

PITZER COLLEGE BULLETIN 1976-77



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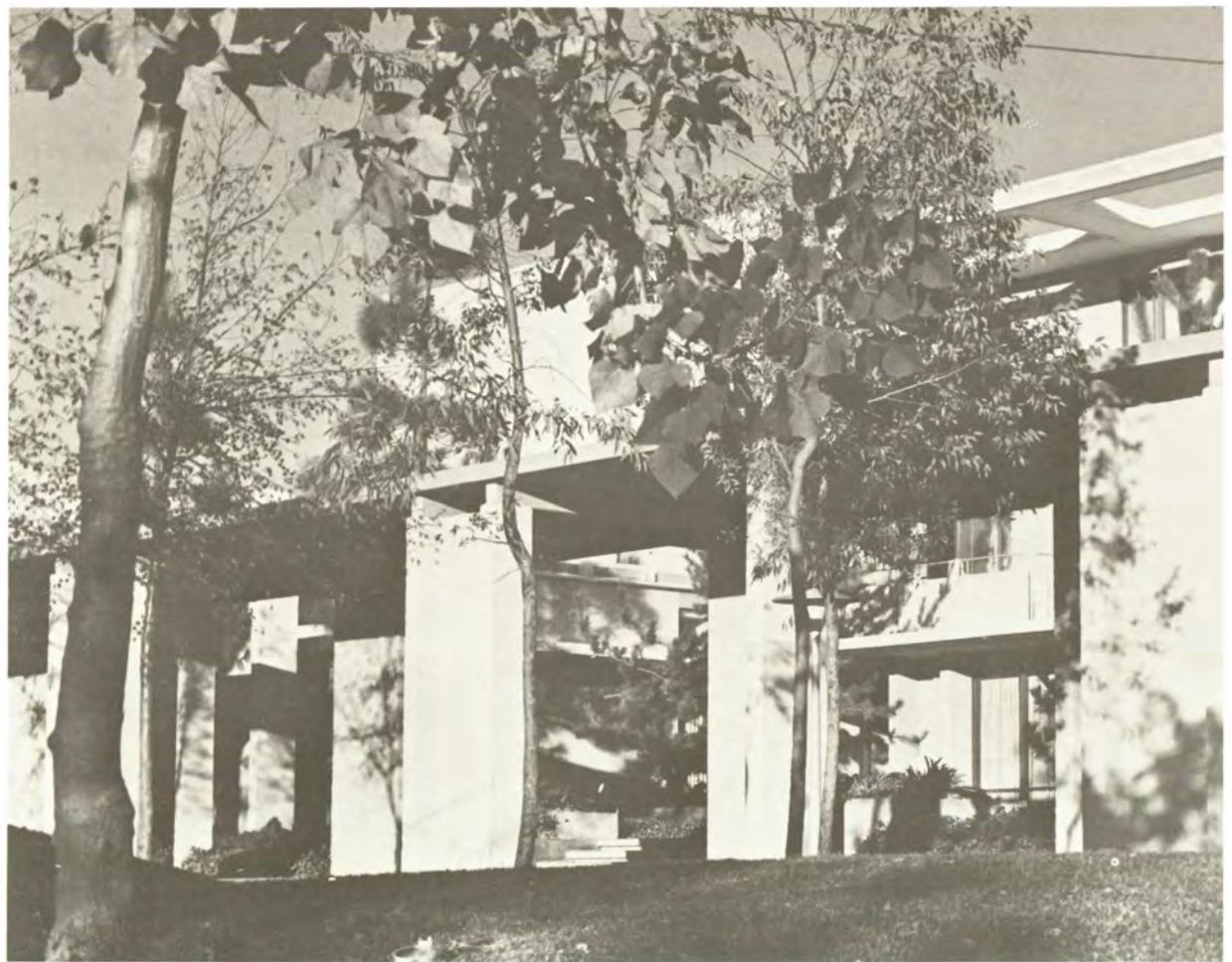
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KOLIN BAKER

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"Tell yourself that this is only one among a thousand
possible postures before life. Seek your own . . . and create out of yourself, impatiently
or patiently, ah! the most irreplaceable of beings."

André Gide



1. Pitzer College

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. And because Pitzer students are invited to take advantage of the additional offerings of the other Claremont Colleges, they find that such a focus adds depth, but not limitation.

Then too, Pitzer College is responsive to individual intellectual needs. A professor of classics calls it Pitzer's "extraordinary malleability," a singularity that allows Pitzer to be shaped in "astonishingly high relief to the true variety and intensity of each student's intellectual fervor." It is this malleability that allows one student to pursue a standard and rigorous course of studies, while another puts together an equally rigorous but non-traditional program better suited to his/her own goals. And for those who — even as undergraduates — want to develop and test their own hypotheses, special funds are available for promising student research projects.

Look through the faculty listings at the back of this book and you'll see that Pitzer College not only applauds intellectual curiosity, it encourages it. Pitzer faculty are engaged in a variety of academic pursuits with an enthusiasm that carries over into the classroom. Because of this questing quality, they are lively teachers who stimulate questions and insights.

