including Hughes, Wright, Ellison, Baldwin, and Baraka. Especially for juniors and seniors. Spring, m.w. 2:45, A. Jackson.

192CC Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. 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: a historical survey from 1892 to the present of twelve to fifteen representative selected works in the novel and the short story, including some by Fauset, Larsen, Hurston, Margaret Walker, and Alice Walker. Especially for juniors and seniors. Fall, t. 7-10, A. Jackson.

193CC Special Studies in Black Literature Outside the U.S.A.: The Theme of Exile in the Literature of the Caribbean. Generally 193CC 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. With different content, may be repeated for credit. The course this year will focus on the following: *The Theme of Exile in the Literature of the Caribbean*. A survey of the literature of countries in and around the Caribbean. This course analyzes the theme of exile as presented by writers who view the enslavement of Blacks in the New

World as an exile from Africa; or who see the era of emigration to other Antillean countries (i.e., to Panama to work on the canal or to Cuba and the Guianas to work on plantations), and the emigration to Europe as years in exile; or, finally, who see emigration to Africa as a paradoxical, double exile: a separation from the Antilles as well as a homecoming to nations alienated from their own culture by colonialism. Especially for juniors and seniors. Fall, w. 2:45-5, S. Houchins.

INTERCOLLEGIATE

35a Introduction to Poetry. Fall, m.w.f. 10, W. Spengemann. (Pomona)

The Claremont Colleges' cross-registration policy permits students to enroll in any class listed on the Composite Schedule of Claremont Literature Courses, available at the registration tables or from the English field group.

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:

- A. Human ecology (courses numbered in the 30's and 130's, and normally including ES 30 and 130);
- B. Environmental science (courses numbered in the 50's and 150's, and normally including ES 50);
- C. 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 Program in Public Policy Studies, the Santa Fe External Studies program, the Farallones Institute external studies program, the Washington Semester, or 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).

- 30 The Human-Nature Confrontation.** Mankind's relationship to nature is counterpoised between basic ecology and 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 mankind'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, P. Shepard.
- 33 Population and Society.** (See Sociology 33.) Spring, m.w.f. 11, A. Yates.
- 35 Indians of North America.** (See Anthropology 80.) S. Miller. (Not offered in 1975-76.)
- 50 Field Biology.** R. Feldmeth. (Offered in alternate years; not offered 1975-76.) Concentrators may substitute either **The Natural History of Southern California**, a two half-course sequence offered within the framework of Environmental Studies 66, or Ecology 101, **Vertebrate Biology**, at Pomona College.
- 62 Man and His Environment.** A course in human ecology that deals with man, his origins, biological characteristics including population growth, and behavior. The course also considers man's interactions with his environment and an analysis of that environment. Laboratory and field projects are available to a restricted number of students by permission of the instructor. Others do library and independent projects. Prerequisite: high school biology or permission of instructor. Fall, m.w.f. 11, D. Guthrie, R. Feldmeth.
- 65 Environmental Problems.** Half-semester courses dealing with physical, chemical, or biological aspects of the environment. Each seminar is an in-depth analysis of an aspect of the environment where man's effect has caused a definite problem. Topics will include the Natural History of Southern California (two half-courses offered in sequence); other topics may include air pollution, water pollution, energy resources, biodegradation of toxic substances, etc. Each half-course considers factors responsible for the problem and suggested strategies for practical solutions. Prerequisites: Environmental Studies 62, or Natural Sciences 60, or equivalent. Half or full course. Spring, m.w.f. 9, R. Feldmeth and staff.
- 71 Seminar in Contemporary Economic Issues.** (See Economics 15.) Topics will include pollution and the energy crisis. Spring, t. 7, H. Botwin.
- 72 Principles of Economics: Microeconomics.** (See Economics 21.) Spring, t.th. 1:15, H. Botwin.
- 130 Man's Ecological Relationships.** (See Anthropology 108.) D. Thomas. (Not offered in 1975-76.)
- 134 Environments Workshops.** (See Art 52/102.) Fall, m. 1:15-2:15 and w. 1:15-4:15, C. Hertel.
- 135 Aspects of Environmental Design.** (See Art 115.) Fall, th. 1:15-4:15 and arranged, C. Hertel.
- 136 Animals and the Imagination.** P. Shepard. (Not offered in 1975-76.)
- 138 Seminar: Developmental Human Ecology.** P. Shepard. (Not offered in 1975-76.)
- 139 Man and Beast: Biological Limits on the Future of Man.** From the perspective of evolutionary theory, this course will examine the implications of man's natural history and resulting behavioral propensities for the future development of society. Such topics as territoriality, aggression, aesthetic needs, and crowding will be taken up. Prerequisite: Introductory Biology or Anthropology 10 or consent of the instructors. Fall, m.w. 12, P. Shepard and D. Thomas.
- 150 Ecology.** (See Natural Sciences 146.) Spring, t.th. 8:20, labs f. 1:15-5:15 and arranged, C. Eriksen.
- 152 Evolution.** (See Natural Sciences 145.) D. Guthrie. (Not offered in 1975-76.)

- 169 **Topics in Marine Biology.** (See Natural Sciences 169.) Spring, t. 1:15-4:15, R. Feldmeth.
- 170 **The Politics of Ecology.** (See Political Studies 133.) Fall, t.th. 2:45-4, J. Rodman.
- 172 **Environmental Policy Studies.** (See Political Studies 100CC.) Team studies of specific environmental policy problems, carried out within the framework of the intercollegiate Program in Public Policy Studies. Both semesters, w. 4 and arranged, J. Sullivan.
- 173 **Aspects of Foreign Policy in a Shrinking Globe.** (See Political Studies 147.) Spring, m.w.f. 9, J. Sullivan.
- 174 **Population Policy.** (See Sociology 155.) A. Yates, (Not offered in 1975-76.)
- 176 **Urban and Regional Economics.** (See Economics 125.) Fall, m.w. 12, J. Arnault.
- 178 **Politics, Economics, and Environmental Aspects of Water Resources in California.** (See Political Studies 125.) J. Jamieson. (Not offered in 1975-76.)

COLLOQUIUM

The Desert Colloquium: An Interdisciplinary Exploration of the Desert as a Place. The thematic materials will focus on: (1) Natural History: the physical framework of the desert habitat, especially its geology and ecology, but with attention also to geography, meteorology, taxonomy, evolutionary adaptations and natural history. (2) Place and Shelter: The effects of selective human use, the ecology and esthetics of shelter, and the relationship of environmental sensibility to occupancy, use and sacrality. (3) Perception and Natural Philosophy: The history of human thought about deserts, particularly Old World Biblical traditions and in the New World Confrontation of the desert. (4) Contemporary Aspects: Development and human density in the desert; trends in its status as an environment in the light of current technology, public land policy, recreation and the limitations of desert ecosystems. A combination of classroom and field experiences, examining the physical and cultural dimensions of life in the desert in general and

the human experience of the southwest desert in particular. The colloquium will center on a cluster of interrelated topics and field trips accommodated to seasonal aspects of the desert. Regular meetings on thematic materials, films and guests will give way as the semester progresses to more frequent on-site studies. An adjunct half-course in "Desert Studies" will be open to a larger group who will participate in certain of the on-campus parts of the colloquium and undertake independent work on desert related topics. Limited to ten students with preference given to juniors and seniors with interest and experience in environmental design, human ecology and the various aspects of environmental studies. Four course credits; it is expected that students enrolled in the colloquium will not take other courses during the same semester. Spring, to be arranged, C. Hertel, P. Shepard and a variety of fellow faculty, outside experts, desert rangers, local guides, Native Americans, bureaucrats, politicians, artists and poets.

EXTERNAL STUDIES

- 1 **Environmental Studies Program in Santa Fe.** (See External Studies 1.)
- 4 **Washington Semester.** (See External Studies 4.) Arrangements can be made for the student's internship and/or research paper to deal with an administrative agency or legislative committee handling environmental issues.
- 10 **External Studies in Environmental Arts.** (See External Studies 10.)

See also:

Anthropology 10 (Introduction to Archaeology and Physical Anthropology), 84 (Peoples of Africa), 114 (Hereditry, Evolution and Society), 160 (The Primates and Human Evolution); Art 51 (A Short Natural History of Art), 120 (Watercolor Landscape Painting); Economics 18 (The Economic Roles of Government), 120 (Economic Development), 140 (History of Economic Thought); Natural Sciences 43,44 (Introductory Biology), 151 (Mammalogy); Political Studies 65,66 (History of Political Philosophy), 166 (The Year 2000).

INTERCOLLEGIATE

- Psych. 110G Environmental Psychology.** Fall, t.th. 9:40, R. Keith. (Pomona)

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

Botany 5, 15 (General Botany), 103 (Environmental Botany); Sociology 152 (Population and Human Ecology); Zoology 3 (Biological Conservation), 100 (Aquatic Biology), 101 (Vertebrate Biology), 105 (Field Ornithology), 157 (Ecology of Vertebrate Communities).

CLAREMONT MEN'S COLLEGE

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

HARVEY MUDD COLLEGE

Engineering 71 (Energy and the Environment).

CLAREMONT GRADUATE SCHOOL

Government 336 (Recent Topics in Political Philosophy: Evolution, Ethology and Ecology).

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.

Film Studies

Through cooperation with Claremont Men's, Pomona, and Scripps Colleges and the School of Theology, many of the courses for this concentration will be undertaken through cross registration at those institutions.

Students concentrating in Film Studies must choose one of four inter-disciplinary tracks:

- A. Film/Social Science
- B. Film/Humanities
- C. Film/Fine Arts
- D. Film/Communication

Each track requires twelve courses, six in film and six in the related discipline. Each of the four tracks requires an Introduction to the history and criticism of film (either CMC Lit. 21 — Film: An Introduction or Pitzer Eng. 107 — History and Aesthetics of Film) and Theater Arts 182CC — The Grammar of Film.

These requirements are offered as a minimum, and are aimed at providing a reasonable interdisciplinary distribution of courses. Each member of the Film Studies Faculty has a composite list of the film courses offered in Claremont, as well as those courses in other disciplines which are appropriate to the various tracks. To complete the concentration in any of the tracks, students are expected to work closely with a Film Studies advisor in choosing courses that will develop individual interests and goals. *Advisors must approve each course that is to be counted in the concentration.*

The program in Film Studies does not attempt to provide comprehensive training in film production, nor does it attempt to offer a wide range of courses in highly specialized areas of film study. It emphasizes, rather, the history, theory, critical assessment, and production of film in terms of its impact upon, and reflection of, contemporary society.

- 108 **Images of Women in Film.** (See English 108.) Course fee: \$12.50. Spring, w.th. 7-10, and th. 1:15 or 2:45, B. Houston.
- 147 **Aesthetics of the Film.** (See Philosophy 147.) Lab fee \$12.50. Spring, m.w. 2:45, R. Gordon.
- 182a,bCC **The Grammar of Film.** An introduction to film making, theory and practice of motion picture planning, photography, and editing. Each student will make several silent Super 8 films. Equipment and supplies furnished. Course fee: \$25. Both semesters, th. 3-5 and arranged, R. Wilson.
- 183a,bCC **Advanced Film Making.** An introduction to professional film making. Theory and practice of the shooting script, film budgeting, the commercial laboratory. Students will produce 16 mm. films with sound. Equipment and supplies furnished. Course fee: \$25. Both semesters, w. 3-5 and arranged, R. Wilson.

BLACK STUDIES CENTER

- 122CC **Film Making in the Black Community.** A practical course in film making in which students learn the basic principles of making documentary and feature films. Filming on location will be an important aspect of this course. Fall, t.th. 2:45, staff.
- 123CC **Intermediate Film Making in the Black Community.** A continuation of 122CC; a film making course for students who have some background in the basic principles of producing films. Emphasis will be on completion of projects begun in 122CC, post-production, developing, cutting and editing. All projects are to serve as an extension into the Black community. Spring, staff.

Courses Offered at Other Claremont Colleges

CLAREMONT MEN'S COLLEGE

- Lit. 121 **Film: An Introduction.** M. Riley.
- Lit. 123 **Special Studies in Film.** M. Riley.
- Lit. 124 **Film and the Novel.** M. Riley.
- Lit. 137 **History of the European Film.** M. Riley.

POMONA COLLEGE

- Theater Arts 180 **Silent Comedy.** R. Barnes.
- Theater Arts 181 **Experimental Film: 1900-Now.** R. Barnes.

SCRIPPS COLLEGE

- Lit. 118 **The Hollywood Vision.** C. Miller.
- Film Arts 11-131 **Basic Film Techniques:** Experimental use of Photography, Cinematography, and Animation. P. Darrow.

SCHOOL OF THEOLOGY AT CLAREMONT

- 272 **Documentary and Experimental Film.** J. Coogan.
- 274 **Workshop in Film: Robert and Frances Flaherty.** J. Coogan.
- 371 **Seminar in Religion and Film: Film and Social Problems.** J. Coogan.
- 372 **Seminar in Religion and Film: History of American Film.** J. Coogan.
- 373 **Seminar in Religion and Film: Walt Disney.** J. Coogan.
- 374 **Seminar in Religion and Film: Robert Flaherty.** J. Coogan.
- 375 **Seminar in Religion and Film: D. W. Griffith.** J. Coogan.

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:

- A. An introductory course in folklore
- B. Anthropology 11 or Sociolinguistics 110
- C. 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)
- D. 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, three 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, French 108)
 - b. Art history (51, 120aCC, 120bCC, 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.

- 100 **European Narratives.** An investigation of the incidence of similar folk narratives in modern Europe from flood myths to folktales. We will utilize the descriptive tools of the historic-geographical school and the analytical methods of the structuralists in conjunction with available ethnological material. Spring, m.w. 4:15, H. Senn.
- 105 **French Civilization and Folklore.** (See French 105.) Fall, m.w. 4:15, H. Senn.
- 113 **Folklore in Context.** (See Anthropology 113.) Spring, t.th. 8:20, D. Brenneis.



- 121 **Classical Mythology.** (See Classics 121.) Spring, t.th. 1:15, S. Glass.
- 152 **Seminar: Verbal Performance.** (See Anthropology 152.) Spring, t. 7, D. Brenneis.
- 164 **Research Seminar in Folklore.** D. Brenneis. (Not offered in 1975-76.)

CHICANO STUDIES CENTER

- 70CC **Regional Dances of Mexico: Level I.** 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. Fall, t. 7-10, B. Hernandez.
- 71CC **Regional Dances of Mexico: Level II.** 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 or permission of the instructor. Spring, w. 7-10, B. Hernandez.
- 120aCC **Art History of Mexico: Part I.** (See Art 120aCC.) Fall, t.th. 2:45, B. Hernandez.
- 120bCC **Art History of Mexico: Part II.** (See Art 120aCC.) Spring, t.th. 2:45, B. Hernandez.
- 165CC **Folk Songs of Aztlán.** 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, m. 7-10, G. Villarreal.

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.

- A. 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.
- B. 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.
- C. 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.
- D. The concentration requires, in addition, a written examination or a senior thesis, plus an oral examination.
- E. Knowledge of one other foreign language is strongly recommended.

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 lan-

guage 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, H. Senn; at Scripps, m.t.w.th. 1:15-2:05, G. Arie.
- 1b **Introductory French.** Second semester continuation of 1a. Fall: at Scripps, m.t.w.f. 11 and one hour arranged, staff. Spring: at Pitzer, m.t.w.th. 10, H. Senn; at Scripps, m.t.w.th. 1:15, G. Arie.
- 54 **Advanced French.** Refinement of basic skills through written and oral discussion of literary texts accompanied by systematic review of grammar. Laboratory optional. Prerequisite: French 1b or equivalent. Fall: at Pitzer, m.w.f. 11, H. Senn; at Scripps, m.t.w.th. 11, D. Krauss, or m.w.th. 10 and one hour arranged, staff. Spring: m.t.w.th. 11, G. Arie.
- 70 **Introduction to French Literature.** Interpretation of literary selections with emphasis on explication of texts. Introduction to literary theory and history of genres. Given in French. Prerequisite: French 54 or equivalent. Fall: at Scripps, m.w. 1:15, staff. Spring: at Scripps, t.th. 2:45, D. Krauss.
- 105 **French Civilization and Folklore.** A study of the development of the two French cultures: the academic and the popular. We will study the major forms and intellectual figures in the history of French ideas, the appearance and evolution of folk traditions (beliefs, narratives, art and customs), and the combined influence on the French national character. Projects will focus on the structure and social content of a particular collection of folktales. Fall, m.w. 4:15, H. Senn.
- 115 **French Culture and Civilization.** Spring, R. Vernier. (Scripps)
- 121 **The Novelist and Society in France.** Fall, t.th. 2:45, G. Arie. (Scripps)
- 125 **Anatomy of Forms, 1650-1720.** Fall, t.th. 1:15, D. Krauss. (Scripps)

- 131 **Diderot and the Birth of Modern Aesthetics.** Spring, D. Krauss. (Scripps)
- 133 **Aspects of the Quest.** Fall, m.w. 2:45, R. Vernier. (Scripps)
- 136 **Two Forces in the Nineteenth Century Novel in France.** Spring, G. Arie. (Scripps)
- 138 **Three Contemporary French Poets: Saint-John Perse, Rene Char, Yves Bonnefoy.** Spring, R. Vernier. (Scripps)
- 161 **Three Modern Poets (1900-1954).** Fall, m.w. 1:15, N. Goodrich. (Scripps)
- 195 **Senior Seminar in French.** Spring, staff. (Scripps)
- 120a,b **Survey of French Literature and Civilization.** Fall, m.w.f. 10, Spring, to be announced. R. Leggewie.
- 153 **Seventeenth Century Theater.** Fall, m.w.f. 9, R. Johnson.
- 163 **French Bourgeois Comedy from Moliere to the Present.** Fall, m.w. 1:15, L. Pronko.
- 170 **Sixteenth Century Literature.** Spring, V. Crosby.
- 180 **Special Topics: Art, Literature and Society in Eighteenth Century France.** (Formerly 190.) Fall, t.th. 9:40, R. Leggewie.

BLACK STUDIES CENTER

- 30a,bCC **Introductory French.** Oral work in the basic structure of the French language. Reading and writing through intensive practice. All of the literature read in the course is written by Black writers from Africa and the Caribbean. Both semesters, m.t.w.f. 10, D. Davis.
- 150CC **French Composition and Critical Analysis.** Refinement of writing and speaking skills through oral discussion and intensive reading selected from African literature in French. An introduction to the techniques of literary interpretation and explication de texte. Fall, m.t.w.f. 11, D. Davis.
- 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. Prerequisites: Introductory and Intermediate French and permission of instructor. Spring, m.w. 1:15, D. Davis.

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- 101 **Introduction to Literary Analysis.** Fall, m.w. 2:45, M. Saigal.

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:

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

- 1a **Introductory German.** Fall, m.t.th.f. 10, R. Burwick. (Scripps)
- 1b **Intermediate German.** Spring, m.w.th.f. 10, R. Burwick. (Scripps)

- 1a,b Elementary German.** Both semesters, J. Poynter. (CMC)
- 15 German for Reading Knowledge.** Designed for students in the natural and social sciences, and in the humanities for learning German as a research tool. A concentrated course with emphasis on grammar and translating. Conducted in English. No prerequisites. Fall, m.w.f. 11, D. Yale.
- 25 Reading German: Advanced.** Goal of the course: to refine reading skills and to increase speed in comprehending and translating scholarly texts. Two joint class meetings per week: intensive practice in analyzing complicated types of sentence structure and characteristic features of scholarly style. Individual projects: each student works on texts in his or her specific field of study and meets regularly with instructor during the semester. Prerequisite: German 15 or one year of college German or equivalent. Spring, m.w. 11 and arranged, D. Yale.
- 51a,b Intermediate German.** Both semesters, J. Poynter. (CMC)
- 54 Advanced German.** Fall, E. Potter. Spring, staff. m.w.th.f. 11. (Scripps)
- 70 Introduction to German Literature.** Both semesters, m.w.th.f. 11, staff. (Scripps)
- 71 Deutsche Zeitungen.** Fall, m.w.f. 10, E. Potter. (Scripps)
- 101 The Culture and Civilization of the German-Speaking People.** Spring, J. Poynter. (CMC)
- 110 Literature of the Middle Ages.** Fall, th. 7, R. Sheirich. (Pomona)
- 112 German Culture and Civilization.** Spring, R. Sheirich. (Pomona)
- 121 Lessing, Goethe, Schiller (1750-1790).** Fall, m. 7-9:30, E. Potter. (Scripps)
- 127 Modes of Irony.** Spring, m.w.f. 11, R. Burwick. (Scripps)
- 136 Die Novelle.** Fall, arranged, J. Poynter. (CMC)
- 150a,b Modern German Literature.** Fall and Spring, arranged, R. Sheirich. (Pomona)
- 170 Germanic Folklore and Mythology.** D. Yale. (Not offered in 1975-76.)
- 181 Thomas Mann and Bert Brecht.** Mann's major works of fiction and Brecht's best-known plays. This study brings out the contrasts and similarities in the lives and works of these outstanding authors, their opposition to Nazi philosophy, and their experiences as writers-in-exile, first in Europe, then in America. Conducted in English; reading in translation or in the original. Fall, m.w. 4:15, D. Yale.
- 189 Women in German Fiction and Reality, 1900 — The Present.** Characterizations of female figures in the works of prominent German authors are analyzed and compared with the social and political situation of women during such contrasting periods as the Wilhelmian Empire, the Weimar Republic, the Nazi regime, the post-war years, and the recent decades of the two Germanies. Conducted in English. Spring, m.w. 4:15, D. Yale.