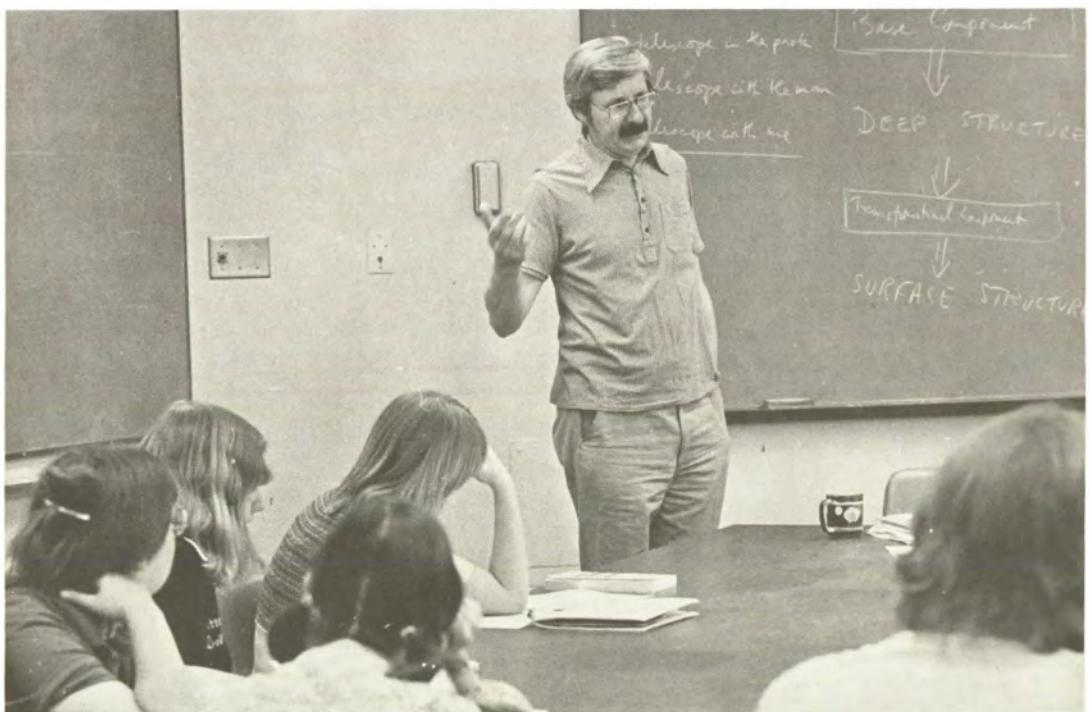
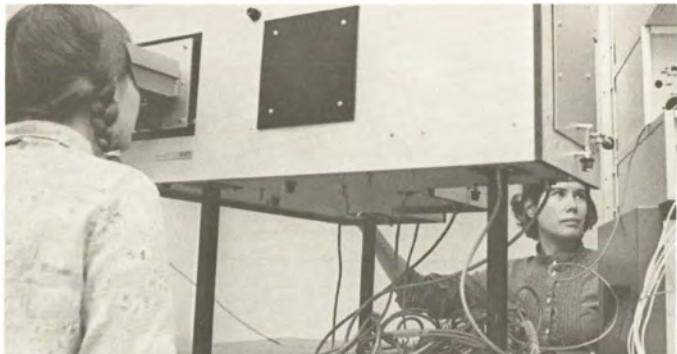
Students also have the opportunity to learn

from each other. They come from all over the United States, from many different cultural settings, bringing to the campus an energizing kind of diversity. Students from ethnic minority communities compose 20 percent of Pitzer's students. Half of all students receive some form of financial aid and scholarship help to attend. And both an early admissions program and a New Resources program for the post-college-age student, contribute to a healthy age mix.

For those who want to involve themselves in the life of the College, there is the opportunity to share in decision-making. Elected students are voting members in faculty meetings; students and faculty are members of all standing committees of the Board of Trustees. ("Community government" is the usual procedure in most areas of decision-making.)

The experience of having real power and responsibility can be a maturing one and one which creates more opportunity for Pitzer students. With the confidence that comes from being treated as a thinking adult, and the career-planning guidance which is available at Pitzer, the transition from college to a career or to graduate school, need not be painful.

Pitzer is the kind of place which provides a great deal, but doesn't fill in all the blanks. It allows you to create your own opportunities. When you finish looking through this catalog, call or write us about your questions. Better yet, come to the campus. We'll look forward to seeing you.



Professor Sullivan with advisees, above left; Professor Light in Social Science Laboratory, above; Professor Macaulay and students; Professor Wachtel, above right.

2. Faculty and Students

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

Katherine Edelman



Professor Wachtel

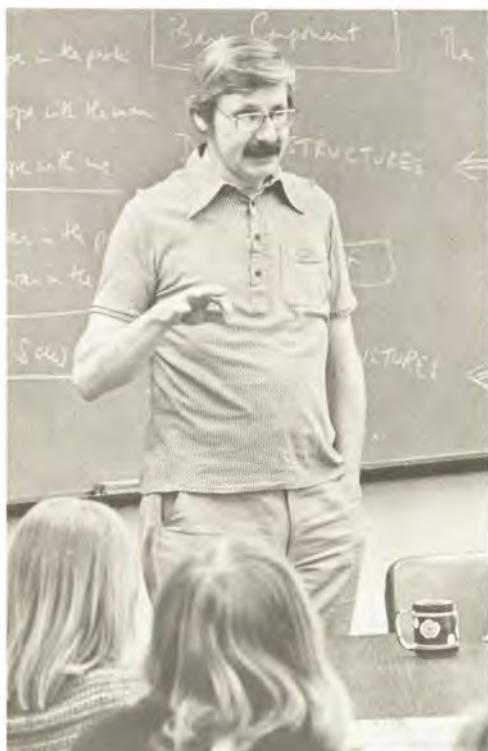
• If one were to rank, in terms of importance, the qualities considered characteristic of a truly educated person, I believe a high priority would be given to the simple trait of curiosity. An interesting result, for curiosity is one of the few qualities which cannot be taught. We are all born with it,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



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

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

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

dynamics. Once that capacity is developed, we discover that we can effectively *act* on those dynamics — we are no longer *only* "victims." That is the rationale, in my view, for lending credence to the Biblical citation that "the truth shall make ye free."

Thus, my view of a "successful" class lies in the extent to



Peter Elson

which I am capable of getting students to "see themselves" in all the literature and scientific research they are required to review and understand. Seeing oneself and comprehending what one is all about, as implied above, depends upon the ability to grasp the meaning of human activity on an aggregate level. When a student can adequately answer the question "who am I?" based upon his understanding of "who they are," I consider the class to have been worthwhile. The manner in which I have been able to accomplish such a goal is to continually address questions as to why and how someone knows what he professes to know and

what are the social or personal conditions under which he knows it. Hence, even though it may oftentimes appear, as for Alice, like "the stupidest Tea-Party I ever was at," it's the only Tea-Party in town.

Professor Glenn A. Goodwin



Bylle Whedbee, Assoc. Dean of Students

- During the last year, I've spent time in both Spain and Mexico conducting exploratory, descriptive studies of the population policies of these two countries. When Mexico developed a new population policy in 1974, I decided to investigate its goals and progress to date. I did this during the summer of 1975. Then, I received an opportunity to go to Spain for the fall semester and decided to begin a cross-cultural comparison of the population policies of Spain and Mexico.

I spent one month in Mexico living with a Mexican family and four months in Spain where I lived with a Spanish family. In this way I was able to do exten-

sive research in the libraries, conduct interviews with demographers, physicians, other people involved in population policy and its implementation, and interview the family members and friends. In Mexico, I had to rely heavily upon interviews and field work because the Mexican pro-



Professor Sullivan

gram is so new that very little was yet published on the topic.

What is especially significant about my research, however, is that Pitzer helped to financially support it. I applied for a Pitzer Research and Development Grant for study in Mexico and was awarded \$150.00. Then, when I was accepted to the Pomona College Study Abroad Program, my California State Scholarship applied to the program and the Del Amo Foundation also awarded me a small grant (through the efforts of Pomona College.)

The whole project ended on a very nice note when my paper was accepted for the Third Annual Sociology/Anthropology

undergraduate research conference in Santa Clara. Pitzer again helped out on the financial side with a grant for 80% of the air fare to attend the conference. The opportunity to present my research to peers and critics, as well as the preparation for a 15 minute oral presentation was an invaluable experience.

Ellen Alderman
Class of '76

- It's not an easy time to be a college student in light of the harsh realities of today's constrictive and competitive job market. As a career counselor, I am faced daily with inquisitive students trying to justify a liberal arts education. Even though Pitzer students want a liberal arts degree, they continue to be bewildered at knowing how to link their education with effective career preparation. Against this backdrop, Pitzer College, like many comparable institutions, senses the need to alter traditional modes of career planning, and it is my task to develop a program in career planning more tailored to the needs of the 70's.

It is immediately apparent that an effective program must be alert to the external realities of today's vocational scene; sensitive to the confusion of many students about career goals; and above all, able to tap the rich resources of a liberal arts education. When analyzing the major value of a liberal arts

education, one has to remember that it is principally an education for life in general and not training for a specific vocation. I find the biggest shortcoming of many students to be an inability to identify clearly their own assets or skills. Too many students overlook the fact that a liberal arts education does provide them with marketable skills which typically are general and all-encompassing and thus useful in many diverse professions rather than one narrow field. Several examples come to mind: ability in verbal and written expression; problem-solving techniques; and sharpened awareness in interpersonal relationships.

Students should begin to explore career possibilities early in their college years, but in fact most wait until the eleventh hour. It takes time for students to learn to assess their particular strengths and then to discover how they can mesh their talents and interests in finding a stimulating, satisfying career. A large part of my effort is directed to this end. Several workshops, seminars, day conferences and a ten-week career planning class are ways I have devised to awaken students to the need of career planning from their freshman year on.

In short, my aim is to help students gain effective methods in career planning so that they can become strong competitors for "what's out there."

Bylle Whedbee
Associate Dean of Students



Professor Goodwin

- 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.)

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."

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 development 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



Professor Pinnell in Joint Science Laboratory.



Professor Seymour



Professor Marquis



Professor Erickson

• 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 atmosphere 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? 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

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

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

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

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

I see my role as helping to make

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

The concerns and interests which lead me to past philoso-

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

Sharon Snowiss
Assistant Professor of
Political Studies



Professor Warmbrunn with history students.

3. 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 the 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 students' 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.

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 from 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 and Allied Fields

Students interested in pursuing a career in law should be aware that, while law schools do not require a specific undergraduate concentration, they stress the ability to read perceptively, to understand abstract and complex concepts, and to speak and write persuasively. Students are urged to take advantage of Pitzer's offerings in such areas as economics, English, history, mathematics, philosophy, political studies, and sociology. They should also 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, Film Studies, Folklore, French, German, History, Human Biology, Latin American Studies, Linguistics, Mathematics, Organizational Studies, Philosophy,

Physics, Political Studies (including International Relations), Psychology, Sociology, Spanish, 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.

Students learn TV scripting, direction, crewing, and producing in Pitzer television studio.

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 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 programmable calculators and terminals for a PDP 10 computer.



Computer Facilities

Pitzer maintains two computer terminals linked to the DEC SYSTEM PDP 10 of the Seaver Computer Center as part of the Social Science Laboratory. The PDP 10 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.

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.

Television Facilities

Pitzer has black and white TV studio facilities and a system of portable video equipment. Television is developing as a part of the College's academic and community life. It is

utilized at Pitzer as a research tool, for feedback, for instruction, as a forum for discussions and performances, and in covering live events and making documentaries. Most of this activity is based in the production classes or independent studies, although arrangements are flexible. Playback is possible through a closed circuit system and through other portable monitors. The college also continues to build its library of video tapes.



Computer facilities serve the Social Science Laboratory.

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.

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; Senior - Freshman Seminars; Academic 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 1976-77 academic year are:

- 1. Introduction to the Social Sciences.** This course is intended to introduce the student to the basic concepts and methods of the social sciences. The course attempts to acquaint the student with social science as a unified field rather than with each of the social sciences as separate fields. Fall, m. 7-10, L. Marquis.
- 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 practices and issues relevant to the profession such as licensing, advocacy, accountability, and social planning. Fall, w. 6, Pomona Valley Mental Health Center, N. McMillan.
- 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. Fall, to be arranged, staff.
- 4. The Mind and Its Myths: Knowing as Symbol Making.** In this course we will investigate the theory that in all fields of study progress depends upon preconceptions which impose an order or "shape" on the world. In the course of our study, we will read a Bible story, a Greek play, a tragedy by Shakespeare, short stories by Joyce and Lawrence, and essays by such writers as Freud, Jung, Blanche, Collingwood, Kuhn, and Cassirer. The class will feature guest lecturers. Fall, th. 6:30, A. Wachtel.
- 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 sexual emergencies; and disorganized thinking. Prerequisite: upper-division psychology majors or students with pertinent experience and consent of instructor. Spring, w. 4:30, T. Burley.
- 6. Man and Society: East and West.** An overview of how Eastern and Western cultures have dealt with such pressing problems as loneliness, man's place in nature, war, reli-

gion, and man's place in society. Readings will be based upon comparisons of such novels, films, and philosophical works as Camus' *The Stranger* and Abe's *The Woman in the Dunes*; Thoreau's *Walden* and the Taoist canon; Remarque's *All Quiet on the Western Front*, Ooka's *Fires on the Plains*; and the *Bhagavad Gita*, Narayan's *The Guide*, and Greene's *The Power and the Glory*; and Ionesco's *Rhinoceros* and Mishima's *Death in Midsummer*. An attempt will be made to determine if there are ways in which the two world views are converging through mutual impact. Spring, m. 6:30, A. Greenberger.