Hebrew

- 10 Introductory Modern Hebrew I.** A beginning course designed to result in basic command of modern (Israeli) Hebrew with some knowledge of reading and writing. Step-by-step introduction of words to sentence formation through pattern practice and transformational drill, using audio-visual techniques. Fall, t.th. 6-8 and laboratory arranged, A. Harris.
- 11 Introductory Modern Hebrew II.** Introductory Hebrew I continued. Spring, t.th. 6-8 and laboratory arranged, A. Harris.

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.

10,11 From Ancient to Modern Europe. An introduction to the history of Europe from Ancient Greece to the end of the Second World War. Designed as a background course for students who intend to concentrate in the social sciences and in literature, and strongly recommended for potential history concentrators who want to explore the field. Lectures, readings, and discussions. Primarily for freshmen and sophomores. Year course, but each semester may be taken separately.

10 From Homeric Greece to the End of the Renaissance. Fall, m.w.f. 10, S. Glass and D. Cressy.

11 The Rise of Modern Europe. Spring, m.w.f. 10, A. Greenberger and W. Warmbrunn.

15 Roots of the Contemporary West. (See New Resources 1.) Primarily for New Resources students. Fall, m. 6:30, W. Warmbrunn.

35 Traditional England. A review of selected topics in English history from the beginning to the modern era, including Arthur in truth and legend, the making of the English landscape, medieval government

and society, Robin Hood in legend and truth, Tudors and Stuarts, industry and empire, and some of the problems of the twentieth century. Fall, m.w. 12, D. Cressy.

50 English America. An investigation of early American history from a transatlantic rather than bicentennial perspective. The course will examine the Elizabethan adventurers and promoters, the seventeenth century settlement of Virginia and New England, the evolution of colonial society, and the tensions which developed between the mother country and the New World. Spring, t.th. 1:15, D. Cressy.

55,56 U.S. History, 1620-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.

55 U.S. History, 1620-1877. Fall, m.w.f. 11, R. Buroker.

56 U.S. History, 1877-Present. Spring, m.w.f. 11, R. Buroker.

60CC Traditional Asia. (Formerly Society and Tradition in East Asia.) A historical introduction to the civilizations of China, India, and Japan; their social and intellectual developments from the beginnings to early modern times. Lectures and discussion. Fall, m.w.f. 11, A. Greenberger and J. Dennerline.

61CC Revolution and Social Change in Modern Asia. An introduction to modern Asia emphasizing the disruptive encounter between the West and traditional Asian societies and the revolutionary upheavals this encounter generated. The course will examine intensively four case studies: the Meiji restoration in Japan, the Maoist revolution in China, the Gandhian movement in India and the Nationalist movement in Indonesia. Lectures and discussion. Spring, m.w.f. 11, A. Greenberger, H. Smith, A. Rosenbaum.

- 124 **The New Social History of Early Modern Europe.** (Formerly 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, D. Cressy.
- 127 **Society and Politics in England 1485-1689.** D. Cressy. (Not offered in 1975-76.)
- 130 **Hitler's Germany and Its Background.** A study of Nazi Germany with special emphasis on Hitler's racial policies and his design of aggression abroad. The course will examine the history of Germany in the preceding decades in an attempt to explore the question "how it could happen" and why Hitler came so close to succeeding. Open to juniors and seniors. Sophomores must obtain consent of instructor. Spring, m.w. 2:45, W. Warmbrunn.
- 133 **British Empire and Commonwealth, 1783 to Present.** The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and Southeast Asia, the development of the Dominions in South Africa, Canada, Australia and New Zealand, and the beginnings of nationalism in the dependent empire will be discussed. The emphasis will be on intellectual and social developments: the reasons for British expansion, its effect on domestic institutions, different methods of rule based upon different ideologies, and the different effects of British rule on the various parts of the Empire. Fall, m.w. 2:45, A. Greenberger.
- 138 **Contemporary Europe.** A study of the political, intellectual and cultural history of Europe since the Second World War. Sources will include historical works, novels, films and a current European weekly. Visiting European experts will also be utilized. Fall, t.th. 9:40, W. Warmbrunn.
- 140 **History of India to 1707.** A. Greenberger. (Not offered in 1975-76.)
- 141 **India Since 1707.** A. Greenberger. (Not offered in 1975-76.)
- 153 **American Liberalism, 1872-1972.** An analysis of the intellectual, political, and social aspects of American liberalism during the last century. The course will combine a history of liberal thought with an examination of how liberal politicians have acted in office. Close studies will be made of the presidencies of Theodore and Franklin Roosevelt, Woodrow Wilson, Harry Truman, John Kennedy and Lyndon Johnson. Spring, m.w. 2:45, R. Buroker.
- 154 **The American Welfare State in Historical Perspective.** R. Buroker. (Not offered in 1975-76.)
- 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, w. 7, R. Buroker.
- 173 **As Others See Us: Views of America Held by European Observers from the Colonial Period to the Present.** The course is designed to explore how Europeans viewed America, and to gain new insights into European and American society, institutions and government by analyzing the perceptions and stereotypes Europeans developed about this country. Readings will be a major source of information, but films, Europeans visiting on the campus and American student returnees from European sojourns may also be utilized. Freshmen need consent of instructor. Spring, t.th. 9:40, W. Warmbrunn.
- 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. Fall, m.w. 1:15, R. Buroker.

- 194/294 Psychohistory: Study of History and Personality.** The seminar will examine recent literature relating the insights of history, psychology and psychoanalysis to historical figures and events. The seminar will also address itself to the question whether different periods in history bring to the fore different personality types as ideals and as actual behavior types in a given historical context. Leading personalities from Wilson to Hitler and Nixon, and from Leonardo to Freud will be studied. Readings will include Freud, Erikson, Mazlish and Lifton. Enrollment limited to 20. For juniors, seniors, and graduate students only. Fall, t.th. 2:45, R. Albert and W. Warmbrunn.
- 199 Seminar in History.** An introduction to historical research, problems of evidence and problems of interpretation. Students will engage in an original research project, investigating the history of the local community. Required of junior and senior history majors and open to others with the consent of the history field group. Fall, t. 7, D. Cressy.

BLACK STUDIES CENTER

- 50CC Survey of Afro-American History from the 15th Century to 1840.** This course begins with a consideration of African cultures and civilizations from which Black people were taken. Attention is then focused on the development of the plantation system, the Afro-Americans' resistance to that system, and the development of Black communities in urban areas in northern and southern cities of the U.S.A. Fall, m.w.f. 9, staff.
- 51CC Survey of Afro-American History from 1840-1880.** This course focuses on the Afro-Americans' actions and reactions and their role as the major point of controversy during the crucial forty-year period that began in 1840 with cotton as king in the South while the Industrial Revolution was taking hold in the North; evolved through the Civil War, which resulted in part from the political and economic conflicts between the agricultural and industrial systems; and culminated in Reconstruction. Special attention is given to Black churches, Blacks in the military, the Black family, and Black political leaders. Spring, m.w.f. 9, staff.
- 52CC Survey of Afro-American History from 1880 to the End of W.W. II** (Formerly Survey of Afro-American History Since 1863.) This course focuses on three significant and radically different political alternatives presented to Blacks in America between 1880 and 1925 by Washington, Garvey, and Du Bois. It also considers the impact of the two World Wars and the depression of the 1930's on Black people. Spring, t.th. 9:40, staff.
- 104CC Economic History of African and Afro-American Peoples.** (See Economics 104CC.) Spring, m. 7-9:45, staff.
- 105CC The Role of Blacks in the History of Science.** (Formerly Uses of Science in History.) A historical survey of the general principles and uses of science and its application 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. Lectures and demonstrations by visiting scholars in various scientific disciplines (e.g., astronomy, mathematics, and agronomy), coordinated by a Black historian. Spring, m. 7-9:45, staff.
- 121CC A Comparative Study of Slavery in the Americas.** (Formerly Slavery in the Americas.) A study of the reasons for the forced migration of Black people from Africa to the New World; an assessment of the role of the slave trade and the plantation systems of the Americas in the economic development of Western Europe; a cross-cultural approach to slavery in the various regions of North, Central, and South America in order to determine some of the variables and the constants in the institution. Fall, m.w.f. 8, staff.
- 130CC Survey of African History to 1000.** The history of the African continent from earliest man at Olduvai Gorge to the intrusion of Islamized Arabs into the Western Sudan, considering his development in Africa during both the stone and iron ages. Special attention is given to the development of the Egyptian civilization and its interaction with the rest of Africa. Consideration also of the methods used by historians to reconstruct African early history. Fall, t.th. 1:15, staff.
- 131CC Survey of African History from 1000 to 1880.** A consideration of the internal development of States and Empires, as well as the so-called "Stateless

Societies," and the nature of foreign influences upon the African continent, beginning with Islam and ending with European colonialism. Emphasis on the central themes of trade, the family, and religion, e.g. Spring, t.th. 1:15, staff.

135CC Africa in the Twentieth Century. Because Nineteenth Century colonial rule defined the course of African history through the mid-Twentieth Century, this course focuses attention, first, on the nature of African societies on the eve of colonial rule; secondly, on the various forms of colonialism (i.e., British, German, French, Belgian, Portuguese, and Dutch); thirdly, the course considers the Africans' reactions to colonialism and the effects of colonialism on the African family; and, finally, the course considers post-independence Africa, neo-colonialism, and the liberation movement. Fall, m. 7-9:45, staff.

150CC Black People in the U.S.A. Since W.W. II. The course examines the school intergration struggle, the Civil Rights Movement, and some of its major consequences (e.g., the rise of Black political power, the development of Black Studies programs), the decline in Black militancy, and prospects for the future. These topics are discussed in the light of some of the broader themes in recent American history. Spring, t. 7-9:45, staff.

CHICANO STUDIES CENTER

92CC The Chicano in the American Southwest. An examination of the Indian, Spanish, Mexican and Anglo-American occupation of the American Southwest. Emphasis is placed on the causes and consequences of the Mexican-American War, the development of frontier attitudes toward race and culture, and the emergence of colonial patterns in the area. Other themes include the Chicano Movement in the 1960's: the Farmworkers struggle, the quest for barrio self-determination, and the Chicano cultural renaissance. Fall, m.w.f. 9, R. Penichet.

139,140CC History of Mexico. From the drama of the Conquest and Mexico's subsequent incorporation into the world market, the course covers first semester the Colonial period — analyzing the development of such enduring institutions as the Church and the Hacienda, — the movement for Independence, and Mexico's struggle to become a nation during the first half of the nineteenth century, culminating the loss

of half its territory. Second semester, from continued interrelated social-economic and political perspectives, the course covers the liberal Reform period, the French intervention, Diaz' dictatorship, and finally concentrates on the causes, events and consequences of the epic Mexican Revolution, including a critical survey of Mexico's current problems and accomplishments. The singularity of Mexican history is emphasized by placing it in a Latin American and global context, and when most relevant, explicit associations are drawn between the Chicano experience and its Mexican historical roots.

139CC Conquest to Mexican-American War. Fall, m.w.f. 11, R. Penichet.

140CC Juarez to Present. Spring, m.w.f. 11, R. Penichet.

150CC Mexican Immigration and the U.S. Economy. Placed in the current of other migratory movements to this country since 1910, the relationship between economic cycles in the United States and the accommodation or rejection of the immigrant from Mexico will be studied from interrelated economic, social, political and human perspectives. Attention will be focussed on the border as an interdependent social-economic system and on the present issues surrounding the Rodino Bill, as it affects the Farmworkers and other interest groups. Spring, m.w.f. 9, R. Penichet.

170CC Seminar: Colonialism and the Chicano. Based on the general theme of colonialism — internal and external — independent research projects will be carried out on 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 the elaboration of a theoretical and analytical framework on the general theme, as well as methods for search of periodicals, tabloids, and other documentation. Ability to read in Spanish advisable. Seniors or consent of instructor. Spring, m.w. 2:45, R. Penichet.

INTERCOLLEGIATE

122G United States, 1815-1877. Fall, m.w. 1:15, J. Niven. (Pomona)

140G American Constitutional History I. Fall, t.th., 1:15, L. Levy. (Pomona)

- 141G **American Constitutional History II.** Spring, t.th. 1:15, L. Levy. (Pomona)
- 161aG **American Intellectual History.** Fall, t.th. 9:40, R. Dawidoff. (CMC)
- 161bG **American Intellectual History and Cultural History, 1865-Present.** Spring, t.th., 1:15, R. Dawidoff. (CMC)
- 162G **The Enlightenment.** Fall, t.th. 1:15, S. Wade. (CGS)
- 163G **Modern European Intellectual History.** Spring, t.th. 1:15, S. Wade. (CGS)

Human Biology

(See Natural Sciences)

International Relations

(See Political Studies)

Italian

Courses available at Scripps College:

- 1a **Introductory Italian.** Fall, m.t.w.th. 11, staff.
- 1b **Intermediate Italian.** Spring, staff.
- 54 **Advanced Italian.** Fall, m.t.w.th. 1:15-2:05, staff.
- 70 **Introduction to Italian Literature.** Spring, staff.
- 132 **Contemporary Italian Literature.** Fall, m.w.th. 2:15-3:05, staff.

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:

- A. History or political studies.
- B. Anthropology or sociology.
- C. Literature or fine arts.
- D. 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 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.

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

ANTHROPOLOGY

- 80CC **Ancient Civilization of Aztlán.** Fall, t.th. 9:30, J. Cuellar. (CSC)
- 103 **South American Indian Narrative.** Spring, R. Bolton. (Pomona)

FINE ARTS

- 70CC **Regional Dances of Mexico I.** Fall, t. 7, B. Hernandez. (CSC)
- 71CC **Regional Dances of Mexico II.** Spring, w. 7, B. Hernandez. (CSC)
- 120aCC **Art History of Mexico I.** Fall, t.th. 2:45, B. Hernandez. (CSC)
- 121bCC **Art History of Mexico II.** Spring, t.th. 2:45, B. Hernandez. (CSC)

HISTORY

- 135 **Background to Modern Latin America.** Fall, m.w.f. 9, C. Herbold. (Pomona)
- 136 **History of Modern Latin America.** Spring, m.w.f. 9, C. Herbold. (Pomona)
- 137 **Dictators, Rebels and Reformers. A Biographical Approach to Latin America.** Spring, m.w.f. 11, C. Herbold. (Pomona)
- 139CC **History of Mexico: Conquest to Mexican-American War.** Fall, m.w.f. 11, R. Penichet. (CSC)
- 140CC **History of Mexico: Juarez to Present.** Spring, m.w.f. 11, R. Penichet. (CSC)
- 150CC **Mexican Immigration and the U.S. Economy.** Spring, m.w.f. 9, R. Penichet. (CSC)
- 167 **Social and Economic History of Latin America.** Spring, m.w.f. 11, P. Koldewyn. (CMC)

ECONOMICS

- *107 **Economic Development.** Fall, t.th. 8:20, L. Hollerman. (CMC)
- *123 **International Economics.** Fall, m.w. 1:15, G. Douglass. (Pomona)
- *183 **International Economics.** Spring, t.th. 9:40, L. Hollerman. (CMC)

INTERNATIONAL RELATIONS

- 167 **United States and the Developing Nations.** Fall, th. 2:30, C. Herbold, F. Tugwell. (Pomona)

SOCIOLOGY

- *33 **Population and Society.** Spring, m.w.f. 11, A. Yates. (Pitzer)

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 11CC, Level II, and 50CC, Level III.

- 105 **The Feminine Contribution to Latin American Literature in the Twentieth Century.** Spring, m.w. 1:15, H. Sheldon. (Pitzer)
- 125a,b **Survey of Latin American Literature.** Both semesters, t.th. 2:45, staff. (Pomona)
- 135CC **Culture and Literature of Aztlán.** Fall, m.w. 1:15, G. Villarreal. (CSC)
- 150 **Latin American Short Story.** Fall, m.w. 2:45, F. Salcedo. (Scripps)
- 152CC **Contemporary Chicano Drama.** w. 7, A. Villarreal. (CSC)
- 159 **Latin American Novel.** Fall, m.w. 1:15, P. Koldewyn. (CMC)
- 161 **Modern Mexican Novel.** Fall, in translation m.w. 1:15, in Spanish t.th. 9:40, H. Sheldon. (Pitzer)
- 174 **Contemporary Latin American Theatre.** Spring, m.w.f. 10, R. Lamb. (Scripps)
- 175 **Contemporary Latin American Poetry.** Spring, m.w.f. 11, R. Lamb. (Scripps)
- 195 **Senior Seminar in Spanish: Latin American Studies.** Fall, m.w.f. 11, R. Lamb. (Scripps)

**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.*

Linguistics

A joint program with Pomona College.

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:

- A. Introduction to Linguistics (50-51), Syntax (105), and Phonology (108), or approved equivalents.
- B. Senior Seminar in Linguistics (180).
- C. Four other courses in Linguistics.
- D. (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.
- E. A comprehensive examination (a senior thesis may be invited instead).
- F. One or more courses in related fields, such as:

Pomona	Philosophy 135 or 137, Symbolic Logic
Pomona	Computing Science 51, Introduction to Computing Science <i>or</i>
HMC	Computing Science 60, Introduction to Computer Science <i>or</i>

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 <i>or</i>
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.

- 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. Prerequisite: one foreign language or consent of instructor. Fall, t.th. 2:45, K. Kossuth and R. Macaulay. Spring, m. 7, R. Macaulay.
- 51 **Introduction to Linguistics: Historical.** An investigation into linguistic change and language families. The comparative method and the reconstruction of proto languages. Language change in a social context in contemporary society. Prerequisite: Linguistics 50 or consent of instructor. Spring t.th. 2:45, K. Kossuth and R. Macaulay.
- 104 **Language and Culture.** This course will investigate the nature of language, its relation to thought and cognition, and its role in setting and limiting human experience. What is "a language"? To what extent is culture a matter of communication? How does language influence world view and social attitudes? What are the implications of linguistic inquiry for the more general study of culture? Prerequisite: Linguistics 50 or consent of instructor. Fall, m. 7-10, D. Brenneis and R. Macaulay.
- 105 **Syntax.** An introduction to modern theories of syntax dealing with the Chomskyan revolution in theoretical linguistics and its later developments. Prerequisite: Linguistics 50 or consent of instructor. Spring, t.th. 9:40, R. Macaulay.

- 108 **Phonology.** An introduction to the principles of modern generative phonology. The methods and theory of phonological analysis: abstractness, rule ordering, naturalness, and the phonetic basis of phonology. Prerequisite: Linguistics 50 and 51 or consent of instructor. Fall, m.w. 2:45, K. Kossuth.
- 110 **Sociolinguistics.** D. Brenneis and R. Macaulay. (Not offered in 1975-76.)
- 121 **Learning and Teaching a Second Language.** Theories of second language learning. Similarities and differences between first and second language learning. Contrastive analysis vs. error analysis. Attitudes and motivation in second language learning. Changing methods of language teaching and language testing. Prerequisite: Linguistics 50 or consent of instructor. Spring, m.w. 1:15, R. Macaulay.
- 123 **Acquisition of Language.** The course will deal with such questions as: How do children learn to speak? At what age and under what conditions? Are children born with a capacity for language learning? What factors affect language development? Competing theories of language acquisition will be examined in the light of recent developments in linguistic theory. Prerequisite: Linguistics 50 or consent of instructor. Fall, t.th. 9:40, R. Macaulay.
- 125 **Field Methods.** R. Macaulay. (Not offered in 1975-76.)
- 130 **Germanic Linguistics.** K. Kossuth. (Not offered in 1975-76.)
- 140 **Comparative Indo-European.** K. Kossuth. (Not offered in 1975-76.)
- 152 **Verbal Performance.** (See Anthropology 152) Spring, t. 7, D. Brenneis.
- 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; speech acts and the contribution of "ordinary language philosophy" and some of the striking developments of twentieth century descriptive linguistics. Prerequisite: consent of instructor. Fall, t.th. 1:15, J. Atlas.
- 155 **Seminar in Generative Grammar.** R. Macaulay. (Not offered in 1975-76.)
- 180 **Senior Seminar.** Spring, arranged, staff.
- 199 **Tutorial in Linguistics or Philosophy.** Spring, arranged, J. Atlas.

INTERCOLLEGIATE

Psych. 120G **Psycholinguistics.** Fall, m.w. 2:45, P. Coker.

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.

Pitzer College and the Claremont Graduate School offer joint B.A.-M.A. programs in Applied Mathematics, Computer Science, Statistics and Operations Research, Pure Mathematics, and Two-year College Teaching. Students who are interested in one or more of these programs should consult with the Mathematics faculty early in their undergraduate years.

A catalog listing all mathematics courses offered in the Claremont Colleges is prepared each year by the Mathematics Field Committee and students who want mathematics courses other than those listed below should consult this catalog. Copies are available in the offices of the Registrar and the Mathematics faculty.