7. 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. Fall, to be arranged, staff.

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 1976 and 1977 and the academic year 1976-77. 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. Fieldwork in the Education and Treatment of Exceptional Children. Students who are interested in the interrelated 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: Cynthia Siebel. 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.

2. Pitzer Semester in France. Students live and study in France (primarily in 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 the 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 to experience and study rural France. Program Director: Claude de Cherisey. Time



Professor de Cherisey

period: Spring semester, 1977. Credit: Three courses. Prerequisites: (a) applicants with a competence in French will receive preference; however, a limited number of students who have completed only the equivalent of three semesters of college French will be accepted to the program; (b) consent of academic advisor; (c) consent of Harry Senn.

3. Washington Semester. Since 1972, Claremont Men's College has operated a Washington Semester Program with an emphasis on legislative internships. This program is open to applicants from Pitzer College also. The academic work in the program is of three types: legislative internship, research project, and reading. Three course credits may be earned by successfully completing all of these activities. Candidates selected for the program pay regular tuition to Pitzer College, while paying for their own room, board, and travel to Washington. Students interested in the program are invited to contact Mr. Alfred Balitzer, Claremont Men's College. Time period: Fall and Spring semester. Credit: up to three courses. Prerequisites: (a) recommendation of academic advisor; (b) consent of Program Director.

4. 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 Nepali families, by studying Nepali, by visiting historic sites, by participating in area studies seminars in Kathmandu, by trekking in the Himalayas and by doing their own research. Program Directors: 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.

4A 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, D. Brenneis, A. Greenberger, S. Seymour.

5. 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 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.

6. 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 beginning 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.

7. Classical Studies in Rome. Pitzer College participates in a program conducted by the Intercollegiate Center for Classical Studies in Rome. The program provides students interested in classical studies with an opportunity to study Greek and Latin literature, ancient history and archaeology, and the history of art. Nominations from Pitzer College to the Center will be made from students participating in The Claremont Colleges classics program. Program Director: Stephen Glass. Time period: Fall and Spring semesters. Credit: up to four courses. Prerequisites: (a) students must be concentrating in Classics or Archaeology, although a limited number of Art or Art History concentrators with appropriate interests will be accepted; (b) a grade point average of 3.0 or above; (c) approval of Program Director and advisor; (d) junior standing at time of participation.



Touring excavation under St. Peter's Cathedral.



Anna Maria de Gasperi, top center, daughter of the late leader of the Christian Democratic party, conducting a seminar on Italian politics.



Lina Wertmuller, white sweater, leading film seminar.



Students at the Universita per Stranieri in Perugia.

External Studies:
Semester in Rome, 1976

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

A) Veterans Administration Hospital, Downey, Illinois. The students function as full time junior staff members under the supervision of mental health professionals for one semester. There are opportunities for training in physiological psychology, psychological testing, group psychotherapy, clinical research, rehabilitation, and operations research and program planning; the students' major activities are determined by their assignment to a specific program within the facility after completing an orientation period. Program Directors: Karin Meiselman and Constance Atwell. Time period: Fall and Spring semesters, 1976-77. 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) consent of academic advisor; (d) consent of Program Directors.

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 1976-77, or a semester and a summer. Credit: up to four courses. Prerequisites: (a) junior or senior status; (b) completion of 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.

9. 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 Home-

stead, 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.

10. 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 Directors: Stanleigh Jones and Allen Greenberger. Time period: Full academic year 1976-77. 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.

11. Pitzer College - Colby College Exchange Program. Pitzer students may spend a semester studying at Colby College in Waterville, Maine. Founded in 1813, Colby is an independent liberal arts college with an enrollment of 1600 men and women. Pitzer students actually exchange places with Colby students, for one semester only. Further information about Colby College and this program is available in the External Studies Office. Program Director: Robert Johnston. Time period: Fall or Spring semesters. Credit: appropriate courses completed at Colby are transferable. Prerequisites: (a) approval of advisor; (b) approval of External Studies Committee.

12. Semester in London. Pitzer students may spend a semester in London, living and studying at the Eckerd College London Study Centre on Gower Street, near the British Museum, University of London, West End theatres and Oxford Street. All students enroll in the London Colloquium, a course designed cooperatively by students and resident faculty members. Participants also enroll in the

following two courses taught by faculty residing in London: A History of Modern Art and Theatre in London. Students may also contract for an independent study with a Pitzer College faculty member. Program Director: Eckerd College faculty member (see External Studies Office for further information). Time period: Fall or Spring semesters. Credit: three or four courses. Prerequisites: (a) approval of faculty advisor; (b) approval of External Studies Committee; (c) upper level students are given preference.

EXTERNAL STUDIES — SUMMER PROGRAMS

13. 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, 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 through August 21, 1976. Credit: two courses. Prerequisites: consent of Program Directors.