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

- 3 **Introduction to College Mathematics.** A first course in college mathematics designed to provide students with the mathematical skills required for college mathematics and science courses. Topics will include basic computation, linear and quadratic equations, and logarithms. Prerequisite: high school algebra and geometry. Fall, m.w.f. 1:15, 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, m.w.f. 11. Spring, m.w.f. 10, B. Beechler.
- 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. Spring, m.w.f. 1:10-2, B. Beechler.
- 31 **Calculus II.** Continuation of Mathematics 30. Prerequisite: Mathematics 30. Spring, m.w.f. 9, B. Beechler.

Music

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

- 81 **Introduction to Music I.** An historical survey of major composers and musical styles of the Classic and Romantic periods of composition with emphasis on intelligent listening. A study of elementary musical theory is included. No previous musical experience required. Fall, t.th. 2:45, staff.
- 82 **Introduction to Music II.** An historical survey of major composers and musical styles of the Renaissance, Baroque, and Contemporary periods of composition with emphasis on intelligent listening. A study of music perception is included. No previous musical experience is required. Spring, m.w.f. 10, staff.
- 173a,b **Concert Choir.** A study of music from the sixteenth century to the present day, Membership obtained through audition and maintained through successful completion of performance requirements. One-half course credit per semester. Both semesters, m. 4:15-6 and th. 7-9, J. 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. Students who take a music concentration offered at one of the other Claremont Colleges are expected to meet the concentration requirements specified by the college at which the concentration is taken.

BLACK STUDIES CENTER

155C **Ethnomusicology.** A study of the music and instruments of Africa and the Middle East, through student involvement in the playing of various instruments (e.g., the oud, the balophone, cowbells, wooden flute, drums) for performance. Students will hear recordings of traditional rhythms and tunes, cultural rituals, and cultural language as expression, as well as formal lectures. Fall, m. 7-9:45, staff.

190CC **Contemporary Black Arts: Jazz.** Students read assigned music essays. Lectures identify general African principles in Black American music and define basic principles and styles of the improvisational approach and problems of improvisation. Students listen to and read about American Black music to examine its historical and contemporary importance. Spring, th. 7-9:45, staff.

See also the Pomona and Scripps College catalogs.

Natural Sciences

A joint program with Claremont Men's and Scripps Colleges.

Science as a way of thinking allows man to expand his knowledge of himself and of the world around him. In this technological age, the liberally educated individual must understand the basis of scientific thinking and its limitations.

The Joint Science Program offers courses of study for students interested in enlarging their understanding of natural phenomena and also courses for students desiring a concentration in Biology, Chemistry or Physics, or some interdisciplinary combination of these areas made readily possible by the science programs' interdisciplinary organization. A pre-medical and/or an environmental emphasis through the above concentrations are two particular strengths of the Joint Science Program. Additional courses in science are offered at Harvey Mudd College and at Pomona College.

CONCENTRATIONS IN SCIENCE

Requirements for the concentration in biology, human biology, chemistry, or physics include successfully completing a certain number of courses and passing a comprehensive examination in the senior year. In addition, concentrators in biology, chemistry, or physics are expected to carry out an individual research project which culminates in the writing of the senior research thesis. However, 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 fulfill their language requirements in French, German, or Russian.

Courses required for the biology concentration: 43, 44, 14, 15, 30, 31 (alternatively, the requirement may be met by 33, 34), 190, plus six additional courses in biology. The latter must include on 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 Joint Science Program and Pomona College.

Courses required for the human biology concentration: (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; and (4) Four additional semesters of

advanced work in the behavioral sciences, selected from at least two of the above areas. 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.

Courses required for the chemistry concentration: Alternative 1 (Chemistry and a strength in a second area): 14, 15, 116, 117, 30, 31 (alternatively, the physics requirement may be met by 33, 34), 121, 122, 124, 125, 190, senior comprehensive exam, plus three additional advanced courses in a second field chosen in consultation with the faculty adviser, and mathematics through Calculus III.

Alternative 2 (intensive-level Chemistry): 14, 15, 116, 117, 33, 34, 121, 122, 124, 125, 190, plus three additional advanced chemistry or interdisciplinary courses chosen in consultation with the chemistry faculty, and mathematics through Calculus III (mathematics through Applied Advanced Calculus strongly recommended).

Courses required for the physics concentration: Alternative 1 (Physics and a strength in a second area): 30, 31, (alternatively 33, 34), 14, 15, 101, 121, 124, 190, plus two additional advanced courses in a second field chosen in consultation with the faculty adviser, and mathematics through Applied Advanced Calculus.

Alternative 2 (intensive level Physics): 33, 34, 14, 15, 104, 121, 122, 124, 125, 133, 134 (HMC), senior thesis program in Physical Sciences 190 (two semesters), mathematics 65, 66, 111, senior comprehensive exam (early second semester senior year), one advanced physics course chosen in consultation with the physics staff.

BIOLOGY

43,44 Introductory Biology. The objectives of these courses are to provide students with a basic knowledge of biology, to introduce them to experimental techniques 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 courses treat 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. Biology 43 is a prerequisite to 44. Three lectures and one three-hour laboratory per week. Laboratory fee \$10 per semester. Both semesters, m.w.f. 10; laboratories t.w.th. 1:15-4:15, D. Sadava, R. Feldmeth and staff.

- 60 **Principles of Natural Science.** An integrated approach to the fields of science. Coverage will include basic concepts as to the origin, organization, evolution, and interactions 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, m.w.f. 9; laboratories m.t. 1:15-4:15, staff.
- 61 **Applications of Science.** A collection of half-semester seminars, from which the student may choose one or two, 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. 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 credit per seminar. Spring, m.w.f. 9, staff.
- 62 **Man and His Environment.** A course in human ecology that deals with man, his origins, biological characteristics including population growth, and behavior. The course also considers man's interactions with his environment and an analysis of that environment. Laboratory and field projects are available to a restricted number of students by permission of the instructor. Others do library and independent projects. Prerequisite: high school biology or permission of instructor. (Students fulfilling a two-semester science requirement normally take Science 60 prior to this course). Fall, m.w.f. 11, D. Guthrie, R. Feldmeth.
- 65 **Environmental Problems.** (See Environmental Studies 65.) Spring, m.w.f. 9, R. Feldmeth and staff.
- 126 **Artificial Intelligence.** (Not offered in 1975-76.)
- 127 **Field Biology.** (Not offered in 1975-76.)
- 140 **Invertebrate Biology.** Aspects of invertebrate biology included are physiology, embryology, structure and ecology. The course theme revolves around the evolutionary history of invertebrates with evaluation of a number of the ideas expounded concerning phylogenetic relationships. All forms significant to the evolutionary story are dealt with. Insects will receive considerable coverage. Prerequisite: Introductory Biology. Laboratory fee \$10. Fall, t.th. 8:20; laboratory, t. 1:15-5:15, C. Eriksen.
- 141 **Vertebrate Anatomy.** Morphology, ontogeny, and evolution of vertebrate organ systems, with emphasis on the evolutionary aspects of vertebrate development. The laboratory includes dissection of major vertebrate types and examination of basic histologic and embryologic materials. Prerequisite: Introductory Biology. Laboratory fee \$10. Spring, t.th. 9:40; laboratory, m. 1:15-5:00, D. Guthrie.
- 142 **Physiological Homeostasis.** A course dealing with the physiology of organisms, chiefly vertebrate animals, and the principles by which organs, organ systems, and animals maintain stable functioning in a changing environment. Prerequisites: Introductory Biology, one semester of college chemistry, and permission of instructor. Laboratory fee \$10. Fall, t.th. 9:40; laboratory th. 1:15-5:15, R. Feldmeth.
- 143 **General Genetics.** A course giving an overview of the mechanisms of inheritance at the molecular, cellular, and population levels. Prerequisites: Introductory Biology, one semester of college chemistry, and permission of instructor. Spring, m.w.f. 9 and one hour arranged, R. Enns.
- 145 **Evolution.** (Not offered in 1975-76.)
- 146 **Ecology** A study of the structure and function of various ecosystems including the interrelationships of plants and animals with their environment and each other, as individuals, populations and communities. Land and resource use will be considered as it pertains to ecological considerations and environmental problems. Friday labs and some weekend field trips are required. Prerequisites: Introductory Biology, one semester of college chemistry and permission of instructor. Laboratory fee \$10. Spring, t.th. 8:20; laboratory, f. 1:15-5:15 and arranged, C. Eriksen.
- 147 **Microbiology.** A discussion of micro-organisms with particular emphasis on the contributions made by research in microbiology to the understanding of basic biological principles. The laboratory deals

primarily with techniques of handling and identifying bacteria and with studies of bacterial physiology. Prerequisite: Science 43, 44 and 14, 15 or permission of instructor. Laboratory fee \$10. Fall, m.w.f. 11; laboratory m.w. 1:15-3:15, R. Enns.

- 151 Mammalogy.** This course will cover the classification, evolution and major characteristics of the members of the Class Mammalia. Behavior, reproduction, physiology, and structure will be discussed. Field trips and field work will provide first-hand knowledge of some mammals and of techniques for their study. Fall, m.w.f. 9 plus arranged time, D. Guthrie.
- 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. A limited opportunity open to all students with permission of instructor. Full or half course. First or second semester. Time arranged. The faculty and the areas in which they are particularly willing to direct independent study are as follows:
- F. Bovard: Enzymology, biological polymers, philosophy of science.
 L. Dart: Biophysics, general physics.
 J. Edmonds: Gravity theory, Relativistic Quantum Theory, Foundations of Physics, Philosophy of Physics, Foundations of Mathematics.
 R. Enns: Genetics, mutations in *Drosophila*.
 C. Eriksen: Physiological ecology of aquatic invertebrates, environmental problems, limnology.
 R. Feldmeth: Physiological tolerance of extreme environments, thermal pollution, marine biology.
 A. Fucaloro: Physical chemistry, especially the spectroscopy of biologically-significant compounds.
 D. Guthrie: Paleontology, evolutionary studies, human ecology.
 S. Klein:* Theoretical physics, brain mechanisms and modeling.
 M. Mathies:* Microbiology, genetics, immunology.
 J. Merritt: Spectroscopy, catalysis of organometallics.
- R. Pinnell: Non-metallic and organo-metallic compounds, NMR and infrared spectroscopy.
 D. Sadava: Development, genetics, plant systems, science policy.
 *On leave 1975-76.
- 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. Discussion three hours, laboratory four hours. Prerequisites: Introductory Biology and Chemistry and permission of instructor. Laboratory fee \$10. Spring, m.w. 1:15-4:40, D. Sadava.
- 160 Immunology.** (Not offered in 1975-76.)
- 168 Biology of Insects.** (Not offered in 1975-76.)
- 169 Topics in Marine Biology.** A seminar course dealing with current topics in the field of marine biology. Emphasis will be placed upon major areas of the field to familiarize students with recent theory and experimental investigations in ecological aspects of marine science. Specific subjects will be handled by extensive examination of the literature followed by oral student presentations and discussions. Prerequisite: Introductory Biology, Ecology or permission of instructor. Spring, t. 1:15-4:15, R. Feldmeth.
- 175 Topics in Developmental Biology.** This seminar will focus on research in two areas of current interest in developmental biology. For this year, the topics are: simple organisms as models for development; hormones and development. Fall, m. 1:15-4:15, D. Sadava.
- 190 Senior Thesis in Science.** Seniors may arrange to do a laboratory or field investigation with a faculty member. The topic should be chosen by the end of 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. Permission of faculty. Fall and spring, arranged, staff.

PHYSICAL SCIENCES

- 14,15 Basic Principles of Chemistry.** A study of the structure of matter and the principles of chemical reactions. Topics 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, m.w.f. 9; laboratories m.t.w.th.f. 1:15-5:15, F. Bovard and staff.
- 30,31 General Physics.** A first year general physics course introducing mechanics, heat, light and wave motion, electricity, and structure of matter. The course is designed for science majors in fields other than physics and engineering or non-science majors with a strong high school physical science background. A calculus course is not a prerequisite, but topics in calculus are developed as required. Laboratory fee \$10 per semester. Both semesters, m.w.f. 11; laboratories m.t.w.th. 1:15-4:15, L. 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 permission of instructor. Laboratory fee \$10 per semester. Both semesters, m.w.f. 11; laboratories m.t. 1:15-4:15, J. Edmonds.
- 101 Theoretical Mechanics.** The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators, and deformable solids. Prerequisites: Science 33 and Calculus II. Laboratory fee \$10. Fall, t.th. 9:40; laboratory t. 1:15-4:15, J. Merritt.
- 102 Electricity and Magnetism.** (Not offered in 1975-76.)
- 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 (optional) for 102 but may be taken separately for half-course credit with permission of the instructor. Prerequisite: Science 34. Laboratory fee \$10. Spring, w. 1:15-4:15, J. Merritt.
- 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 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. Both semesters, m.w.f. 10; laboratory w.th.f. 1:15-5:15, R. Pinnell.
- 121 Principles of Physics-Chemistry I.** Detailed development of thermodynamics, both classical and statistical. Phase equilibria and transition discussed. Prerequisites: Science 15, 34 and Calculus III. Fall, t.th. 9:40, A. Fucaloro.
- 122 Principles of Physics-Chemistry II.** Kinetic theory, quantum mechanics and their application to inter- and intra-molecular interactions. Prerequisite: Science 121. Spring, t.th. 9:40, A. Fucaloro.
- 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 each semester. One hour lecture and one four-hour laboratory. Prerequisite: Physics-Chemistry 121-122 or concurrent registration. Laboratory fee \$10 per semester. Both semesters, m. 1:15-5:15 and lecture arranged, staff.
- 152 Independent Study in Science.** For description see Natural Sciences 152 in Biology section.
- 177 Biochemistry.** (Not offered in 1975-76.)
- 178 Biophysics.** A study of the action of various living systems such as the eye, ear, muscle, nerve, etc., from the point of view of mechanics, thermodynamics, and electrical theory. Some discussion of instrumentation in the study of structure will also be included. Prerequisite: Introductory courses in biology and physics, or consent of instructor. Fall, m.w.f. 9, L. Dart.

- 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: permission of faculty. Arranged, staff.

Chemistry courses offered in cooperation with Harvey Mudd and Pomona colleges.

- 2 **Introduction to Chemistry.** Full course. Spring, lecture m.w.f. 9; discussion m. or t. 1:15-3:05, A. Beilby and F. Bovard.
- 161 **Thermodynamics.** Prerequisite: Science 121-122. Half course. Fall semester, first half, t.th. 8:20 W. Sly.
- 162 **Statistical Mechanics.** Prerequisite: Science 121-122. Half course. Fall semester, second half, t.th. 8:20, W. Sly.
- 163 **Group Theory.** Prerequisite: Science 121-122. Half course. Spring semester, first half, m.w.f. 11, G. Van Hecke.
- 164 **Quantum Mechanics.** Prerequisite: Science 121-122. Half course. Spring semester, second half, m.w.f. 11, A. Fucaloro.
- 171 **Organic Synthesis.** Prerequisite: one year of organic chemistry. Half course. Fall semester, first half, t.th. 9:40, P. Van Eikeren.
- 172 **Structure Determination.** Prerequisite: one year of organic chemistry. Half course. Fall semester, second half, t.th. 9:40, F. Allen and R. Pinnell.
- 173 **Pericyclic Reactions.** Prerequisite: one year of organic chemistry. Half course. Spring semester, second half, m.w.f. 9, P. Myhre.
- 174 **Physical Bio-organic Medicinal Chemistry.** Prerequisite: one year of organic chemistry. Full course. Spring, m.w.f. 10, C. Hansch.

- 176 **Physical Organic Chemistry.** Prerequisite: one year of organic chemistry. Half course. Spring semester, first half, m.w.f. 9, P. Van Eikeren.

INTERCOLLEGIATE, BOTANY

- 100G **Algae, Fungi and Bryophytes.** Fall, m. 1-5, S. Carlquist. (Pomona)
- 110G **Chromosomal Cytology.** Spring, announced, R. Thorne. (Botanical Garden)
- 127G **Plant Anatomy.** Spring, m. 105, S. Carlquist. (Pomona)
- 133G **Cellular Biology.** Fall, arranged, R. Scogin. (Botanical Garden)
- 145G **Plant Geography.** Spring, arranged, R. Thorne.

See also the Harvey Mudd and Pomona College catalogs.

Organizational Studies

Organizational Studies is an interdisciplinary program which focuses on cultural, social, economic, historical, and psychological factors as they interact within complex social systems. A concentration in Organizational Studies is intended to facilitate an understanding of organizations and provide an opportunity to study organizational change.

Students who are interested in Public Administration, Business Administration, Public Health Administration, Organizational Studies, Organizational Psychology or Sociology may find this program an appropriate preparation for either graduate school or careers in these areas.

Concentrators will be expected to complete the core interdisciplinary course (Organizational Studies 100), demonstrate a proficiency in the theory and application of statistics (courses that will meet this requirement are Sociology 100, Research Methods and Statistics; Political Studies 100, Statistics; Psychology 91, Psychological Statistics), and participate in a one year practicum. The latter requirement may be met by participation in the Program of Public Policy Studies (Political Studies 100CC), Fieldwork in Psychology (186,187), or by specially arranged internships.

In addition, concentrators will be expected to complete a seven-course program of study dealing with three of the following concepts:

- A. Individuals and Organizations
- B. The Group and Organizations
- C. Interactions among Organizations
- D. Society and Organizations
- E. Governments and Organizations

Some typical courses that relate to each of these five concepts and therefore meet the requirements are listed below. They are keyed to the concepts alphabetically. With the approval of the Organizational Studies field group, other appropriate courses may be used to satisfy this requirement.

- Anthro. 11 Introduction to Social and Cultural Anthropology.** (A) Fall, t.th. 9:40, L. Munroe. Spring, t.th. 9:40, L. McDougall.
- Anthro. 104 Language and Culture.** (A) Fall, m. 7, D. Brenneis.
- Anthro. 122 Anthropology of Politics, Law and Conflict.** (B,C) Fall, m.w.f. 10, D. Brenneis.
- Anthro. 137 Anthropological Approaches to Complex Societies.** (B,C) Spring, t.th. 12, D. Brenneis.
- Anthro. 138 Social Institutions.** (D) Spring, m.w. 1:15, L. McDougall.
- Anthro. 157 Urban Anthropology.** (C) Spring, m. 2:45, S. Seymour.
- Econ. 15 Seminar in Contemporary Economic Issues.** (D) Spring, t. 7, H. Botwin.
- Econ. 20 Principles of Economics: Macroeconomics.** (D) Spring, t.th. 9:40, J. Arnault.
- Econ. 21 Principles of Economics: Microeconomics.** (D) Spring, t.th. 1:15, H. Botwin.
- Econ. 130 Comparative Economic Systems.** (D) Spring, t.th. 1:15, J. Arnault.
- Econ. 161 Economic Theory: Microeconomics.** (D) Fall, t.th. 2:45.
- Hist. 56 U.S. History, 1877-Present.** (D) Spring, m.w.f. 11, R. Buroker.
- Hist. 61CC Revolution and Social Change in Modern Asia.** (D) Spring, m.w.f. 11, A. Greenberger, H. Smith, A. Rosenbaum.
- Hist. 159 The American Progressive Era.** (D) Fall, w. 7, R. Buroker.
- Org. Stud. 100 Organizational Studies: An Interdisciplinary Approach.** This course, integrating various perspectives on organizations, will deal with group and organization formation and processes, involving students in intensive group activities; will study bureaucracies and organizations from theoretical and empirical points of view; and will introduce students to the use of computers as applied to the study of organizations, with stress on simulations of organizations with practical applications. *Required of Organizational Studies concentrators*, and open to other students. Spring, m. 6:30 and two arranged weekends, L. Ellenhorn, J. Sullivan, R. Volti.
- Pol. Stud. 30 Comparative Politics and Government.** (E) Spring, m.w.f. 9, L. Marquis.
- Pol. Stud. 46 International Politics.** (E) Spring, m.w.f. 11, J. Sullivan.
- Pol. Stud. 133 The Politics of Ecology.** (E) Fall, t.th. 2:45, J. Rodman.
- Pol. Stud. 147 Analysis of Foreign Policy in a Shrinking Globe.** (C) Spring, m.w.f. 9, J. Sullivan.
- Pol. Stud. 166 The Year 2000: Utopia or Oblivion?** (E) Fall, t.th. 1:15, S. Nickel Snowiss.
- Psych. 103 Social Psychology.** (A) Fall, t.th. 8:20, L. Ellenhorn. Spring, t.th. 9:40, R. Shomer.
- Psych. 135 Organizational Psychology.** (A,B) Spring, t.th. 12, L. Ellenhorn.
- Psych. 137a The Psychology of Work.** (A) Half-course, first half of fall semester, t.th. 1:15, L. Ellenhorn.
- Psych. 137b The Work of Psychology.** (A) Half-course, second half of fall semester, t.th. 1:15, L. Ellenhorn.
- Psych. 145a,b Small Group Processes.** (B) Two half-courses, fall, m.w. 12, L. Ellenhorn.

- Psych. 146 Cooperation, Conflict, Violence, and Aggression.** (A) Spring, t.th. 2:45, R. Shomer.
- Psych. 186(3) Fieldwork in Organizational Psychology.** (A,B) Spring, arranged, L. Ellenhorn.
- Soc. 23 Women at Work.** (A) Spring, t.th. 9:40, A. Yates.
- Soc. 40 Perspectives in Sociology.** (B) (Not offered in 1975-76.)
- Soc. 51 The Social History of Modern China.** (E) Fall, m.w. 1:15, R. Volti.
- Soc. 55 The Sociology of Industry.** (D) Fall, t.th. 9:40, R. Volti.
- Soc. 104 Sociology of Education.** (E) Fall, m.w. 4:15, P. Nardi.
- Soc. 114 Social Classes.** (D,E) (Not offered in 1975-76.)
- Soc. 141 The Organization of Health Care.** (D) Spring, m. 7:30 and arranged, A. Yates.
- Soc. 150 Bureaucracy.** (B) Fall, m.w.f. 9, R. Volti.
- Soc. 158 Subcultures and Occupations.** (B) Spring, w. 7:30 and arranged, L. Humphreys.

BLACK STUDIES CENTER

- Pol. Sci. 153CC The Black Community and the American Political Process.** (E) Fall, m.w. 2:45, staff.

CHICANO STUDIES CENTER

- Pol. Sci. 168CC Public Policy and the Chicano Community.** (E) Fall, m. 8 p.m., staff.

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):

- A. A one-semester course in logic.
- B. 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.
- C. 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.
- D. At least one of the six courses taken to satisfy requirements (B) and (C) 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 (B) and (C) 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.

- 1 **Introduction to the Problems of Philosophy.** An introduction to philosophical problems and methods. Topics will include the relation of religion to ethics, freedom of the will, and the existence of God. Enrollment limited to 25. Spring, m.w.f. 10, R. Gordon.
- 2 **Philosophical Classics.** An introduction to philosophical problems and methods through a reading of some important works of traditional philosophers. Readings from Plato's *Republic*, Descartes' *Meditations*, and Mill's *Utilitarianism*, if there is time. Limit: 20. Fall, t.th. 9:40, J. Bogen.
- 3 **Introduction to the Philosophy of Science.** What distinguishes scientific research from other ways of killing time? Philosophical methods will be used to study some episodes in the history of science in an attempt to answer this question. The course may serve as an introduction to philosophy, but it is also suitable for students who have studied some philosophy. No special knowledge of science, mathematics, or logic required. Spring, m.w.f. 11, R. Rubin.
- 5 **Introduction to Formal Logic.** An introduction to some techniques for analyzing arguments and testing them for validity. The sentential and predicate calculi will be discussed. These systems will be used to illuminate patterns of argument which occur in English, and the formal properties of the systems will be studied in addition. Spring, m.w.f. 9, R. Rubin.
- 61 **Intermediate Logic.** Unlike Philosophy 5, this course is not concerned with the use of logical systems to evaluate arguments in English; it is concerned with the formal properties or the logical systems themselves (properties such as completeness and consistency). Students who have not taken Philosophy 5 or its equivalent may enroll only if they have the instructor's permission. Fall, m.w. 1:15. R. Gordon.
- 112 **Topics in Ancient Philosophy.** An introduction to ancient philosophy. Readings from some main works of Plato and Aristotle on virtue and justice, theory of knowledge, and philosophy of science. Fall, th. 2:30, J. Bogen.
- 114 **Philosophical Psychology.** A philosophical examination of the concepts of emotion, belief, desire, will, and so on. Some examples of questions to be discussed are "How can one person tell whether another is ashamed?" and "Are pains states of the nervous system?" Prerequisite: introductory philosophy or logic. Spring, t.th. 2:45, R. Rubin.
- 116 **Philosophy of Language.** An examination of some philosophical questions having to do with the use of names. Readings from Russell, Quine, and others. Prerequisites: An introductory philosophy course or logic or consent of the instructor. Fall, m.w.f. 9, R. Gordon.
- 121 **Topics in Aesthetics and Criticism.** (See English 121.) Fall, t. 1:15-4, J. Bogen and B. Houston.
- 147 **Aesthetics of the Film.** An examination of the development of the concept of realism in the film. Films will be viewed in order to see how the concept of realism, originally applied to the narrative film, is transformed by people working on documentary and experimental films. Films by Renoir, Von Stroheim, Weisman and others. Lab fee: \$12.50. Spring, m.w. 2:45, R. Gordon.
- 151 **Metaphysics.** A study of the philosophy of Wilfred Sellars. For students who have studied some philosophy; consent of the instructor required. Spring, to be arranged, R. Gordon.

- 170,171 Advanced Studies in Philosophy.** Directed study of a philosophical topic of the student's choice. Open only to philosophy concentrators who have the consent of the instructors. Both semesters, arranged, staff.

INTERCOLLEGIATE

- 11G Medieval Philosophy.** Spring, t. 1:30-3:45, E. Winance. (Pomona)
- 115G Introduction to Ethics.** Fall, m.w.f. 10, staff. (Pitzer)
- 125G Philosophy of Social Science.** Fall, t. 7-9, A. Louch. (HMC)

Physics

(See Natural Sciences)

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:

- A. 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.
- B. 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.

- C. 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.

- 10 Introduction to Political Studies.** This course is designed to introduce the student to the study of politics including international affairs, comparative and American politics. Events in these areas are examined from the perspective of the perennial questions of power, authority, sovereignty, legitimacy, citizenship, and institutional order. Fall, t.th. 9:40, and one hour tutorial: f. 12 or 1, S. Nickel Snowiss.
- 18 The Economic Role of Government.** J. Arnault. (Not offered in 1975-76.)
- 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, L. Marquis.

- 46 International Politics.** Introduction to the nature and characteristics of international politics. Topics will include the origins of the Cold War, the confrontation between the developed and the developing nations, the role of power and alliances in international politics and the emergence of new international political cleavages. Attention will be given to the post-World War II international system as well as selected historical cases. Spring, m.w.f. 11, J. Sullivan.
- 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, J. Rodman. Spring, S. Nickel Snowiss.
- 100 Statistics.** This course will introduce students to the quantitative analysis of political, economic 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 application of these notions in the study of politics, economics and society rather than on the mathematical theory which underlies statistics. Students will also have an opportunity to learn rudiments of interactive computing. A computer laboratory session will be arranged. Fall, m.w.f. 9, J. Sullivan and D. Mazmanian.
- 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, 4 and arranged, J. Sullivan.
- 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. Spring, M. Goldstein.
- 118 Race Politics.** This course is an exploration into the role of race in American politics. It will not emphasize the particular political history of one or another race but rather focus on the development and maintenance of different varieties of racial domination and subordination. Considerable time will be spent discussing current political trends in an effort to determine whether as a result of the election of Blacks to political office, American politics has entered a fundamentally new stage in race relations. Spring, to be arranged, M. Goldstein.
- 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, m.w.f. 10, M. Goldstein
- 122 Urban Politics.** This course will introduce the student to key analytical and historical problems in urban politics and their relationship to the present urban crisis. Emphasis will be placed upon specific urban political situations. For example, recent political trends in New York City and Chicago will be analyzed to determine what insight they provide into the California urban experience. Spring, to be arranged, M. Goldstein.

- 125 **Politics, Economics and Environmental Aspects of Water Resources in Calif.** J. Jamieson. (Not offered in 1975-76.)
- 127 **The Comparative Analysis of Political Behavior.** The course will explore the empirical literature dealing with individual and collective political behavior developed by Political Scientists and Sociologists in the 20th century. Attention will be directed to such analysts as V.O. Key, Dahl, and Miller and survey research materials from the U.S., Great Britain and Western Europe will be examined. Such concepts as political efficacy, political involvement, ideology, as well as selected concepts from social psychology will be examined in terms of their usefulness in the analysis of political behavior. Prerequisite: P.S. 30 or consent of instructor. Fall, m.w.f. 11, J. Sullivan.
- 129 **Policy Analysis.** This course will deal with the causes and consequences of public policies. Primary emphasis will be placed on policies dealing with social and welfare problems. The course will examine the formulation of these policies on a national level and their administration at the local level. Fall, m.w. 1:15, M. Goldstein.
- 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. Prerequisite: consent of instructor. Fall, t.th. 2:45, J. Rodman.
- 139 **Consciousness and Society: The Work, The Man, The Times.** The course will seek to examine the interrelationship of the history, politics, and culture of Germany and France at the turn of the century with the thoughts and lives of four major writers: Max Weber and Thomas Mann, Emile Durkheim and Marcel Proust. Prerequisite: either History 37, or P.S. 66, or English 162, or courses in German and French literature, or consent of instructor. Spring, t.th. 2:45, L. Marquis.
- 140 **The Development of Political Community at the Regional and International Level.** J. Sullivan. (Not offered in 1975-76.)
- 140es **British and American Society.** An historical and present-day comparison of British and American institutions and culture, having as its central purpose an attempt to attain an understanding of the successes and failures of the British experience in order to be able to determine a direction for social change in the United States. Summer 1976 External Studies program in London. H. Botwin.
- 147 **Analysis of Foreign Policy in a Shrinking Globe.** This course will examine the foreign policy process by a comparison of foreign policy formation during the Cold War period and the changing factors which are forcing nations to cope with increasing interdependence, resource scarcity and environmental degradation. Emphasis will be placed on the linkage between domestic factors and foreign policy. International actors selected for analysis will include the U.S., Japan, OPEC, Great Britain, France, as well as one or two relevant international organizations. Spring, m.w. 2:45, J. Sullivan.
- 148 **United States Foreign Policy.** J. Sullivan. (Not offered in 1975-76.)
- 166 **The Year 2000: Utopia or Oblivion?** This course will investigate projections of the future from various vantage points — science, philosophy, science fiction and parapsychics — and will focus on specific conceptions of time, space, leisure, community and authority. Readings will include Kahn, Skinner, Fuller, More, Castaneda, Lilly, Huxley and Asimov. Prerequisite: consent of instructor. Fall, t.th. 1:15, S. Nickel Snowiss.
- 173 **Contemporary Political Philosophy.** This course will focus on the character of man and his relationship to social forces and institutions in the modern world. The readings will deal primarily with writers who are critical of the contemporary world and have some vision of the "new man" and his "new order." Readings will include Mannheim, Marcuse, McLuhan, Mao, Freud, Brown, Camus, Jonas and Chardin, among others. Fall, m.w. 2:45, S. Nickel Snowiss.
- 176 **Political Thought: East and West.** S. Nickel Snowiss and A. Greenberger. (Not offered in 1975-76.)

- 178 **The Nature of Revolution.** S. Nickel Snowiss. (Not offered in 1975-76.)
- 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.
- 334a,b **Political Philosophy.** (Formerly 315a,b.) 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. Both semesters t. 9:30-12. Fall, S. Zelnicker. Spring, S. Nickel Snowiss.
- 336 **Recent Topics in Political Philosophy.** This seminar will examine the implications of evolution, ethology, and ecology for political and social philosophy. Graduate course; qualified undergraduates admitted with consent of instructor. Fall, th. 9:30-noon, J. Rodman.
- 360 **Comparative Government.** Comparative study of the political process in selected European and developing countries, as well as an introduction to systematic approaches to comparative politics. Spring, w. 2-5, S. Zelnicker.
- 364 **Comparative Politics of the European Left.** L. Marquis. (Not offered in 1975-76.)
- 371 **Intellectuals in Politics: A Comparative Study.** An examination of the role of the intellectual in the politics of Western and non-Western countries. Prerequisite: consent of instructor. Spring, w. 2-5, L. Marquis.

EXTERNAL STUDIES

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

BLACK STUDIES CENTER

- 137CC **European Imperialism and Colonial Administration.** (Formerly Imperialism Colonial Administration.) A study of the growth and expansion of European powers into Africa and the systems of administration they established, with emphasis on British and French activities. An examination of theories of imperialism shaped by the establishment of a colonial empire in Africa. Spring, t.th. 2:45, staff.
- 138CC **Comparative Political Theories and Social Change.** To facilitate an understanding of the relationship between political theory and social change; this course analyzes the formation of the modern state, its various political organizations and its relationship to conflict, revolution, and social upheaval. Spring, w. 7-9:45, staff.
- 153CC **The Black Community and the American Political Process.** An analysis and critique of the power structure, leadership influence, and decision-making in the Black community, as well as a consideration of alternative methods of relating to the political process in the U.S.A. Field work and/or observation required. Fall, m.w. 2:45, staff.
- 154CC **Pan Africanism I.** (Formerly 152CC.) 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. Discussion of the early Pan Africanists, such as Paul Cuffee, Edward Blyden, Sylvester Williams, Du Bois, and Padmore. This course extends through 1945 and the Fifth Pan African Congress. Fall, t.th. 1:15, staff.
- 155CC **Pan Africanism II.** An examination of the historical evolution of Pan Africanism, surveying early concepts and activities with primary focus on post-World War II developments; the impact on Pan Africanism of (1) the rise of independent states in Africa and the Caribbean and (2) nationalist movements among Blacks in Africa and Europe. An analysis of the present objectives of Pan Africanism. Spring, t. 7-9:45, staff.

194CC Special Studies Seminar: Black Women and the Development of the Black Community I. A two semester course. This course begins by exploring the political role of women in traditional African and Egyptian societies. It will then address the position of women in slave and post slave societies focussing on political struggles in the U.S., Cuba and Haiti. Harriet Tubman and Sojourner Truth and the Marron women will be among those discussed. This section will end in pursuing the methods women used to carry on political and cultural activities through songs and deeds to the turn of the 20th century. Fall, th. 7-9:45, staff.

195CC Special Studies Seminar: Black Women and the Development of the Black Community II, the Twentieth Century. A continuation of 194CC. An examination, first, of Black women and the political, economy of capitalism; on the job, in welfare, in prisons, as special targets of genocide (sterilization enforced birth control, sexual experimentation); and, second, of the effect on Black women of both the Black and Women's Liberation movements. The course also attempts to develop alternative solutions to the problems of Black women and all people. Spring, th. 7-9:45, staff.

CHICANO STUDIES CENTER

75CC A Survey of Chicano Politics. A study of the social and political development of the Chicano community 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. We will also compare the Chicano experience with that of other ethnic groups in America. Fall, m.w.f. 10, staff.

137CC Political Sociology. A sociological analysis of politics focussing on the concept of power as a phenomenon which manifests itself not only in the formal political sphere but in the organization of society itself. With this approach we will explore the relationship between the Chicanos socio-economic position and political action. Fall, t.th. 9:40, staff.

168CC Public Policy and the Chicano Community. A course intended to analyze and research the impact of Federal, State and Local Public Policy on Chicano communities. Inter-disciplinary in nature, the course will investigate the process of public policy decision-making and explore models for influence on the process by Chicano communities. Fall, m. 7-10, staff.

174CC Urban Politics and the Chicano. A study of the processes of urbanization in the West with an emphasis on the U.S. urban context. We will especially be concerned with the role of urbanization in political and social change and its relevance to the Chicano community. Spring, m.w.f. 10, staff.

181CC Seminar: Contemporary Chicano Politics. This is a research seminar which allows the upper division student to focus on a historical and/or contemporary political problem of relevance to the Chicano community. Prerequisite: consent of the instructor. Spring, th. 7-10, staff.

INTERCOLLEGIATE

Govt. 126G Communist World I. Fall, m.w.f. 11, F. Neal. (CGS)

Govt. 127G Communist World II. Spring, m.w.f. 11, F. Neal. (CGS)

Govt. 146G Bureaucracy and Social Change. Spring, w. 9:30-12, M. Goodall. (CGS)

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

Govt. 137b Quantitative Methods in Political Science and Sociology. Spring, announced. D. Mazmanian.

Psychology

Concentrators in psychology must meet the following two requirements:

- A. 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.
- B. 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*, 108, 111*, 121, 123, 161G(S), 196(S)*.
 - b. Personality, social, clinical, and developmental psychology. Courses offered at Pitzer College are NR5, Psychology 103, 105, 107, 108, 115CC, 135, 137a and b, 145a and b, 146, 153CC, 156, 162, 165, 169CC, 181, 182, 183*, 185, 186, and 187*, 189, 194(S), 196(S)*, 198(S).

During the spring semester of the junior year, the psychology faculty may invite selected students to submit a research proposal for a senior honors thesis. The student

will be given credit for a minimum of two courses during the senior year for satisfactory work on the thesis.

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

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

10 Introduction to Psychology. The purpose of this course is to introduce the student to psychology as it has developed from a non-scientific interest in human behavior to a scientific approach to human development, learning, motivation, emotion, perception, cognition, and personality. Special emphasis is given to some of the major systems, concepts, methods, and findings in contemporary psychology. Students will be expected to serve as subjects in experiments. Four sections of this course will be offered. Section G will provide a general overview of the entire field of psychology. Enrollment in each section limited to 50. Fall, t.th. 8:20, or t.th. 9:40, R. Munroe. Spring, m.w. 4:15, K. Meiselman. Section P will provide a general overview of the field with an emphasis on personality. Enrollment limited to 50. Spring, t.th. 9:40, R. Tsujimoto. *Students should enroll in Psychology 10 by section.*

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. Enrollment in each section limited to 35. Fall, m.w.f. 10, K. Meiselman, Spring, m.w.f. 9, L. Light.

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

100 Experimental Psychology. (Not offered in 1975-76.)

101 Brain and Behavior. (Not offered in 1975-76.)

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: Psychology 10, Psychology 91, or permission of the instructor. Spring, m.w.f. 11; laboratory w. 2:45-5:00, L. 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: Psychology 10 (not open to students who have taken Psychology 10, Section S). Fall, t.th. 8:20, L. Ellenhorn. Spring, t.th. 9:40, R. 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: Psychology 10 (not open to students who have taken Psychology 10, Section C). Fall, t.th. 12, R. Albert. Spring, m.w.f. 10, C. Atwell.
- 106 **Perception.** (Not offered in 1975-76.)
- 107 **Personality.** A variety of personality theories (e.g., psychoanalytic, neoanalytic, behavioral, and humanistic) will be compared, with an emphasis on theories of American origin. The assessment and clinical approaches associated with the various theories, as well as the strengths and weaknesses of each will be examined. Prerequisite: Psychology 10 (not open to students who have taken Psychology 10, Section P). Fall, t.th. 1:15, R. Tsujimoto.
- 108 **Motivation.** This course will survey the role that motivational concepts play in a variety of behavior theories. It will introduce students to motivational research and will focus on a few basic theoretical questions that have arisen in the field of motivation. Prerequisite: Psychology 10. Fall, m.w. 12, R. Shomer.

The following courses are advanced or special topic courses. Normally such courses will have an introductory course and a middle level course as prerequisites. Since some special topic courses do not have such prerequisites, students are urged to read specific course descriptions. 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.** An introduction to the physiological basis of behavior. This course will include an overview of the structure and functions of the nervous system and investigation of the methodology and findings of current research on physiological mechanisms in perception, learning, motivation, and attention. It is intended especially for psychology students with a possible interest in graduate school and for concentrators in human biology. Laboratory fee \$10. Prerequisite: any middle level psychology course or any biology course. Spring, m.w. 1:15, C. Atwell and H. Wichman.
- 115CC **Introduction to Early Childhood Education.** Historical and contemporary philosophies exploring many aspects of early education from the points of view of Rousseau, Froebel, Dewey, Pestalozzi, Montessori, Freud, Bruner, Piaget, Maslow, Erikson, Bereiter, Moore, Nimnicht. Three and one-half hour laboratory at the Mary B. Eyre Children's School. Permission of instructor required. Fall, w. 2:45-4:45, C. Keller-Douglass.
- 121 **Learning and Teaching a Second Language.** (See Linguistics 121.) Spring, m.w. 1:15, R. Macaulay.
- 123 **The Acquisition of Language.** (See Linguistics 123.) Fall, t.th. 9:40, R. Macaulay.
- 135 **Organizational Psychology.** The course, through experiential methods, field work, 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. Fieldwork in Organizational Psychology is also offered. For description, see Psychology 186, 187 (Fieldwork in Psychology), Section 3. Spring, t.th. 12, L. Ellenhorn.
- 137a **The Psychology of Work.** An investigation of the motivation, satisfaction, frustration and alienation which is experienced in the context of work. We will explore the meaning and experience of a wide variety of work situations for the individual, as well as the problem of non-work. *No prerequisite.* Half-course, first half of fall semester, t.th. 1:15, L. Ellenhorn.
- 137b **The Work of Psychology.** An experiential exploration of the field of professional psychology, using

- simulated interviews, personnel testing, organizational consulting, methods of therapy as well as other modalities of putting psychology to use. *No prerequisite.* Half-course, second half of fall semester, t.th. 1:15, L. Ellenhorn.
- 140 Human Behavior in Natural Settings.** (Not offered in 1975-76.)
- 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. Prerequisite: any middle level course and consent of instructor. Half-course, first half of fall semester, m.w. 12, L. 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, second half of fall semester, m.w. 12, L. Ellenhorn.
- 146 Cooperation, Conflict, Violence, and Aggression.** Various approaches to the phenomena of violence, aggression, conflict, and cooperation will be explored with contributions from experimental gaming, bargaining, negotiation, ethological studies, and attitude formation being discussed. Prerequisite: any course in social psychology. Spring, t.th. 2:45, R. Shomer.
- 153 Problems in Human Sexuality.** (Not offered in 1975-76.)
- 153CC Creativity and the Young Child.** Students are given experience with a wide variety of materials, utilizing media such as paint, clay and collage. Science experiments, dance, drama, cooking and children's songs are included with other materials, resources and methods for planning creative activities for young children. Three and one-half hour laboratory at the Mary B. Eyre Children's School. Permission of instructor required. Fall, th. 2:45-4:45, staff.
- 154 Cognitive Development.** (Not offered in 1975-76.)
- 155 Socialization and Personality in Cross-Cultural Perspective.** (Not offered in 1975-76.)
- 156 Sex Differences in Behavior: Myth or Fact?** This course will examine the extent to which males and females differ in their social behavior, intellectual abilities, motivations, and aspiration. We will study the possible origins of such differences, both biological and social. Topics to be discussed will include cognitive styles, achievement motivation, temperament, power relationships, sex typing, and socialization practices. Prerequisite: Introduction to Psychology. Half-course, first half of spring semester, m. 2:45-5:30, C. Atwell.
- 160 Intermediate Statistics.** This course will treat selected topics in the analysis of variance, correlation and regression, nonparametric statistics, and experimental design, in a non-mathematical fashion. Students will learn how to use the statistical packages available on the computer. Recommended for students who are engaged in Senior Thesis or other independent research. Prerequisite: An introductory course in statistics. Fall, m.w.f. 11, L. Light.
- 162 Behavior in Uncertainty.** Human beings are constantly attempting to make sense of the world around them and to act on the basis of the "model" they arrive at. In this course we will examine this process and explore human information collection and processing, subjective probability, risk taking and risky decisions, weighing of evidence, chance, skill, and luck. Prerequisite: Introductory Psychology, statistics, and one middle level psychology course. Fall, m.w.f. 10, R. Shomer.
- 164 General Psychology — Advanced Level.** This course will deal with current topics in general psychology in an in-depth fashion. Prerequisite: consent of the instructor. Enrollment limited to 15. Fall, t.th. 12, R. Munroe.
- 165 The Asian-American Experience.** A psychological and socio-cultural perspective on Asian-Americans. The course looks at the influences of the Asian cultural heritage and American culture on Asian-Americans. The goal is understanding the nature of the Asian-American experience in today's society. No prerequisite. Spring, t.th. 1:15, R. Tsujimoto and T. Dong.