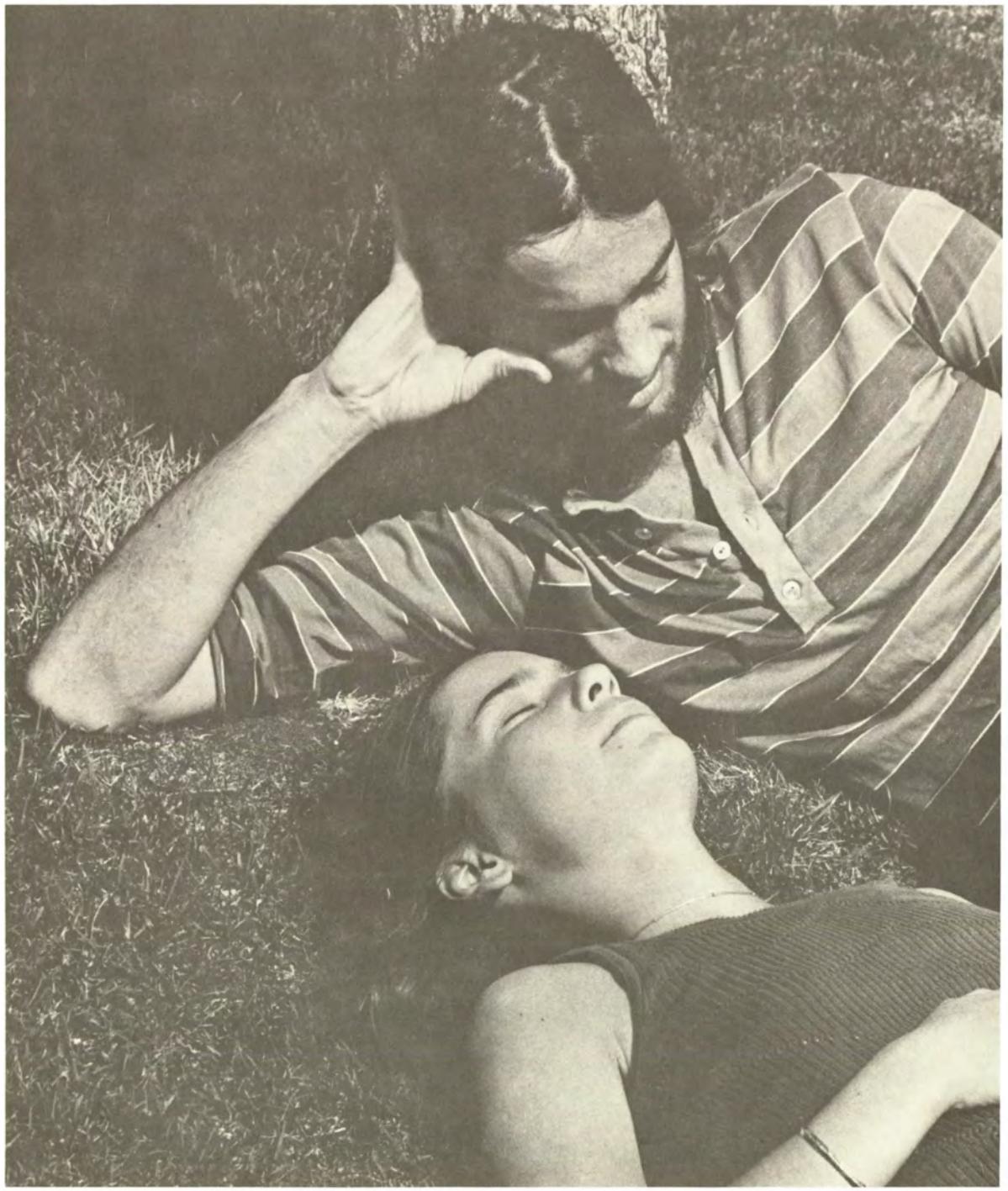
14. Summer in London. In view of the increasing economic and political interdependence of nation-states, Pitzer College is offering a summer program in London focusing on a comparison of the economic and political situation in England and the United States. A course entitled "The International Economy" 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 EEC 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: June 23 through August 4, 1976 (will be repeated during the summer of 1977.) Credit: two courses. Prerequisites: consent of Program Director.



Polly Rabinowitz, Associate Director of Special Programs

SENIOR-FRESHMAN SEMINARS

These are special seminars for freshmen coordinated and supervised by faculty and taught by selected senior students. The two principal purposes of these seminars are to acquaint freshmen to the variety of academic disciplines offered at Pitzer College and to introduce these students to the College as an intellectual and social institution from the perspective of students who have experienced the College in ways that complement those of the faculty and staff. We believe that the seminar experiences which seniors and freshmen will share can greatly assist the new students' initiation into the intellectual and cultural life of the College.



Seminars are offered in pairs and each pair spans a semester. Seminars offered in 1976-77 are:

1. The Effects of the Legal System. This seminar offers an overview of the American legal system. It intends to introduce students to the way in which the legal system works. Among the topics discussed are legal anthropology, the U.S. court structure, victimless crimes, the biology of crime. Discussions, guest lecturers, field trips, and selected readings.

2. Revolutionary Theory from Marx to the Weather Underground. This seminar will examine the theories and history of political revolution. Emphasis will be placed on the development of Marxist theory and its practical application in countries from the U.S.S.R. to the U.S. Some meetings will be spent looking at America in the seventies and the revolutionary movements active within it. The basic format of the seminar will be discussion based upon reading excerpts.

3. "Normal" Adolescence. An interdisciplinary approach to the study of adolescence. Questions regarding adolescence, especially in terms of present-day American youth, will be examined from biological, cross-cultural, and psychoanalytic perspectives. Students will be introduced to various social science methodologies through short exercises, films, lectures, and discussions.

4. The Greek Vision. This seminar will help students come to an understanding of the Ancient Greek vision of human life through the reading of selected dramatic and philosophical texts. Attention will focus upon conceptions of justice, non-human nature, civilization, human nature, and the gods.

5. Coming Home: Contemplation, Meditation, and Visions of God. This seminar will examine the perspectives, roles, and concerns of eastern and western contemplative practices. Emphasis will be placed upon group sharing, development of internal and external dialogue, and the raising of personal awareness with regard to the dynamics and functions of the contemplative/meditative orientation.

Seminar pairs are grouped as follows: AB, CE, AD, BC, and DE. Fall, t. th. 12, R. Albert, I. Bell, D. Brenneis, A. Broadbent, B. Cole, S. Glass, V. Hartouni, J. Hitchcock, D. Holden, C. Holzworth, L. Loveday, P. Nardi, A. Rosen, S. Snowiss, and S. Wolf. Program Coordinator: R. Albert.

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 the Dean of Faculty.

2. Internship Programs. A comprehensive list of internship and field experience programs for interested students is available in the Career Planning Office. An internship can provide a student with an opportunity to select and gain invaluable work experience and thereby enhance career development. Often in conjunction with a research project an internship can be arranged for academic credit. For further information, contact Bylle Whedbee.