- 169CC Research and Practice in Early Childhood Education.** An examination of current interpretive and selective research related to the education of young children. Perspectives include infant care, sex role identity, separation from parents, parental discipline, peer relations, concept attainment, language development, family structure, early group experience. Three and one-half hour laboratory at the Mary B. Eyre Children's School. Permission of instructor required. Spring, w. 2:45 and lab, C. Keller-Douglass.
- 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. Fall, m.w. 1:15, K. Meiselman. As an alternative, students may register for New Resources 5, spring, w. 4:30, T. Burley. *Credit will be given for either 181 or New Resources 5, not both.*
- 182 The Psychology of Creative Behavior and Eminence.** The course will examine major theories, issues, and research regarding the development and performance of creative behavior and the attainment of eminence. Students will be expected to develop research proposals. Prerequisite: a middle level psychology course. Suggested, Psychology 105, 107, and/or 108. Spring, t.th. 12, R. Albert.
- 183 The Study of Lives.** A seminar on the study of individuals. Each student will write a life history on the basis of interviews of another person. Examination and supervision of interview techniques will be a focal point of the course. Admission by consent of instructor. For juniors and seniors. Laboratory fee \$12. Enrollment limited. Prerequisite: Psychology 105 or 107 or 181 or 184 and consent of instructor. Fall, w. 2:45-5:30, R. Albert.
- 184 Psychoanalytic Theory.** (Not offered in 1975-76.)
- 185 Psychohistory: Study of History and Personality.** (See History 194/294.) Fall, t.th. 2:45, R. Albert and W. Warmbrunn.
- 186,187 Field Work in Psychology.** Field work experiences in psychology can be obtained in a variety of ways:
- 1. Field Work in Psychology.** This course involves supervised experience in psychology which is arranged on an individual basis with cooperating local institutions. The course is offered on a credit/no-credit basis only, and students are expected to enroll for two semesters. For juniors and seniors. Prerequisite: Psychology 181 and/or consent of instructors. Both semesters, time arranged, K. Meiselman and R. Tsujimoto.
 - 2. Intensive Field Work in Psychology.** This course offers field work experiences at the Veteran's Administration Hospital in Downey, Illinois, and the Clearwater Ranch Children's School in Santa Rosa, California. See the External Studies section of this bulletin for a more complete description.
 - 3. 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 institutions 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, time to be arranged, L. Ellenhom.
 - 4.** Occasionally, a student may arrange a field work experience that does not fall under any of the previous three options. In this case, supervision of the experience may be undertaken by one of the psychology faculty members. The student should enroll in Psychology 186 or 187 rather than enroll in an independent study.
- 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. Juniors and seniors only. Prerequisite: Psychology 181 and consent of the instructor. Spring, m.w. 12, K. 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. 9, L. Light.

- 191 Senior Thesis Research.** Seniors may be invited to prepare a thesis. Both semesters, time arranged, staff.
- *** Seminar in Cognition:** See 161G, The Psychology of Thinking, in Intercollegiate listings below.
- 194 Seminar in Social Psychology.** Topic: Originators of Action or Pawns of Fate. An examination of the concepts of internal and external control, power, and competence, and their relationship to learning, health, child rearing, gender differences, and group behavior. Fall, m.w. 2:45, R. Shomer.
- 196 Seminar in Child Psychology.** This year's topic will be cognitive development. Aspects of the development of perception and thinking will be covered with a special emphasis on the theory and research of Jean Piaget. Prerequisite: a course in learning, perception, or child psychology. Fall, m. 2:45-5:00, R. Tsujimoto.
- 198 Seminar in Personality.** Major concepts and issues within psychoanalysis and ego psychology will be discussed and compared with personality theories of American origin. Prerequisite: substantial background in child development, social, and personality theory. Spring, w. 2:45-5:00, R. 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 course does not fulfill the seminar requirement for the concentration. Prerequisite: invitation of the instructor. Fall and Spring, time to be arranged. L. Light.

BLACK STUDIES CENTER

- 140CC Social Psychological Aspects of Black Identity and the Black Experience.** An examination of formal theory of personality formation in terms of the life style of Afro-Americans, with the distinctiveness of Black ethnicity informing an exploration of group membership, role factors, and situational determinants as social norms. Emphasis on the interdependence of personal characteristics, Afro-American culture, and the social conditions that foster Blackness. Prerequisite: a basic course in psychology. Fall, w. 7-9:45, staff.

- 150CC The Myth of Prospero and Caliban.** (Formerly 50CC.) A consideration, first of the psychopathology of white racism; second, of the various uses for perpetrating racism against Blacks and other non-whites; and, third, of the culture of oppression and psychological dependency, as expressed in Moynihan's studies on the Black family and the genetic theories of Schockley and Jensen. Spring, m. 7-9:45, staff.

CHICANO STUDIES CENTER

- Psych. 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: One year of psychology or consent of instructor. Spring, t.th. 1:15, R. Gutierrez.
- Psych. 125CC Issues in Education and the Chicano.** Issues which relate to the Chicano experience in school will be explored. Attempts will be made to investigate the unusually high drop out rate among Chicano students as compared with his Anglo counterpart. Some of the areas to be researched include the teacher's role in determining students' self appraisal, cultural implications, vis-a-vis achievement motivation, institutional racism, etc. Students will be expected to complete a research paper or an investigatory project dealing with issues in class and a school system. Prerequisite: Intro. to Chicano Studies or consent of the instructor. Fall, m.w. 2:45-4:15, staff.
- Psych. 198a,bCC Fieldwork in the Bilingual-Bicultural Experience.** Seminar and fieldwork combining both didactic and practical application in 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, th. 6:30-10:30. R. Gutierrez.

INTERCOLLEGIATE

- 110G Environmental Psychology.** Fall, t.th. 9:40, R. Keith. (Pomona)
- 120G Psycholinguistics.** Fall, m.w. 2:45, P. Coker. (Pomona)
- 161G The Psychology of Thinking.** The central topics will be problem solving, creativity, and individual differences in cognitive styles. We will examine various theoretical approaches and relate them to applied examples and demonstrations. Each student will develop an individual research project. Enrollment limited to 15. Prerequisite: statistics, at least one course in learning or perception. Spring, t. 2:45, D. Berger. (Pitzer)

Public Policy Studies

(See Political Studies 100CC)

Religion

- 126CC Contemporary Jewish Thinkers.** Spring, m.w. 1:15, M. Sands.
- 129CC Wisdom Literature.** Fall, m.w. 1:15, M. Sands.

INTERCOLLEGIATE

- 132G Oriental Philosophy.** Spring, m.w.f. 9, J. Hutchison. (CMC)

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 Claremont Men's, Pomona, and Scripps College catalogs.

Russian

Courses available at Pomona College:

- 1a,b Elementary Russian.** Fall, m.w.f. 9 and th. 8:20, J. Rinkus; m.w.f. 11 and th. 9:40, S. Ulitin. Spring, staff.
- 51 Intermediate Russian.** Fall, m.w.f. 8, J. Rinkus; m.w.f. 10, S. Ulitin.
- 60 Advanced Russian.** Spring, T. Lindstrom.
- 101 Introduction to Russian Literature.** Fall, m.w. 1:15, J. Rinkus.

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.

- A. Students are expected to demonstrate an understanding of the central theories. Regular course work consists of at least one course in sociological theory (Sociology 169 or 175).
- B. Students should take two methodology courses. Any two may be chosen, but one of the two must cover quantitative methods.
- C. 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.
- D. 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.

A sociology concentration which does not meet the above conditions may be designed by students in consulta-

tion 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.

- 20 Introduction to Sociology.** This course serves as a general introduction to various topics and perspectives in sociology. Subject areas to be covered include: socialization, social control, social stratification, the sociology of education, deviance, race and ethnic relations, the urban community, the sociology of religion, and social change. Major conceptual approaches and techniques of research will also receive attention. Fall, m.w.f. 12, F. Lynch. Spring, m.w. 4:15, P. Nardi. (The spring course focuses on social psychological perspectives in sociology.)
- 23 Women at Work.** This course investigates the work women do at home and in the labor force and considers their contribution to the economy. Historical, social, demographic, and legal factors which influence women's career choices and labor force activity are emphasized. Prospects for changes in traditional sex roles are discussed. Spring, t.th. 9:40, A. Yates.
- 26 Introductory Social Problems.** Study of the major social issues in modern America: poverty and inequality, racism and sexism, bureaucracy and alienation, social deviance and control in a segmented society. Fall, t.th. 8:20, L. Humphreys.
- 33 Population and Society.** This course introduces students to basic demographic concepts, processes, and measures. Emphasis is placed on the social determinants and consequences of population growth, composition, and distribution and on contemporary issues involving population, such as fertility control and socio-economic development. Spring, m.w.f. 11, A. Yates.
- 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. Two sections. Enrollment limited to 20 per section. Fall, m. 2:45 or w. 2:45, I. 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. Fall, m.w. 1:15, R. Volti.
- 55 The Sociology of Industry.** An examination of the development and organization of industrial production. The industrial revolution in Japan and the West will be analysed and compared with present-day attempts to industrialize the nations of the Third World. Changes in social structure, authority, and patterns of belief will be viewed in inter-disciplinary perspective. The prospect of a "post-industrial" society will be considered. Fall, t.th. 9:40, R. Volti.
- 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. Use of multiple methods and systematic observation. Enrollment limited to 15. By consent of instructor. Fall, t.th. 9:40, L. Humphreys.
- 100,101 Research Methods and Statistics.** A two-semester course which will introduce the sociology student to the methods sociologists use in designing research studies, collecting data, and analyzing results. The course will interrelate research methods with statistics and make use of methods and data from actual research studies. Each semester course may be taken separately.
- 100 Introductory Research Methods and Statistics.** Prerequisite: Previous course work in sociology. Fall, m.w.f. 10, P. Nardi.
- 101 Advanced Research Methods and Statistics.** Prerequisite: Sociology 100 or its equivalent. Spring, m.w.f. 10, P. Nardi.
- 104 Sociology of Education.** This course analyzes the various institutions of education using the methods, theories, and insights of sociology. Emphasis will be on contemporary educational issues such as inequality and stratification, values and socialization, or-

- ganizational theory and the open classroom, in the context of social, historical, and philosophical trends in society. Prerequisite: Previous course work in sociology or education. Fall, m.w. 4:15, P. Nardi.
- 111 The Sociology of the Supernatural.** The course will center around the study of idea systems concerned with religious and supernatural phenomena. After discussing the social bases of some of the major religious perspectives, we shall turn our attention to the sociological aspects of witchcraft, the werewolf myth, and parapsychology. Prerequisite: a course in introductory sociology or introductory anthropology is strongly recommended. Spring, th. 7-10, F. Lynch.
- 118 Social Change and Revolution.** Initially, the focus of the course will be concerned with how sociologists and historians have conceptualized social change: is change gradual and continuous or abrupt and revolutionary? Such ideas will be evaluated as changes in American society and other historical social structures are examined. As this is the Bicentennial year, particular emphasis will be placed upon the American Revolution. Finally, we shall take a fling at "futurology." Spring, m.w. 12, F. Lynch.
- 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. Fall, th. 7-9:30. I. 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 include social factors in diagnosing and defining illness; social epidemiology; the socialization and work of health professionals, paraprofessionals, and quacks; the doctor-patient relationship and hospitals and total care institutions. Fall, m.w.f. 11, A. Yates.
- 127 Movements of the 60's.** An excursion into the mad, wonderful days of the civil rights movement, campus uprisings, draft-resistance, Black power, and women's lib, plus the non-political forms: the commune movement and eastern religious movements. Does the sociology of social movements illuminate these phenomena? How did the 60's change American culture and power structure? What are the lessons to be learned about how to go about world-changing? Enrollment limited to 20. Fall, m. 7-9:30, I. Bell.
- 133 The Prison Experience.** L. Humphreys. (Not offered in 1975-76.)
- 137 Stigmatized Sexual Behavior.** Variations in sexual identity and adjustment: co-marital relations, prostitution, and other heterosexual varieties; homosexuality, collective and lone-wolf conduct. Sexual subcultures. Sexism, liberation movements, and changing norms. Enrollment limited to 40. Spring, t.th. 1:15, L. 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, and China. Spring, m. 7:30-9:30 and 1 hour arranged, A. Yates.
- 150 Bureaucracy.** In addition to examining the internal structure of bureaucratic organization, this course will analyze the political and cultural milieux within which bureaucracies operate. Beyond this, the course will provide "survival training" for those who will enter bureaucratic organizations in the public and private sector. Students will have the opportunity to gain field experience and to take part in informal discussions with guest speakers. Prerequisite: one course in sociology. Enrollment limited to 25. Fall, m.w.f. 9, R. Volti.
- 155 Population Policy.** A. Yates. (Not offered in 1975-76.)
- 158 Subcultures and Occupations.** How occupational specialties foster subcultures, and vice versa. An exploration of the dynamic interaction between work, prestige, and value systems. Enrollment by consent of instructor. Spring, w. 7:30-9 and 1 hour arranged, L. Humphreys.

- 160 **Social Structure and Economic Development in Modern Asia.** In this course we will examine the past and present social structures of India, China, and Japan in conjunction with an analysis of the divergent development strategies pursued by them. The specific historical factors which led to the alteration of their "traditional" social structures will be examined, with particular emphasis placed on the revolutionary movements which energized and directed the course of social and economic change. Enrollment limited to juniors and seniors, and sophomores who have secured the consent of the instructor. Spring, t.th. 2:45, R. Volti.
- 169 **Sociological Theory: The Classic Tradition.** This course will focus upon the writings of Karl Marx, Max Weber, Emile Durkheim, and Georg Simmel. In studying their seminal ideas and contributions, we shall observe how those ideas were the product of competing philosophical traditions which were themselves a product of social and historical forces. Prerequisite: a course in introductory sociology or consent of the instructor. Fall, t.th. 2:45, F. Lynch.
- 175 **Contemporary Sociological Theory.** Prerequisite: a course in introductory sociology or political science or consent of the instructor. Spring, m.w. 12, F. Lynch.
- 190 **The Ruling Class.** I. Bell. (Not offered in 1975-76.)
- 193 **Crime in Mass Society.** The labeling of criminal behavior and so-called dangerous classes. Criminal behavior systems from organized to victimless crime. Violence and social control in the modern megalopolis. Enrollment limited to 30. Fall, w. 7:30-9:30 and 1 hour arranged, L. Humphreys.
- *196 **Senior Seminar: Bringing Sociology to the Public.** Students will be given the opportunity to present the central concepts and methods of sociology to the general public through the construction and operation of a museum of sociology, which will be located on the Pitzer campus. Each student or group of students will be responsible for a specific display, and will write a term paper documenting the manner in which the display was conceptualized and constructed. Enrollment limited to juniors and seniors. Spring, t. 7 and some additional hours to be arranged, R. Volti.

BLACK STUDIES CENTER

- 48CC **History of Black Sociological Thought.** A study of the writings of Black social observers, both academicians and activists, examined from the perspective of a Black critical analysis of American society. Among the writers discussed are Du Bois, Frazier, Malcolm X, and Ladner. Fall, t.th., 7-9:45 staff.
- 150CC **Community Organization: Theory and Practice.** Designed to develop the skills and techniques necessary for effective community organization, this course includes field work and the creation of a community-based project (directed toward an adjacent community) that would improve conditions in, e.g., housing and education. Prerequisite: Economics 90CC, a basic course in sociology, or permission of instructor. Spring, t.th. 9:40, 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 permission of instructor. Spring, to be announced, staff.

CHICANO STUDIES CENTER

- 90CC **Introduction to the Social Sciences.** This course is designed for students who have had little or no exposure to the scientific method. The first third introduces students to the goals and methods of social science. Included will be a brief review of mathematics necessary for social sciences research. The second third of the course will cover descriptive statistics and an introduction to probability. Finally the course will focus on computer usage. The student will learn statistical package programming. Fall, t.th. 1:15, D. Sena.
- 130CC **Racism "The Chicano and the Man."** An examination of the processes of socialization in American society as a function of historical construct. Emphasis will be placed on the distinction between class and ethnicity as a justification for racism in America. Fall, w. 1-4, D. Sena.

163CC Advanced Seminar in the Sociology of the Chicano. Advanced readings and research in Chicano sociology. Prerequisite: Two courses in Sociology. Open only to upper division students. Spring, m. 7-10, D. Sena.

190CC Field Methods in Social History. 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 the instructor. Spring, w. 7-10, D. Sena.

Spanish

The requirements for a concentration in Spanish are:

- A. Proficiency in the language as defined by the ability to understand, speak, read, and write in the Spanish language.
- B. Emphasis in either Peninsular Spanish or Latin American literature.
- C. Satisfactory completion of a minimum of nine advanced courses. These courses include the following:
 - a. Spanish 100 (Conversational Spanish), or Linguistics 50.
 - b. A course in European or Latin American history.
 - c. Six literature courses of which Spanish 105, 161, and 171 are required.
 - d. A course in comparative literature.
- D. Seniors will be required to complete either a written comprehensive examination or a senior thesis. Comprehensive examinations will be arranged in consultation with the Spanish advisor at the beginning of the senior year. Approval of the thesis topic should be obtained at the end of the junior year.
- E. 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.
- F. Students with combined concentrations will complete all the requirements for full concentrations except that instead of six literature courses, only four are required, including Spanish 105 and 161.

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 courses needed is not offered at Pitzer.

1a,b Introductory Spanish. Instruction in basic grammar, supplemented by readings on Spanish and Latin American life and culture. Emphasis on oral communications as well as use of the written language. Laboratory arranged. 1a: Fall, m.w.f. 9 and arranged, P. Koldewyn (CMC); m.w.f. 11 and arranged, F. Salcedo (Scripps). 1b: Prerequisite: 1a or equivalent; Fall, m.w.f. 9 and arranged H. Sheldon (Pitzer). Spring, m.w.f. 9 and arranged, P. Koldewyn (CMC); m.w.f. 11 and arranged, F. Salcedo (Scripps).

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, F. Salcedo (Scripps); m.w.f. 11 and arranged P. Koldewyn (CMC). Spring, m.w.f. 9 and arranged, H. Sheldon (Pitzer).

70 Introduction to Hispanic Civilization and Literature. Prerequisite: Spanish 54 or equivalent. Fall, m.w.f. 10, R. Lamb (Scripps). Spring, m.w.f. 11, H. Sheldon (Pitzer).

100 Advanced Conversational Spanish. A course designed for students who wish to develop their proficiency in oral and written expression. Emphasis on idiomatic expressions and everyday spoken Spanish. Offered as an independent study to interested students. Both semesters, arranged, H. Sheldon. (Pitzer)

104 Political and Social Literature in Latin America. (Not offered in 1975-76).

105 The Feminine Contribution to Latin American Literature in the Twentieth Century. Analysis of the short stories, novels, and poetry of women writers. Prerequisite: Spanish 70 or consent of instructor. Spring, m.w. 1:15, H. Sheldon. (Pitzer)

116 Nineteenth Century Spanish Literature. (Not offered in 1975-76.)

120a,b Survey of Spanish Literature. Fall and Spring, m.w. 2:45, M. McGaha. (Pomona)



Professors Brenneis (left) and Snowiss at Faculty Meeting. Faculty and students take an active role in governing the college, with sixteen students elected to serve two-year terms as voting members of Faculty Meeting.

- 121a,b Survey of Latin American Literature.** Fall and Spring, time arranged, staff. (Pomona)
- 150 Latin American Short Story.** Fall, m.w. 2:45, F. Salcedo. (Scripps)
- 159 Latin American Novel.** Fall, m.w. 1:15, P. Koldewyn. (CMC)
- 161 Modern Mexican Novel.** The course will analyze in depth, in Spanish, representative novels of modern Mexico, having as a point of departure the Revolution of 1910. Authors such as Azuela, Guzman, Yanez, Revueltas, Rulfo, and Fuentes will be studied. The focus will be on literary aspects as well as political and social ideas. Not open to students who have taken English 161, Modern Mexican Novel in Translation, or Spanish 173, Literature of a Selected Latin American Country (Mexico). Fall, t.th. 9:40, H. Sheldon. (Pitzer)
- 173 Literature of a Selected Latin American Country.** (Not offered in 1975-76.)
- 174 Contemporary Latin American Theatre.** Spring, m.w.f. 10, R. Lamb. (Scripps)
- 175 Contemporary Latin American Poetry.** Spring, m.w.f. 11, R. Lamb. (Scripps)
- 185a,b Modern Spanish Literature.** Fall, and Spring, t.th. 2:45, staff. (Pomona)
- 195 Senior Seminar in Spanish: Latin American Studies.** Fall, m.w.f. 11, R. Lamb. (Scripps)

CHICANO STUDIES CENTER

- 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 the instructor. Fall, m.w.f. 11, G. Villarreal.
- 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. Spring, m.w. 1:15, G. Villarreal.
- 135CC Culture and Literature of Aztlán.** Readings and discussions on 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 Aztlán as well as the evaluation of literary style. Development of the student's awareness of oral and written expression. Prerequisite: Spanish 72CC or equivalent or consent of instructor. Fall, m.w. 1:15, G. Villarreal.
- 152CC Contemporary Chicano Drama.** A study of contemporary Chicano Theater and its Latin American background as an expression of social and political conditions. Selected plays will be read critically and analyzed. Students will be asked to participate in dramatic readings and enactments. Prerequisite: consent of the instructor. Fall, w. 7-10, G. Villarreal.

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.

The Study of Woman

The study of woman focuses on the nature and scope of feminine achievement. The concentration explores such areas as the changing role and conception of women; women in cross cultural perspective; and the participation of women in the major institutions of society. By challenging existing assumptions and models in the social and life sciences and the humanities, this concentration proposes to correct the imbalance created by centuries of the study of man. Interested students may combine the study of woman with another concentration. See an advisor in the Study of Woman program to plan the best concentration for your needs.

The concentration requires a minimum of eleven courses. Concentrators should complete six courses directly related to woman, at least one from each of the following broad areas:

- A. Natural and Life Sciences
- B. Social Sciences
- C. Arts and Humanities

Finally, the student is asked to focus on one of these areas by taking four additional relevant courses and completing a senior project in the selected area. Included in these four (and by the end of the junior year) should be such courses in methods or theory as are necessary to the satisfactory handling of the senior project. This project is to consist of an independent study, of one or two semesters' duration, which may take the form of either library or field research directly related to woman.

Concentration advisors: Jane Arnault, Inge Bell, Robert Buroker, Beverle Houston, Laud Humphreys, Margaret Mathies, Lorna McDougall, Karin Meiselman, Sheryl Miller, Sharon Nickel Snowiss, Ellin Ringler, Helia Sheldon, Paul Shepard, Sue Siebel, Albert Wachtel, Dorothea Yale, Ann Yates.

NATURAL AND LIFE SCIENCES

Nat. Sci. 61 Applications of Science: Biological Bases of Sex Differences. Half-course. M. Mathies. (Not offered in 1975-76.)

Env. 138 Seminar: Developmental Human Ecology. P. Shepard. (Not offered in 1975-76.)

SOCIAL SCIENCES

Anth. 106 Culture and Personality. Spring, t.th. 1:15, S. Seymour.

Anth. 109 Woman. L. McDougall. (Not offered in 1975-76.)

Anth. 151 Seminar: Female Biology and the Cultural Roles of Women. Spring, th. 7, S. Miller.

Educ. 52 Education and Human Development. S. Siebel. (Not offered in 1975-76.)

Hist. 154 American Welfare State. R. Buroker. (Not offered in 1975-76.)

Pol. Sci. 194CC 195CC Special Studies Seminar: Black Women and the Development of the Black Community, I and II. Both semesters, th. 7-9:45, staff.

Psych. 105 Child Development. Fall, t.th. 12, R. Albert. Spring, m.w.f. 10, C. Atwell.

- Psych. 153 Problems in Human Sexuality.** K. Meiselman. (Not offered in 1975-76.)
- Psych. 156 Sex Differences in Behavior: Myth or Fact?** Half course, first half of spring semester, m. 2:45-5:30, C. Atwell.
- Soc. 23 Women at Work.** Spring, t.th. 9:40, A. Yates.
- Soc. 26 Introductory Social Problems.** Fall, t.th. 8:20, L. Humphreys.
- Soc. 41 Who Gets the Goodies? A Study of Class and Caste in American Society.** Fall, m. or w. 2:45, I. Bell.
- Soc. 127 Movements of the '60's.** Fall, m. 7-9:30, I. Bell.
- Soc. 137 Stigmatized Sexual Behavior.** Spring, t.th. 1:15, L. Humphreys.

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- ID 112 Sex Role Definitions: Causes, Implications, and Current Trends.** Fall, m. 2:45 and w. 7:30, J. Walton and staff.

SCRIPPS COLLEGE

- Soc. St. 113 Nonviolence in Theory and Practice.** Fall, m.w.f. 10, J. Gould.
- Soc. St. 172 Women in the United States.** Fall, t.th. 1:15, H. Horowitz.

ARTS AND HUMANITIES

- Eng. 108 Images of Women in Film.** Course fee: \$12.50. Spring, w.th. 7-10 and th. 1:15 or 2:45, B. Houston.
- Eng. 118 The Heroine in 19th and 20th Century Fiction.** Spring, t.th. 12, E. Ringler and A. Wachtel.
- Eng. 192CC Special Studies in Black Literature in the U.S.A.: Women Fiction Writers.** Spring, m.w. 2:45, A. Jackson.

- Ger. 189 Women in German Fiction, and Reality, 1900-Present.** (In English.) Spring, m.w. 4:15, D. Yale.
- Span. 105 The Feminine Contribution to Latin American Literature in the Twentieth Century.** (In Spanish.) Spring, m.w. 1:15, H. Sheldon.

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- Lit. 170 Images of Woman in American Literature of 20th Century.** Fall, t.th. 2:45, G. Jordan.

SCRIPPS COLLEGE

- Lit. 142 American Women Poets: The Autobiographical Poem.** Spring, m.th. 7:15-8:30, C. Walker.
- Lit. 143 Images of Women In Literature.** Fall, w. 7:30-10, G. Greene.
- Lit. 166 Woman as Force in the Culture of the West.** Spring, t.th. 1:15, T. Lindstrom.

Swahili

BLACK STUDIES CENTER

- 15CC Swahili Special Studies.** A course for students traveling to East Africa for educational programs. Some Swahili background required. Fall, m.t.w.th. 11, E. Komo.
- 20a,bCC Introductory Swahili.** An introduction to the basic structure of an African Bantu language and its usage. A short cultural and geographical background is given. Also, tapes are used in lab sessions to help with pronunciation and sentence usage and structure. Fall, m.t.w.th. 8. Spring, m.t.w.th. 9, E. Komo.
- 21a,bCC Intermediate Swahili.** Emphasis on writing compositions, translating, and reading, utilizing vocabulary, grammar, fluency, and other knowledge gained in Introductory Swahili. Swahili plays and sayings are used. Lab sessions consist of writing short plays and sharing them in class. Prerequisites: Swahili 20a,bCC. Fall, m.t.w.th. 9. Spring, m.t.w.th. 11, E. Komo.

Women's Studies

(See Study of Woman)



"I know one thing that really interested me was the Black Studies Center and the Chicano Studies Center. It made Pitzer different."

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.

Although no academic credit is given for physical education activity, all students are urged to participate.

INSTRUCTIONAL ACTIVITIES

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



The Office of the Registrar, headed by Ann Maberry, is one of the busiest on campus. Students may go there for information about classes, classrooms, grades, incompletes, registration, transfer credit and transcripts, and other kinds of academic information.

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.

Adding, Dropping, and Withdrawing from Classes

A student may not enroll in a full semester course after registration is closed except by petition to the Academic Standards Committee and with consent of the instructor.

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 "final day to drop classes without a recorded grade."

If a student withdraws from a course after this 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.

Ordinarily, laboratory, studio and other special class fees will be refunded up to the drop deadline. However, in some cases, fees will not be refunded after registration is closed. The Registrar will have a list of such classes each semester.

Changes in Concentration Requirements

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

Independent study credit may be given only for work accomplished during the semester the student is receiving credit. Those students who are on an approved external studies program may receive credit according to the external studies regulations.

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 is \$280 per course credit, and no part of it is refundable. A form, obtained in the Registrar's office, describing the project for the approval of a faculty member and the student's academic advisor, must be completed before the end of the spring semester examination period. Grades for summer independent study projects are due to the Registrar seven weeks after the start of the succeeding fall semester, but the instructor may set an earlier date for completion of work.

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.

Grade Changes

It is expected that the grade awarded at the end of the formal course period or of a previously approved "Incomplete" interval will be the final grade in the course. With the approval of the Academic Standards Committee, instructors may change a grade up to one year from the date on which the grade was originally awarded. The grade may only be changed for reasons of clerical error or other seriously extenuating circumstances. The completion of additional course work beyond the normal final date for such completion falls under the rules governing "Incompletes" (see below) and is not, in itself, considered justification for a change of grade. Petitions to change a grade (other than a previously approved "Incomplete") must be submitted to the Academic Standards Committee within the allowable one-year time period.

Incompletes

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 completion by the instructor. If the work is not completed by the agreed-upon date, the course is automatically terminated with the grade submitted by the faculty member on the basis of work previously done.

Grading System

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 a recorded grade. 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 a recorded grade. If a student takes such a course and does not request a letter grade, that course *does* count as the student's one course (other than a seminar, tutorial, or program of independent study) which can be taken on a CR/NC basis.

Students who elect the CR/NC option should be advised that in some cases they may experience difficulty in transferring their academic records to other undergraduate or graduate institutions or meeting their requirements in certain concentrations. Students are advised to check the requirements of those

specific institutions or concentrations before deciding on the CR/NC option.

Grade Point Average

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.

Student College Class Level

A student's college class level 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.

Withdrawal from the College

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 au-

OTHER REGULATIONS

tomatically 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 withdrawing because of illness within the first week of a semester following the first day of classes, full tuition may be refunded, less \$200, upon receipt of a statement from a member of the staff of The Claremont Colleges Health Service or Counseling Center; 2) in the case of students leaving before the middle of the semester because of illness, one-half of the tuition may be refunded (less a pro-rata deduction of any scholarship held) upon receipt of such a statement. No refund of the room charge or the McConnell Center Fee is made. Charges for board are refunded on a pro-rata basis.

Changing to Part-time Status

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

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 or students over twenty three 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 Student's Office about their plans.

The Claremont Colleges do not condone racial discrimination in housing. The Housing Coordinator (whose office is located in Pendleton Business Building) will reserve the right to ask the landlord of any student to sign a non-discrimination housing card at any time. Students will have the responsibility of checking with the Housing Office to be sure their landlords are in compliance with regulations and have not refused to sign the non-discrimination cards. The registration of any student who declines to leave the housing accommodations of a landlord who has refused to comply with the colleges' non-discrimination policy will be deemed incomplete.

Motor Vehicles

Every undergraduate student living on or off campus who plans to own or maintain an

automobile, motorcycle, motor scooter, or motorbike on the campuses of The Claremont Colleges shall register such vehicle with the Campus Security Department during college registration at the opening of each semester or within three days after the vehicle is driven in Claremont. Freshmen are not encouraged to bring their cars 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.120.) 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. Consultation and treatment by specialists in all fields can be arranged when needed. Outside consultation, hospitalization, and surgery are arranged by Baxter Medical Center 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 Baxter Medical Center. It includes benefits for accidental injuries, hospitalization, surgery, doctor's visits in the hospital, emergency care, and ambu-

lance. Detailed information is mailed to each student, usually during August. Information is also available from Baxter Medical Center.

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 Baxter Medical Center 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 Baxter staff. All those who react positively must be x-rayed yearly.

Failure to meet these requirements may 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.

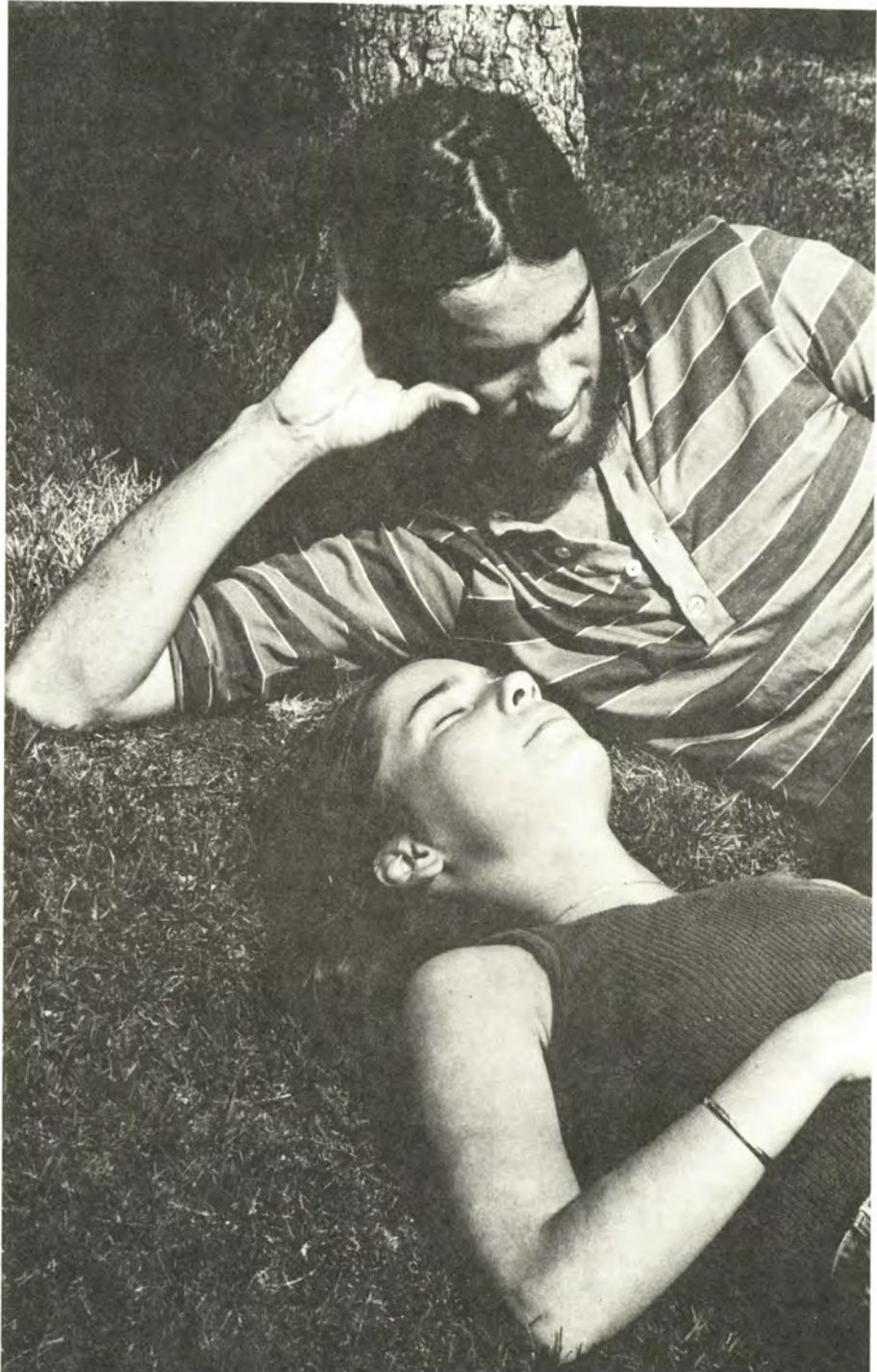
Leaves of absence are given for up to, but normally not more than one year, with the pro-



Bylle Whedbee, Assistant Dean of Students, directs Pitzer's Career Planning workshops and teaches the Career Planning class. Students learn how to identify their career interests, prepare applications for graduate and professional schools, write resumés, and plan job-hunting strategies.

vision 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.

Students may request an extension of their leave of absence for longer than one year. Those failing to do so and failing to keep in touch with the college about their plans shall be considered withdrawn at the end of the one year period and their commitment deposits shall be forfeited.



Student Life

Only the student can, in the final analysis, make his or her own decisions about academic program, career goals, and personal life. Learning to do so wisely is an essential part of the educational process, and Pitzer makes available as much guidance and as many resources as possible, outside the classroom as well as in. In addition, the student with wide-ranging interests will find a large variety of educational cultural and recreational resources nearby in the other Claremont Colleges and elsewhere in Southern California.

Orientation

For all new students, both freshmen and transfers, out-of-classroom learning begins the moment they arrive at Pitzer. During orientation, a period of several days before the beginning of classes in the fall, new arrivals are acquainted with academic as well as social possibilities that exist for them at the College. (There is a brief orientation for new students in the spring.)

One of the first people a new student meets is his or her faculty advisor — someone who has been assigned and trained to advise during the student's first year. (Later, especially as the student moves toward a field of concentration, he or she may ask another faculty member to serve as concentration advisor.) Also, through a series of presentations in the first few days, new students are able to discuss the various aspects of academic programming with representative faculty members and student con-

centrators from Pitzer's curricular areas. Through these discussions and private advising sessions the new student works out a first-year program. New students will also have a student academic advisor who will be available to them more informally. Over the summer the Dean of Students Office will send detailed information designed to acquaint students with Pitzer, the other colleges and Claremont.

Other aspects of the orientation period and a variety of social events ranging from dorm coffee hours to an intercollegiate square dance are designed to help students begin to explore these areas as well.

Career Planning

To help students arrive at their post-graduate plans, Pitzer College has established an Office of Career Planning. Through counseling and workshops, students may learn how to identify their career interests, prepare applications for graduate and professional schools, write resumés, and plan job-hunting strategies. A growing library is equipped with career and graduate school information, and each year a number of career programs are held on campus, often with the participation of Pitzer alumni in various professions and lines of work.

For placement activities, Pitzer College shares in funding the Pomona College Placement Office. There, Pitzer students will find a variety of placement and recruiting services, including an extensive library.

In addition, throughout the academic year, Pitzer, Pomona, and Scripps Colleges cooperate in offering career and recruiting programs. Of special interest is a ten-week, non-credit course on Career/Life Planning that will be offered for the first time in the fall of 1975. Through a personalized approach to decision-making based on the essential worth of the individual, the course emphasizes the concept that work should be rewarding and satisfying, and that a student should plan a career geared to his or her own skills and convictions. It also teaches techniques to put that concept into practice. For further information, students should consult the Office of Career Planning.

Student Housing and Residential Life

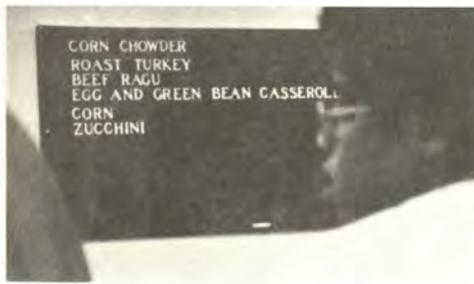
As a residential college Pitzer is committed to a belief that residential life is an important component of the educational experience. The college brings together students of widely varying backgrounds in a common pursuit of learning. Residential life enables them to share their intellectual and academic pursuits as well as their personal diversity. It provides opportunity for individual growth through community involvement and interpersonal relationships. Few learning situations in life are more difficult or more potentially rewarding.

The committee charged with responsibility for developing policy in the area of residential life is the Community Relations Committee, a standing committee of the faculty composed of three students, three faculty members, the Dean of Students and one member of the Board of Trustees.

Pitzer has three rather large residence halls: Sanborn and Holden, two-story buildings with eight corridors, house approximately 170 students each. Mead, made up of six three-story towers connected by catwalks, houses 230 stu-



Residential life on campus is considered an important component of the educational experience. Students from a wide variety of backgrounds share their academic and intellectual pursuits as well as their diversity.



The menu may also list "hash" or "stew" among its two or three entrees. Meals are nutritionally balanced.