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 Ms. Ringler

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 Archaeological/Biological Anthropology

- E. One area course
- F. One course in linguistics
- G. One advanced course in biological anthropology
- H. One advanced course in archaeology
- 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, m.w.f. 11, S. Miller. Spring, t.th., 2:45, 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, m.w.f. 9, L. Munroe. Spring, t.th. 12, S. Seymour.
- 81** **Peoples of the Pacific.** (E) The prehistory, cultural variation, and contemporary social situation of peoples of the Pacific Islands and Australia. Spring, w. 7:30, D. Thomas and D. Brenneis.
- 82** **Ethnography of Australian Aborigines.** This course will consider variations in the culture and social organization of Australian Aborigines. It will focus on the adaptive nature of cultural systems. Fall, m.w. 12, F. Myers.
- 84** **Peoples of Africa.** (E) S. Miller. (Not offered in 1976-77.)
- 86** **Peoples and Cultures of India.** (E) S. Seymour. (Not offered in 1976-77.)
- 90** **The Culture of the Americans.** (E) L. Munroe. (Not offered in 1976-77.)
- 100** **Religion and World View.** An examination of religious phenomena, the nature of the religious experience, and concepts of the natural and social order in a variety of non-literate societies. The religion and world view of one society will be discussed in detail, and students may pursue independent research on others of their choosing. Fall, m.w.f. 10, F. Myers.
- 107** **Social Organization.** An introduction to the anthropological study of social organization, including family, kinship, lineage, and corporate group systems. The course will emphasize the processual aspects of group formation. Spring, m.w.f. 10, F. Myers.
- 108** **Man's Ecological Relationships.** (G) D. Thomas. (Not offered in 1976-77.)
- 110** **Sociolinguistics.** (F) Systematic methods for the study of language in the speech community; techniques for the observation, recording, elicitation, and analysis of natural speech. Relationship of patterns of language use to social structure, particularly to stratification; creative and competitive use of language in social interaction. The nature of standard languages, creoles and pidgins, problems of bilingualism and multilingualism. Consideration of the ethnographic significance of sociolinguistic perspective — how a consideration of communicative behavior enhances our understanding of social life. Spring, m.w.f. 9, D. Brenneis and R. Macaulay.
- 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. Fall, t.th. 1:15, D. Brenneis.
- 114** **Human Genetics.** (G) The basic mechanism of inheritance will be considered from the perspective of human heredity. Some emphasis will be given to the genetic basis of behavior, population evolution, and the social implications of genetics. Prerequisite: Anthropology 10 and consent of instructor or Introductory Biology. Spring, t.th. 9:40, D. Thomas.
- 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 nations. Particular focus on contemporary multicultural societies, their special educational problems, and the rise of bilingual-bicultural programs. Spring, 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, t.th. 9:40, D. Brenneis.

- 123 Old World Prehistory: Africa.** (H) A study of the Stone Age in Africa, from its origin some two million years ago to its probable extinction in the twentieth century. Cultural interrelationships, as understood through archaeological discovery and ethnographic analogy, will be explored. Primarily for juniors and seniors. Fall, t.th. 12, S. Miller.
- 124 Old World Prehistory: Europe and Asia.** (H) S. Miller. (Not offered in 1976-77.)
- 138 Symbolic Anthropology.** A critical analysis of the anthropological interpretation of meaning. A comparison of linguistic, literary, and psychoanalytical approaches to the study of symbolic forms, and their usefulness in illuminating the relationship between culture and experience. Spring, m.w. 12, F. Myers.
- 151 Seminar: Female Biology and the Cultural Roles of Women.** (I) 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. Seymour.
- 152 Seminar: Verbal Performance.** (F) D. Brenneis. (Not offered in 1976-77.)
- 153 Seminar: History of Anthropological Theory.** (A) A brief treatment of the evolution of anthropological theory from its nineteenth century origins, with particular attention to those schools of thought which have proven most durable. Prerequisite: Anthropology 10 or 11. Fall, m. 2:45, L. Munroe.
- 154 Seminar: Sports in Cross-Cultural Perspective.** (K) (half-course credit) A brief inquiry into the psychological, social, and cultural functions of sports. Enrollment limited to 15. Prerequisite: one course in anthropology or psychology. (First half of the semester.) Fall, w. 2:45, R. Albert and L. Munroe
- 155 Socialization and Personality in Cross-Cultural Perspective.** (K) This course deals with the effects of socialization practices on personality. Attention is given to the applicability of selected psychological and anthropological theories of human development. Prerequisite: two courses in the social sciences or consent of instructors. Spring m.w. 1:15, L. Munroe and R. Munroe.
- 157 Urban Anthropology.** (I) S. Seymour. (Not offered in 1976-77.)
- 159 Seminar: Cognition: A Cross-Cultural Perspective.** (K) (half-course credit) A consideration of the major approaches to the cross-cultural study of cognitive functioning, with particular attention to findings from non-Western cognitive-developmental research. Prerequisite: one course in anthropology or psychology. (Second half of the semester.) Fall, m.w. 12, L. Munroe.
- 160 Seminar: The Primates and Human Evolution.** (G) A study of the non-human primates and what they can tell us about ourselves — in terms of our physiological and behavioral origins. Students will do independent research and present papers to the class. Prerequisite: Anthropology 10 or consent of instructor. Spring, m. 2:45, S. Miller.
- 161 Greek Art and Archaeology.** (H) (See Classics 161.) Fall, t.th. 1:15, S. Glass.
- 165 Seminar Primitive Classification.** The course will concentrate on concepts of primitive classification and their relationship to social life, viewing kinship as a classificatory system. Emphasis will be placed on the use of linguistic models in the development of anthropological explanations of classification. Prerequisite: one course in anthropology and consent of instructor. Spring, w. 2:45, F. Myers.
- 167 Seminar: Cross-Cultural Research: Method and Theory.** (I) (half course credit) The "cross-cultural method" involves research on human behavior through systematic use of the accumulated reports of anthropologists over the past 100 years. Students will survey findings from this approach and then design their own modest research projects using HRAF materials at Honnold Library. Not open to Freshmen. (First half of semester.) Spring, m. 7, L. Munroe.
- 175 Native Americans and their Environments.** The seminar will investigate the mundane and ritual inter-relationships of native Americans and their