Dorm rooms are comfortable though not spacious. Students' imagination in arranging plants, wall hangings, pillows, and other personal belongings converts rooms into lively, inviting residences.

dents in eight-person suites: two double rooms and four singles around a small living room. All three residence halls have dorm living rooms, recreation rooms, modest kitchen facilities, and a limited number of small study rooms. In addition, Mead Hall has a library equipped with basic reference books, library tables and lamps, where a number of students study, and Holden has a large furnished basement study room. This year Sanborn voted to give space to the Five-College Women's Center and Medical Self-Help Clinic.

The residence halls enjoy relative autonomy and will have different residential styles next year. Each one will have a Hall Director; Holden will have eight student Resident Advisors, chosen this spring, one on each corridor. Sanborn is experimenting in the creation of a residential community in which a large number of students will contribute by taking on neces-

sary dorm functions. Almost all of these people will be elected by their respective corridors in the fall. Suite representatives in Mead will be elected in the fall and will form a Suite Representative Council which will draft policies for dorm vote and will form four subcommittees with specific areas of responsibility. Active participation in policy formation and dorm governance in general is important in all three residence halls; in Sanborn and Mead it is essential.

Thematic living units have long been a feature of Pitzer residential life. They function to draw together people who have a common interest. These interests are often, though not necessarily academic. Some units are ephemeral and exist for a year only; some are now long-standing Pitzer institutions. The Education Corridor is in its sixth year, the Arts Corridor its second. A Food Cooperative has

existed for three years. Other themes next year range from Contemporary Cinema to Black Pre-Health and Medicine and from language study to Bio-Feedback. There will be room for new students in a number of thematic units, and indeed some of them — a new food co-op and a Chicano corridor, for instance — are specifically designed to include new students.

Pitzer's living accommodations reflect the age of the campus — they're modern and well equipped. Single rooms are claimed by upperclassmen, and new students are assigned doubles (and roommates) by the Dean of Students on the basis of questionnaires they have filled out. Rooms are furnished with a bed, desk, chair, swinging wall lamp, bookshelves, dresser, draperies, and adequate closet space. Four students share private bathroom facilities.

The College does not assume responsibility for loss or damages to personal property. Students should inspect family insurance policies to determine whether the limits are sufficient to cover personal belongings they are bringing to college.

Some students are automatically granted permission to live off campus. These include married students, students over twenty-three years old and students living with their families within a ten-mile radius of Claremont. Any senior who wishes to may live off campus. Other students may be given permission to do so if there is not adequate space in the residence halls. Selections are made each spring through a point system based on class and number of semesters on campus. Any student planning to live off-campus should contact the Dean of Students about housing plans.

The spacious self-service dining room is in McConnell Center. Most students in residence eat there. Full board is nineteen meals per week — brunch is served on weekends. Fourteen- and ten-meal plan options are also available.

Students are assumed to be on full board unless they sign up for one of the other options. A student Food Committee and the Assistant Dean of Students meet regularly with the food service manager to convey student reactions and plan special events. Students living in the food coop, and a limited number of other students who can prepare meals in the residence hall kitchens are exempt from any board plan. Cooking in individual rooms is in violation of health and fire codes.



Leonard Harper (right) Dean of Student Activities, is responsible for developing activities, interest groups and recreational and cultural opportunities at Pitzer. He shares counseling responsibilities with Diana Malan, Dean of Students.

New Resources

In an effort to meet the special needs and problems of post college age students, Pitzer College inaugurated the New Resources program in the fall of 1974. Students in the program are older than most college students; they have a wide variety of backgrounds; many have full time jobs, a family, or both. In bringing their experiences to the Pitzer campus, New Resources students have added an important new dimension to the educational and intellectual life of the College. A complete description of the program may be found in the "Special Programs" section of this catalog.

College Governance

Pitzer's governmental structure makes it almost unique among American colleges. The college has never had the traditional student government which usually restricts student participation to limited areas. Instead, students are equally represented with faculty on all the standing committees of the college, dealing with the most vital and sensitive issues of the college community, including those traditionally reserved to the faculty in most institutions. This system offers the interested student a unique educational experience. It demands time, energy, and a real commitment on the part of those students who become involved in governance. Hopefully, it also will call forth a sense of responsibility toward the student body in general, both in terms of conveying student concerns and points of view to committees and at Faculty Meeting and keeping the student body informed as to issues under discussion.

In essence, the faculty must act on all questions of policy at Pitzer; and sixteen students, a

number approximately equal to one-third of the voting faculty not on leave, serve two-year terms as voting members of Faculty Meeting. About half of these are elected by the student body; the others are chosen from the standing committees of the college. Five students and five faculty are elected to Pitzer's Judicial Council; and six students are elected to two year terms on the Student Appointments Committee (to which two faculty are appointed), which names students to serve one-year terms on all college committees. An Elections Committee appointed by the President supervises elections to the Faculty Meeting, Judicial Council, and the Student Appointments Committee at the beginning of second semester each year.

Three students and three faculty are appointed to each standing committee: Admissions, Academic Standards, Community Relations, Community Resources, Curriculum, External Studies, Instructional Budget, Research and Development, and Sabbaticals, Leaves and Released Time. In addition, one junior and one senior student serve with six elected faculty members on the Executive Committee of the Faculty, which deals with faculty appointments, promotion and tenure. The Student Appointments Committee receives applications and makes appointments in the spring semester for committee terms which begin the following fall. Basically this insures that students serving in these important positions will have been part of the college for at least one year. However there are always a number of *ad hoc* committees and some vacancies on standing committees which arise during the year which can provide opportunities for new students who wish to become active in college governance. Furthermore faculty meeting is open, as are most committee meetings, and students are welcome to attend and take part.

Thus Pitzer's governmental system demands the active participation of a number of Pitzer students if it is to be fully effective. Beyond this, it provides opportunities for different levels of involvement on the part of students, according to their interests. In depth and variety it offers an unusual learning experience for the student interested in the workings of a participatory democracy or simply committed to public-spirited citizenship.

Cultural Events, Recreation, Sports

During the course of the year, a great many 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.

A Drama Room has just been set up in Avery Hall, large enough for rehearsals and play readings. An informal drama/self-awareness workshop will be held there in the fall. 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 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



Arthur Kristol, Milton Friedman, Walter Heller, and Stanley Kauffmann were "outside" speakers who visited this year under the auspices of Pitzer's National Issues Forum; a Pitzer course "The History, Politics, and Culture of Post-War Europe"; and other Claremont Colleges.



Plant Sale Days, held twice a year, offer a variety of plants at slightly above wholesale cost, with proceeds going to student recreational activities.



Professor Sanders and students during informal play reading in Avery Auditorium.



The volleyball court north of the campus has been equipped with lighting for night games. Throughout the year there are impromptu as well as planned faculty/student volleyball and softball games.



The Concert Choir performs major works with major orchestras and smaller works of various styles. The Tour Choir tours annually between semesters.



Smith Family Jugglers



Professor Sanders, wife Grace, and daughter Kali



Professor Tsujimoto (center) back to camera, and wife Lynn, ponder Afghanistan food.



Dean Harper and Peter

THE SECOND ANNUAL KOHOUTEK FESTIVAL

The two-day event featured music, magic, Balkan dancing, play readings, mime, jugglers, and elephant and camel rides; and brought out students, faculty members and their families, as well as a number of Claremont townspeople.



Occurrence at Owl Creek



Mystic Knights of the Oingo Boingo



Professor Duvall, Simon, and Christopher



Professor Marquis



Snootful's Wonder Cure



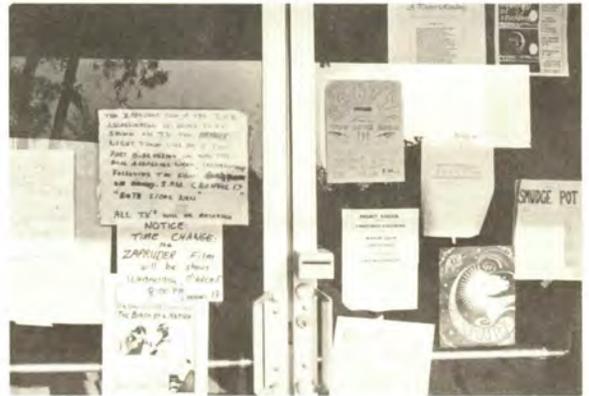
Elizabethan musician



a community quarterly, *The Participant*; a poetry magazine, *Grove*; a bi-weekly college calendar; a senior portrait journal; and a student handbook.

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. Informal volleyball games take place almost daily on a court in the middle of the Pitzer campus. Lights for night games have just been installed. 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 proposals from members of the community: two Plant Days, for instance, a Flea Market, a Susan B. Anthony Birthday celebration, a 'Let's Swat the Fuzzies' tennis tournament, a faculty-student talent-no talent show, and this year's second annual Kohoutek Festival.

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. 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."

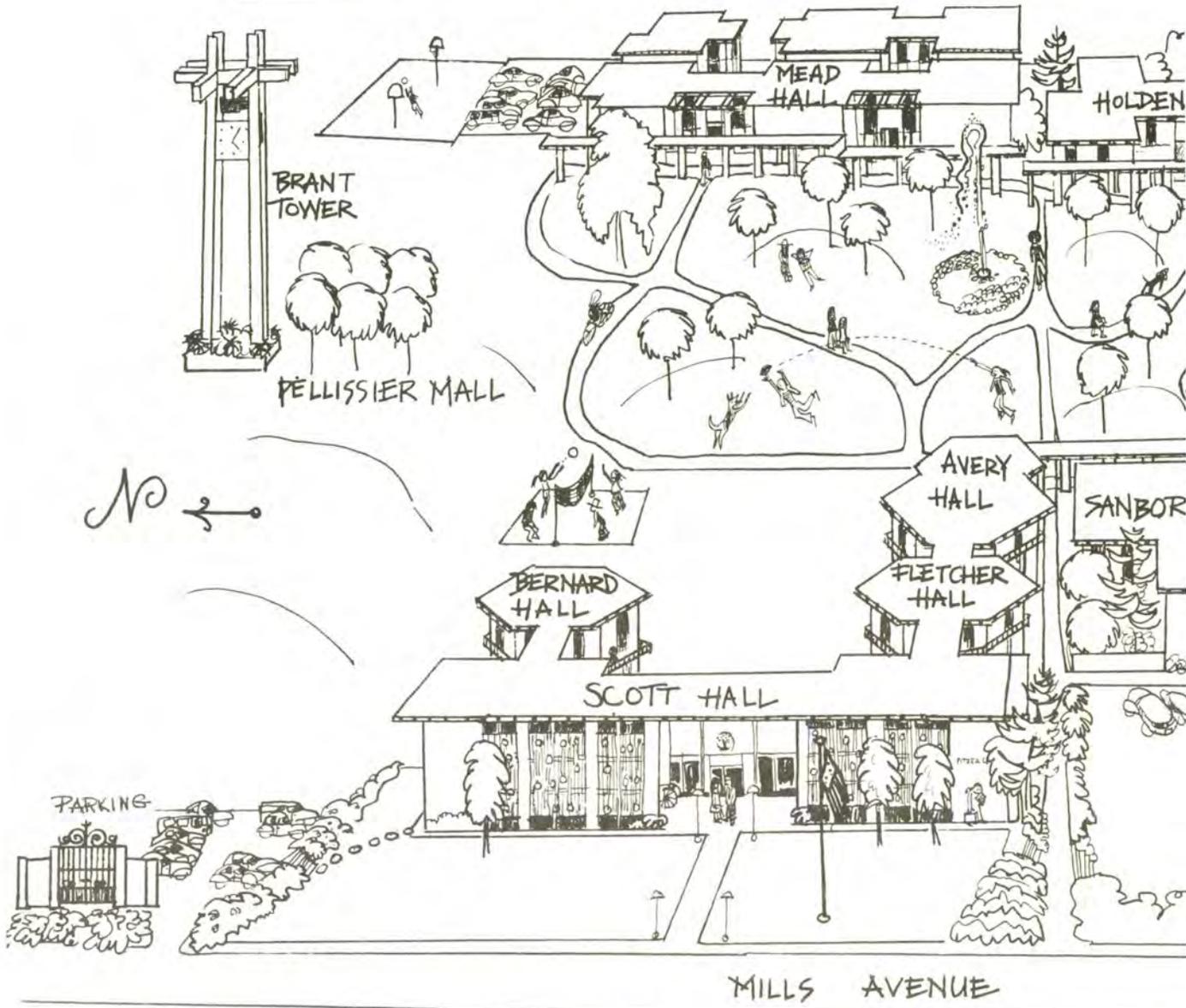


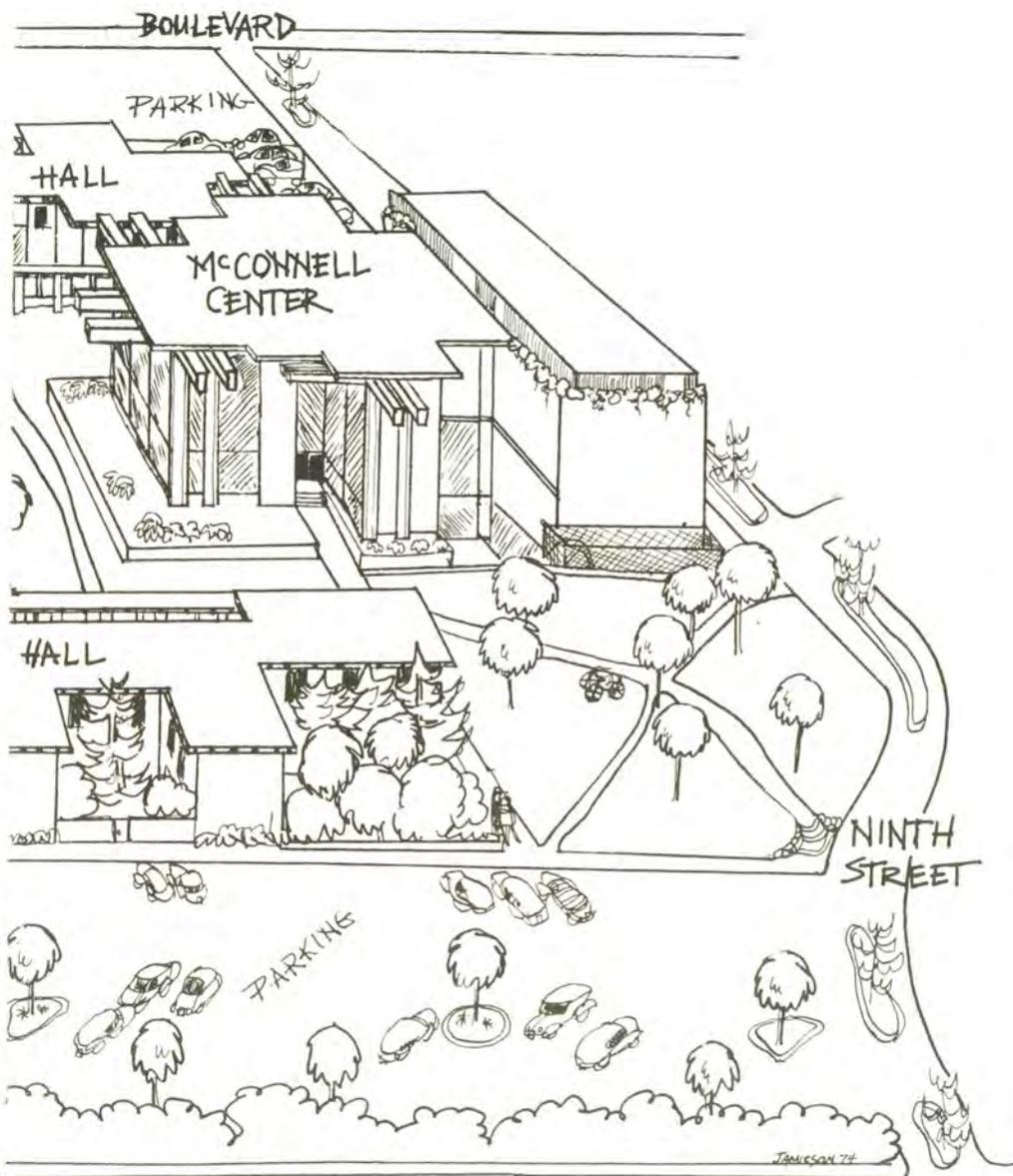
Dorm doors serve bulletin board duty.



MAP OF PITZER COLLEGE

CLAREMONT





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 suires
- Study rooms
- Special Collections Library
- Dean of Student Activities

SANBORN HALL

- Residential rooms
- Study areas

HOLDEN HALL

- Residential rooms
- Study areas

Claremont Colleges: Shared Facilities

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 Libraries of The Claremont Colleges.

At the core of these collections of 855,000 volumes and 5,500 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 Norman F. Sprague joint 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 in the Educational Resource and Information Center in Harper Hall.

The Honnold Library possesses extensive holdings of journals and currently receives about 5,500 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 18,000 reels of microfilm and 475,000 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 record-

ings 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 others 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 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. For four decades, this facility — the largest college or university auditorium in the West — has provided programs of major cultural significance for a large geographic area. It is the home of the Claremont Colleges Artist Series and Celebrity Series, which each year present orchestral and dance programs and performances by such artists as Joan Sutherland, Beverly Sills, Victor Borge. Beginning in 1975-76 for approximately two years, however, the auditorium will be closed during renovation, and the kind of programming it has traditionally offered will be transferred to the Garrison Theatre.

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. 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. The Counseling Center is located at 735 Dartmouth, immediately south of the Pendleton Business Office. The staff consists of a psychiatrist, five clinical psychologists, a secretary and a receptionist. The Center's function is to facilitate the



Bridges Auditorium



Garrison Theater



The Counseling Center is four blocks from the Pitzer campus across the street from Honnold Library.



Huntley Bookstore will special order titles not in stock and frequently holds book sales.

development of human skills and competences necessary to live effectively. The Center offers a number of competence learning programs such as assertiveness training, biofeedback training, interpersonal communications skills, study skills, etc. Workshops on human sexuality are offered several times each semester. Other kinds of group interaction programs are offered during the year.

Students with personal concerns or those who simply wish to talk with someone about themselves are welcome. Vocational counseling and testing are offered throughout the year.

Baxter Medical Center. Staffed by four doctors and four nurses, Baxter is open from 9-12 and 1:30-4:30, Monday through Friday and provides medical services for all students. Emergency care is available at Baxter twenty-four hours a day. If bed care is needed, the Health Service will help to arrange it at the student's expense. An insurance policy for hospitalization, surgery, and accidental injuries is available and strongly recommended. 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 and the Office of the Chaplains. Religious activities are ecumenical in scope and completely voluntary. There are regular services of worship on campus, study groups, retreats, workshops, and opportunities for service to others sponsored by the Office of the Chap-

lains. 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, and library.

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.



Rancho Santa Ana Botanical Gardens a few blocks from Pitzer College covers several acres of protected native plants. The gardens are open to the public.

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.



The Francis Bacon Library is one of many special collections housed at The Claremont Colleges.

The Other 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. 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.

Claremont Graduate School. Founded in 1925. 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. 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.



Harper Hall



University Center



Scripps College



Claremont Men's College



Pomona College

Claremont Men's College. Founded in 1946. 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

Harvey Mudd College. Founded in 1955. 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. 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.