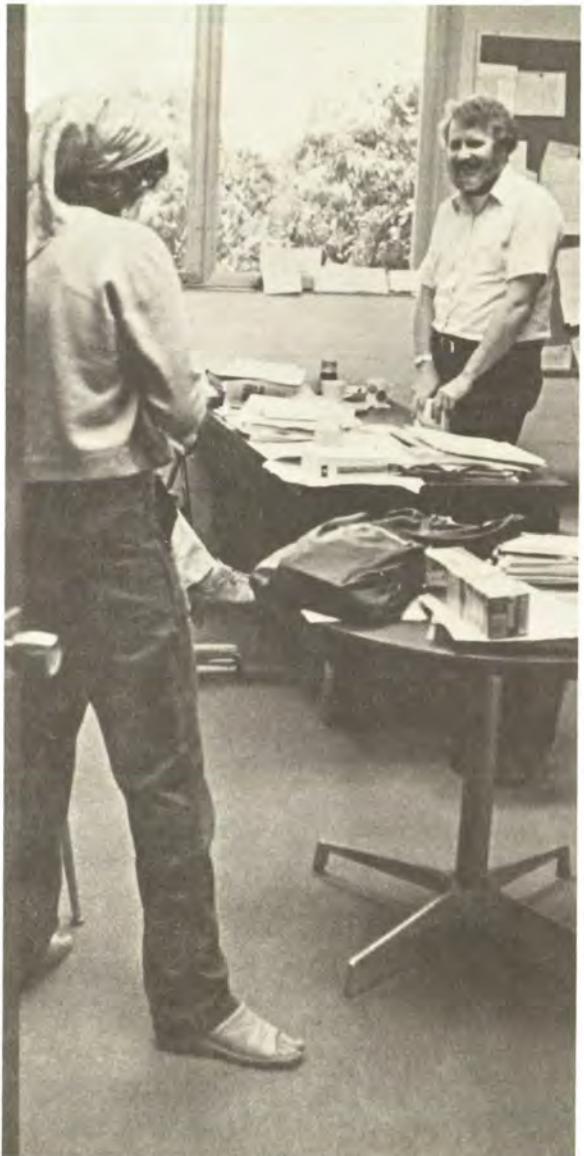
various environments. This includes utilization of wild plants and animals for food and medicine, as well as ceremonials dedicated to the harmony of man and nature. Spring, t.th. 12, S. Miller.

- 184 **Seminar: Psychological Anthropology.** (K) L. Munroe. (Not offered in 1976-77.)
- 186 **Research Methods in Anthropology.** (B) (Not offered in 1976-77.)
- 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. The relevance of archaeology and biological anthropology to social and cultural anthropology is treated as well. Spring, t. 7, D. Brenneis.
- 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. Fall, th. 7, S. Miller.

CHICANO STUDIES CENTER

80CC **Ancient Civilizations of Aztlán.** 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.

132CC **Urbanism, Urbanization and the Chicano.** A study of Chicano rural/urban differences, including the presentation of alternative theoretical and methodological approaches for the study of the urban Chicano. A major emphasis will be upon 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.



Professor Sullivan

145CC Sociocultural Change: The Chicano Perspective.

The Chicano movement and Chicano culture will be examined in light of the major theories and ideologies of social and cultural change. The emphasis will be upon the evaluation of the major approaches to the study of change and their viability for the study of the Chicano culture and Chicano movement. Prerequisite: Consent of instructor. Spring, to be arranged, J. Cuellar.

179CC The Chicana. An historico-anthropological analysis and study of the socio-cultural influences contributing to the role of Chicanas in contemporary society. The course will examine, in lecture, discussion, and review of literature, the women's movement as it applies to the Chicana. Spring, m.w. 4, M. Cazares.

Professor Cuellar

193CC The Mexican/Chicano Family. In order to arrive at an accurate appraisal of what constitutes a Chicano family, we must critically analyze anthropological research based on Mexican kinship structure and compare it with the influence the United States' socio-political system has on the family per se. A brief introduction to plural societies and the influences of dominant cultures will also be investigated. Spring, t.th. 9:40, M. Cazares.

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- 105 Methods in Anthropological Inquiry.** Fall, t. 2-4, R. Bolton.
- 107 Medical Anthropology.** Spring, to be arranged, R. Bolton.

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.

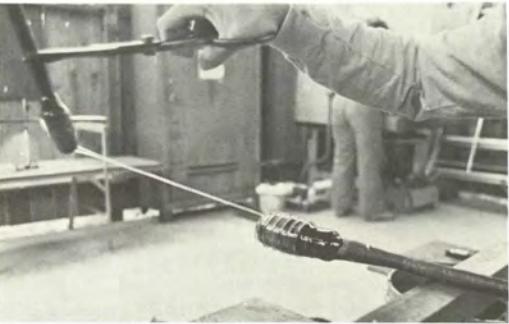
Students concentrating in either Art History or The Materials of Art will be encouraged to enroll in at least one semester of external study. Usually this would be undertaken during the junior year. Such study may be undertaken in one of several Pitzer programs, e.g., The Pitzer Semester in France, The 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 projects and concentrations. Concentrators are encouraged to undertake work in classics, literature, music, history, philosophy, and studio as appropriate adjuncts to the concentration.

Glassworks at Pitzer College

*Professor Furman directs
students in the art of
glass blowing.*



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.

- 55/105 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, to be arranged, J. Raithel.

- 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 toward 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. Spring, t. 1:15-4, staff.

- 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. Fall, t. 1:15-4, D. Furman.

- 100/101 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 toward 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, R. Williams.

- 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, w.th.f. 8:45-12, E. Forde.

- 107 History and Aesthetics of Film.** (See English 107.) Spring, w.th. 7-10, and th. discussion, 2:45-4 and 5:15-6:30, B. Houston.

- 111 Special Studies/Kiln Construction.** Consent of instructor required. Fall, to be arranged, D. Furman.

- 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 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 15 at the discretion of the instructor. Spring, t. 3:15-4:15, th. 1:15-4:15. C. Hertel.

- 120 **Landscape Painting in Watercolor.** A studio/field course in painting the natural landscape using transparent watercolor. While individual expression will be encouraged, the major emphasis will be upon techniques and attitudes relevant to the subject matter, i.e., "nature". We will also consider the relationship between the medium and the act of painting to so-called landscape. Experience in drawing is recommended. Studio and transportation fee \$15. Class size limited to 15 at the discretion of the instructor. Spring, m. 1:15-2:15, w. 1:15-4:15. C. Hertel.
- 122 **Nonwestern Art.** A comparative study of the art and architecture of so-called pre-industrial peoples from the Northwest Coast of America, West Africa, and New Guinea. Some emphasis will be given to unique aspects of such traditional art as an integrated aspect of the "being-in-the-world" of these people in contrast to conventional Twentieth Century Western attitudes toward art and life. Lectures, discussions, films, slides, field trips, and student projects related to actual works of art from these areas. For the student with an interest in developing his or her knowledge of and sensibilities to the expressiveness of the material culture from the three areas listed above manifested in what our society elects to call "art and architecture." Spring, m.w. 8, and arranged time, C. Hertel.
- 161 **Greek Art and Archaeology.** (See Classics 161.) Fall, t.th. 1:15, S. Glass.