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)
- 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

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

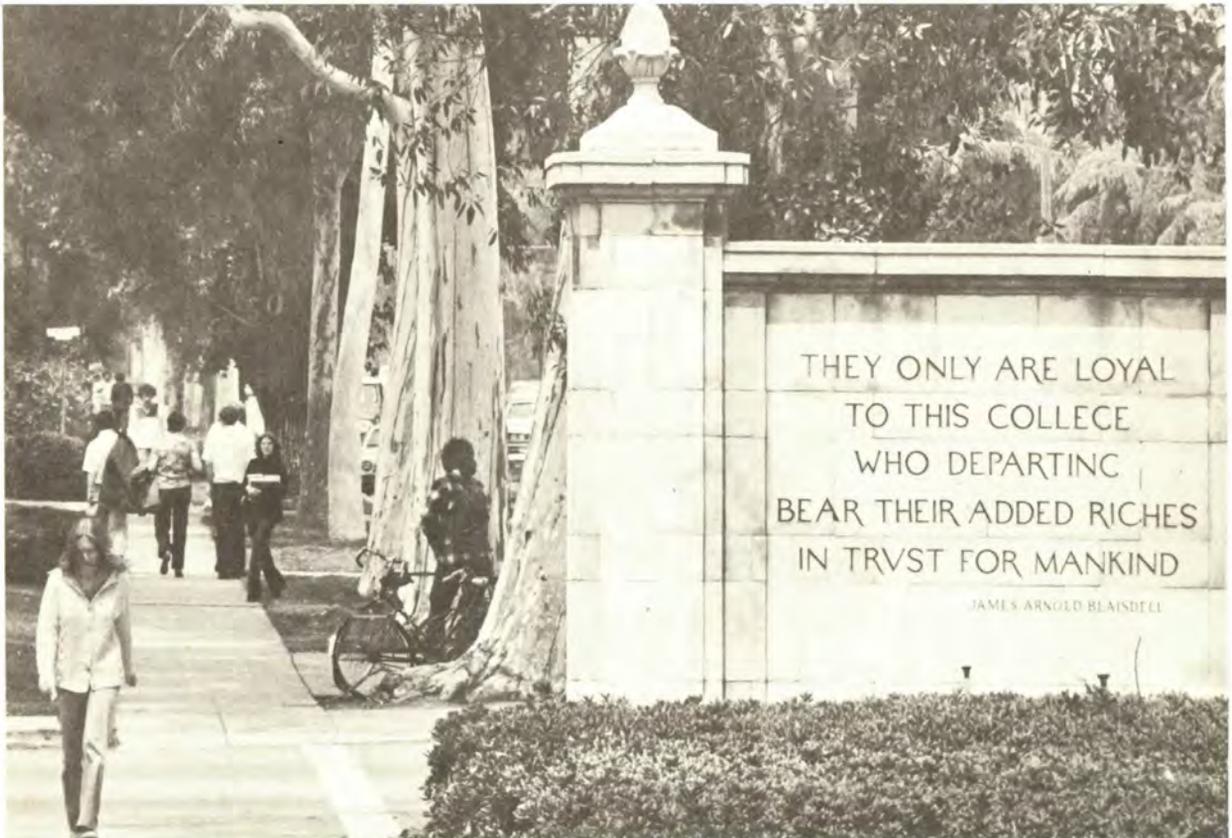
- 1. Parsons Engineering Building
- 2. Sprague Memorial Library
- 3. Galileo Hall
- 4. Hixon Court
- 5. Science Building
- 6. Kingston Hall
- 7. Thomas Garrett Hall
- 8. Joseph B. Platt Campus Center



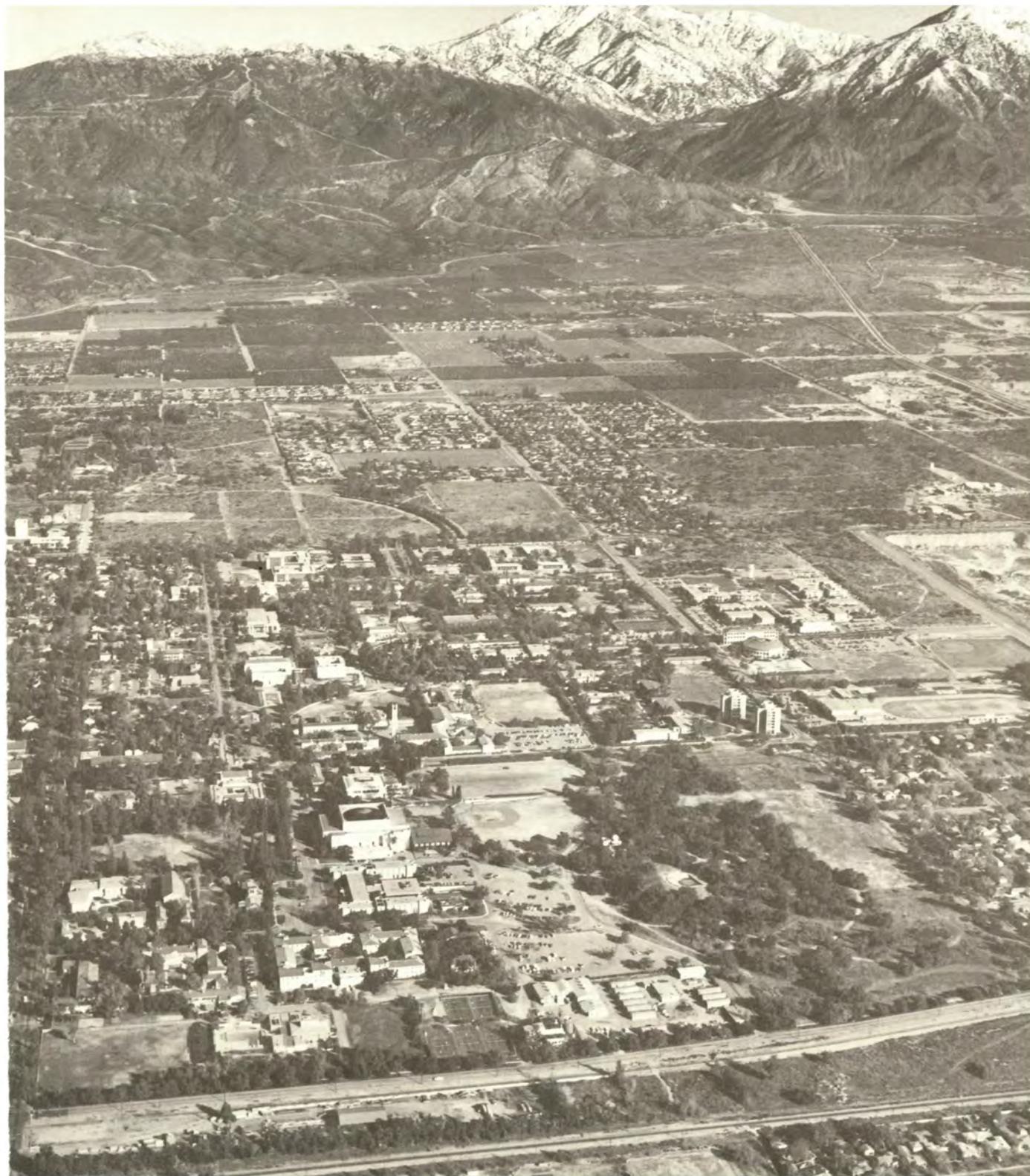
Claremont

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 interven-

ing 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 longstanding 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.

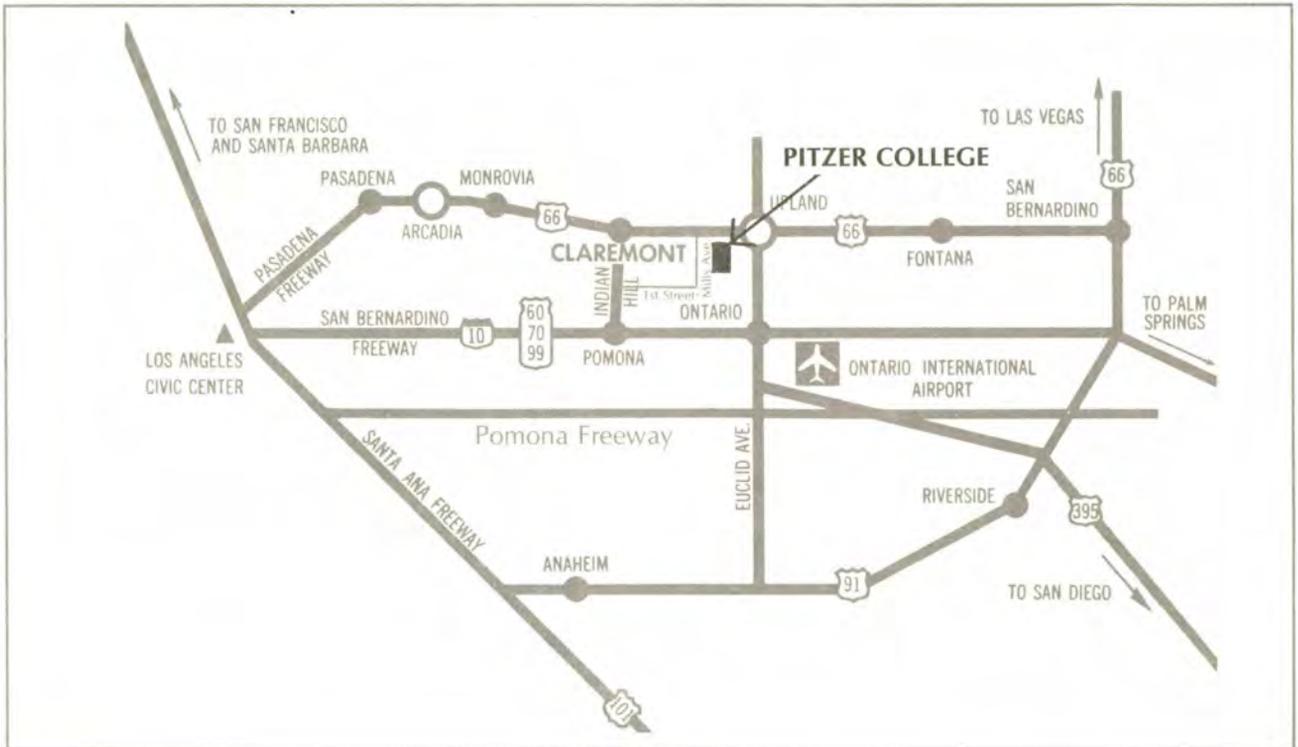


View up College Avenue.



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.



Admission to the College

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.

The College guarantees to give full consideration to all candidates whose applications reach the Office of Admissions before the **deadline** dates listed in the *Admissions and Financial Aid Calendar*. Every effort will be made to consider late applicants as long as space remains.

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 December 6, 1975, 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 do not 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 will not 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. Pitzer College prizes its diverse student body.

In assessing **transfer** candidates, the Admissions and Financial Aid committee will pay particular attention to work done in college courses; a student's high school record will be

relatively less important. Transfer candidates should remember that Pitzer College has a two-year residency requirement. Students who wish to transfer from two-year colleges may do so before they have completed A.A. degrees. The Registrar of Pitzer College will evaluate a candidate's college transcript to determine how much credit will transfer. Ordinarily, courses similar to those taught at The Claremont Colleges in which a student has earned a C or better will transfer. While there is no cutoff, most students who transfer to Pitzer have earned averages of B or higher at their first college.

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 is 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.



"Throughout American history, bright and educated people have made a difference. They will continue to mark the world in tangible ways, too."

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.

Pitzer College will provide an **early decision** for those who desire it. To receive such an early decision, an applicant for entry in September, 1976, should file his or her application and all required supporting materials by 15 December 1975. Notification letters will be mailed by 15 January 1976. Those not accepted at that time will be considered again with those who complete applications in the spring. Students who receive early notification of acceptance must submit regular deposits by 1 May 1976.

Special application procedures have been established for prospective **New Resources** students (for a description of the New Resources program, see the "Special Programs" section in this bulletin). Post college age students interested in applying to **New Resources** may obtain an application form by writing to: Office of the Vice President, Pitzer College.

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 132. *These deposits cannot be refunded if you defer admission.*

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. If you would like further information, you should write to *William R. Lowery*, Director of Admissions, or *Julie Graham Mower*, Assistant Director of Admissions.

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 socio-economic background, your race, your sex, or the area from which you come.

EXPENSES AND FEES 1975-76

The Comprehensive Annual Fee for resident students is \$5090. This fee includes the following expenses:

Tuition	\$3,310
Student Services Fee	105
Community Services Fee	25
Room	780
Board	645
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 \$830, increasing the comprehensive fee to \$5140.

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 \$3565: \$3310 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 transcript 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 \$414 per course, plus a percentage of the McConnell Use Fee: \$16 per course for off-campus students, \$28 per course for students living on campus.
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.

ADMISSIONS AND FINANCIAL AID CALENDAR

All California Applicants: Apply for California State Scholarship by **December 6**

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 11, NOVEMBER 1 OR DECEMBER 6,

(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) **March 15**

File Parents' Confidential Statement with College Scholarship Service by **March 15**

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**

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 admissions, 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 \$5690, which does not include the cost of your travel to the campus.

Tuition	\$3310.
Fees	\$ 355.
Room and Board	\$1425.
Books and Personal Supplies (estimate)	\$ 600.

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 is sent to the Financial Aid Office at Pitzer, where they are carefully reviewed again.

Students applying for aid for the first time should submit the PCS or SFS to the College Scholarship Service no later than February 1 of the year previous to enrollment. Students applying for renewal of aid, or current students applying for the first time, should submit the statement to the College Scholarship Service by February 1. Transfer students must apply by March 15. 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 1975-76 academic year awards will range from \$200 to approximately \$1050. 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 \$600 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 — Applications for new California State Scholarship 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.

March 15 — 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

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

Supporting Organizations

A number of associations of people help to support Pitzer. Since tuition does not cover the cost of high-quality, personal instruction and programming, contributing friends, parents, and graduates are a vital part of the College's life. Interest in any of these activities is always welcome.

The Leadership Campaign National Cabinet

In June 1974, Pitzer launched a drive to strengthen its endowment and broaden the base of support for the College's second decade. With the theme of "Looking Toward 1984: Vision and Revision," the Campaign is a continuing effort, involving a number of volunteer workers from all parts of the country.

The President's Council

A group of distinguished business and professional people give a minimum of \$1,000 annually to create innovative programs at Pitzer, providing a source of funding for ideas discussed with the President.

Special Gifts Committee

This committee of the Board works with interested persons to assist in estate planning.

Pitzer offers a number of plans, including trusts and annuities, whereby friends may benefit Pitzer College while also gaining substantial tax benefits. Parents, friends, and alumni are encouraged to consider investment opportunities in this fine college whose assets are growing steadily.

The Academy

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 Alliance

The Alliance is established 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 and 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.

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 Alliance programs.

The Alumni Association

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 college. Pitzer alumni are proving what the experience at Pitzer does. 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. 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 and class Scholarships. Involvement at Pitzer has always meant the whole person; and it is in this spirit that alumni in their association are developing, growing, searching, and working.



Adrian F. Turcotte, III, class of '74. His Pygmalion Press has published a half dozen poetry books.

The Parents Association

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, where parents have an opportunity to discuss issues, directions, and goals of the college with faculty and staff. The Parents Association as a group responds to the College's needs by raising funds for scholarships, landscaping, library acquisitions, and student emergency loans.

Trustees

OFFICERS

Russell K. Pitzer, *Honorary Chairman and
Founder*

Eli Broad, *Chairman*

Harwood O. Benton, Jr., *Vice Chairman*

Odell S. McConnell, *Vice Chairman*

Elise Mead, *Vice Chairman*

Judith Newkirk, *Secretary*

Robert H. Atwell, *President*

HONORARY MEMBERS

John W. Atherton, *President Emeritus;
Brockport, New York*

Mrs. George R. Martin, *Los Angeles*

MEMBERS

Robert H. Atwell, *Claremont*

Harwood O. Benton, Jr., *San Marino*

Robert J. Bernard, *Claremont*

Eli Broad, *Los Angeles*

Timm F. Crull, *San Marino*

Nicholas Doman, *New York*

William E. Guthner, Jr., *La Canada*

Lynn Harris, *Los Angeles*

Chinn Ho, *Honolulu*

James A. Joseph, *Columbus, Indiana*

Helen Juda, *Los Angeles*

Joan Karlin, *San Francisco*

Helen Kelley, *Los Angeles*

Odell S. McConnell, *Los Angeles*

Elise Mead, *Beverly Hills*

Harold S. Melcher, *Kansas City, Missouri*

Elinor Nathan, *Beverly Hills*

Judith Newkirk, *Santa Monica*

Edith Piness, *Claremont*

Kenneth S. Pitzer, *Berkeley*

Russell K. Pitzer, *Pomona*

John P. Pollock, *San Marino*

Harry Reasoner, *Westport, Connecticut*

Frederick Salathé, Jr., *Montecito*

Robert L. Spencer, *Beverly Hills*

Carlos M. Teran, *Claremont*

George H. Whitney, *Upland*

Nick B. Williams, *Laguna Beach*

Administration



President Atwell

- Robert H. Atwell**, *President and Professor of Public Administration*, 1970. (See Faculty)
- ***E. Howard Brooks**, *Provost, The Claremont Colleges*, 1971.
- Margaret Carothers**, *Assistant to the Director of Financial Aid*, 1969. Candidate for B.A., Pitzer College.
- Lindsey B. Cleveland**, *Coordinator of Educational Resources*, 1971. B.A., Pitzer College.
- Robert F. Duvall**, *Executive Director of Planning and Development*, 1972, and *Associate Professor of English*, 1965. (See Faculty)
- Madeline B. Frishman**, *Administrative Secretary to the President*, 1963. B.A., The University of Rochester.
- Leonard Harper**, *Dean of Student Activities*, 1971; *Lecturer*, 1973. (See Faculty)
- Lee A. Jackman**, *Associate Director of Development and Director of Special Events*, 1972.
- James B. Jamieson**, *Vice President and Associate Professor of Political Studies*, 1965. (See Faculty)
- 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.
- Sheryl Matlock**, *Assistant Dean of Students*, 1974. B.A., Scripps College; M.A., Claremont Graduate School.
- ***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.
- Julie Graham Mower**, *Assistant Director of Admissions*, 1973. Assistant Director of Admissions, Loyola University of Chicago, 1971. B.A., Pitzer College; M.Ed., Loyola University.
- Susan B. Oberg**, *Assistant to the Dean of Faculty*, 1974. B.A., U.C.L.A.; M.A., Middlebury College.
- Abigail W. Parsons**, *Director of Financial Aid*, 1971.
- ***Edward T. Quevedo**, *Director of the 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 Brock Rauch**, *Director of Publications*, 1964. B.A., La Verne 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**, *Assistant Professor of Education*, 1968. (See Faculty) (On leave 1975-1976)
- ***Clifford T. Steward**, *Associate Provost*, 1974.
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Faculty

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- Todd Burley**, *Adjunct Lecturer in Psychology*, 1975. B.A., Columbia Union College; Ph.D., University of Tennessee. Teaching Assistant, Instructor, University of Tennessee; Chief Clinical Psychologist and Coordinator of Clinical Services, Pomona Valley Mental Health Center.
- 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.
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- 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.).
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- ***Jack Merritt**, *Professor of Physics*, 1966. A.B. Pomona College; Ph.D., University of California, Berkeley. Administrative Analyst, Bureau of the Budget; Administrative Officer, Atomic Energy Commission; Physicist, Lawrence Radiation Laboratory, Berkeley; Physicist, Shell Development Company.
- Bert Meyers**, *Associate Professor of English*, 1967. M.A., Claremont Graduate School. Lecturer, Claremont Men's College; Ingram Merrill Award for Poetry (1964 and 1966); National Endowment in the Arts Award (1969); author of *Early Rain* (1960) and *The Dark Birds* (1968).
- Sheryl F. Miller**, *Associate 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.
- Lee Munroe**, *Professor of Anthropology*, 1964. Ph.D., Harvard University. (On leave spring semester.)
- Ruth H. Munroe**, *Professor of Psychology*, 1964. B.A., Antioch College; Ed.M., Ed.D., Harvard University. Research, British Honduras and Kenya. (On leave spring semester.)
- Peter Nardi**, *Assistant Professor of Sociology*, 1975. B.A., University of Notre Dame; M.A., Colgate University; Ph.D., University of Pennsylvania. Research Assistant, Lecturer, University of Pennsylvania; Instructor, Rutgers University.
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- Yando Rios**, *Lecturer in Art*, 1973. Professor of Painting, Regional School of Fine Arts (Peru).

- John R. Rodman**, *Professor of Political Studies*, 1965. B.A., M.A., Ph.D., Harvard University. Instructor, Assistant Professor, Harvard University; Dean of Faculty, Pitzer College, 1969-71. (On leave spring semester.)
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- ***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**, *Associate 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.
- Melvin S. Sands**, *Lecturer in Judaism, Claremont Men's College*, 1970. B.A., University of Cincinnati; M.H.I., Case Western Reserve University; D.D., D.H.I., Hebrew Union College.
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- ‡Faculty teaching in the Intercollegiate Program of Chicano Studies.

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Pitzer College Calendar

1975-1976

Fall Semester

Sept. 21	Sun.	Residence halls open for new students.
Sept. 21-24		Orientation for new students.
Sept. 23	Tue.	Residence halls open for returning students.
Sept. 25	Thur.	First semester classes begin at 8:20 a.m.
Oct. 8	Wed.	REGISTRATION for all students. Last day for entering classes.
Nov. 14	Fri.	Low grade reports due to Registrar.
Nov. 26	Wed.	Final day to drop classes without a recorded grade. Thanksgiving recess begins after last class.
Dec. 1	Mon.	Tuition Deposit due - \$100.00. Thanksgiving recess ends, 8:00 a.m.
Dec. 19	Fri.	Christmas vacation begins after last class.
Jan. 5	Mon.	Christmas vacation ends, 8:00 a.m.
Jan. 22	Thur.	Last day of classes first semester.
Jan. 24	Sat.	Final Examinations begin.
Feb. 2	Mon.	Final Examinations end.
Feb. 7	Sat.	First semester ends.

Pitzer College Calendar

1975-1976

Spring Semester

Feb. 9	Mon.	Second semester classes begin 8:00 a.m.
Feb. 20	Fri.	REGISTRATION Last day for entering classes.
Mar. 19	Fri.	Low grade reports due to Registrar.
April 2	Fri.	Final day to drop classes without a recorded grade.
April 9	Fri.	Spring vacation begins after last class.
April 18	Sun.	Easter
April 20	Tue.	Spring vacation ends, 8:20 a.m.
May 1	Sat.	Tuition Deposit due - \$100.00.
May 26	Wed.	Last day of classes for the second semester.
May 28	Fri.	Final examinations begin.
June 5	Sat.	Final examinations end.
June 6	Sun.	Commencement.



Designed and edited by Virginia Rauch. Cover based on etching by Tiyokoi. Photographs by Michael Hurwitz, class of '75; Judy Griesedieck, class of '75; Julie Gould, Junior; Marion Gabler; The Collegian; The Courier; Daryl Norenberg; Susan Knight, class of '75; map, p. 116 by Perry Jamieson.

PITZER COLLEGE BULLETIN

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