182CCa,b **Grammar of Film** (See Film Studies 182CC.) Fall t.th. 9:40, Spring, arranged, R. Wilson.

183a,bCC **Advanced Film Making.** (See Film Studies 183CC.) Consent of instructor required. Fall, t. 7, and arranged; Spring, arranged, R. Wilson.

90/190 **Pacts 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, I. Coulibaly.

CHICANO STUDIES CENTER

66CC **Art History of Mexico:** A survey of the Arts of Mexico, covering the Pre-Columbian and Colonial periods, their artistic styles, and values of the native people with consideration of European influences. 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. Fall, t.th. 2:45, B. Hernandez.

67CC Contemporary Chicano Art and Its Antecedents.

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 art will be studied as an offspring with its own characteristic statement of self-identification and self-determination. Prerequisite: Art 66CC. 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, t.th. 1-4, 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.

ASIAN STUDIES

6 Man and Society: East and West. An overview of how Eastern and Western cultures have dealt with such pressing problems as loneliness, man's place in nature, war, religion, and man's place in society. Readings will be based upon comparisons of such novels, films, and philosophical works as Camus' *The Stranger* and Abe's *The Woman in the Dunes*; Thoreau's *Walden* and the Taoist canon, Remarque's *All Quiet on the Western Front*, Ooka's *Fires on the Plains*, and the *Bhagavad Gita*; Narayan's *The Guide* and Greene's *The Power and the Glory*; and Ionesco's *Rhinoceros* and Mishima's *Death in Midsummer*. An attempt will be made to determine if there are ways in which the two world views are converging through mutual impact. Spring, m. 6:30, A. Greenberger. (Pitzer)

7a Seminar on Nepal. (See External Studies 4a.) Spring, arranged, D. Brenneis, A. Greenberger, S. Seymour. (Pitzer)

40 The Asian American Experience. (See Psychology 165.) Spring, t.th. 1:15, T. Dong, R. Tsujimoto. (Pitzer)

ASIAN LANGUAGES

Chinese 1a,b Elementary Chinese. Both semesters. Fall, m.w.f. 9, and t.th. 8:20, staff. (Pomona)

Chinese 51a,b Intermediate Chinese. Both semesters. Fall, m.w.f. 10 and one hour arranged, staff. (Pomona)

Chinese 121a,b Advanced Chinese. Both semesters. Fall, t.th. 9:40 and one hour arranged, staff. (Pomona)

Chinese 125 Advanced Conversation, Composition, and Translation. Fall, to be arranged, staff. (Pomona)

Japanese 2a,b Elementary Japanese. Both semesters, to be arranged, staff. (Pomona)

Japanese 102a,b Intermediate Japanese. Both semesters, to be arranged, staff. (Pomona)

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

ASIAN LITERATURE IN TRANSLATION

Chinese 134 Chinese Drama in Translation. Fall, m.w. 1:15, staff. (Pomona)

ECONOMICS

107 Economic Development. Fall, t.th. 8, L. Hollerman. (CMC)

160 Economic Development of East Asia. Spring, t.th. 9:40, L. Hollerman. (CMC)

192 Underpinnings of the Japanese Economic Miracle. Spring, t. 1:15-3:45, L. Hollerman. (CMC)

GOVERNMENT

176 Political Thought East and West. (See Political Studies 176.) Fall, t.th. 1:15, A. Greenberger, S. Snowiss. (Pitzer)

HISTORY

60CC Traditional Asia. (See History 60CC.) Fall, t.th. 9:40, A. Greenberger. (Pitzer)

61CC Revolution and Social Change in Modern Asia. (See History 61CC.) Spring, m.w.f. 11, A. Rosenbaum. (CMC)

141 India Since 1707. (See History 141.) Spring, m.w. 1:15, A. Greenberger. (Pitzer)

142 Studies in Asian-American History. Fall, t.th. 2:45, T. Dong, H. Smith. (Pomona)

148 History of Southeast Asia. Fall, t.th. 8:20, H. Smith. (Pomona)

163 China in Revolution. Spring, m.w. 1:15, A. Rosenbaum. (CMC)

164 Mao and the People's Republic. Fall, m.w. 1:15, A. Rosenbaum. (CMC)

174 Modern Japan 1800 to Present. Fall, m.w.f. 10, A. Rosenbaum. (CMC)

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. (See Sociology 51.) Spring, t.th. 9:40, R. Volti. (Pitzer)

161 Wealth, Power, and Status. (See Sociology 161.) Spring, t.th. 2:45, R. Volti. (Pitzer)

EXTERNAL STUDIES

(See External Studies 4, Semester in Nepal.)

Biology (See Natural Sciences)

Black Studies

The Black Studies Center serves all five undergraduate colleges of the Claremont cluster, 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. Fundamentally, its purpose is to help create conditions in which Black people and all people can develop their full human potential. 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. Those without 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, I. Coulibaly.
- 155CC Ethnomusicology**. Fall, m. 7, L. Williams.
- 190CC Contemporary Black Arts: Modern Jazz and Blues**. Spring, to be arranged, L. Williams

NOTE: The Black Studies Center will not offer any courses in drama on campus during the academic year 1976-77. However, students interested in acquiring practical knowledge of the theatre — playwriting, acting, and production — should inquire into the independent studies opportunities offered through the Center's exchange program with the Inner-City Cultural Center's College and Theatre in Los Angeles.

BLACK STUDIES

- 101CC Afro-American Bibliography**. Introduction to bibliographical and research tools and methods for students of Black Studies. This course identifies, describes, and analyzes the resources and standard reference materials for the study of Afro-American history and culture. Spring, to be arranged, staff.
- 150CC Social Policy and the Black Community**. This course is designed to analyze the development of social policy and to review its impact on Black and other minority communities. Special attention will be given to the public welfare, child welfare, and juvenile justice systems. Fall, to be arranged, staff.
- 151CC The Philosophy and Politics of Social Welfare Intervention**. Behavioral science theories, personality theory, systems theories will be reviewed in light of their implications for intervention strategies. Theoretical as well as practical studies of social welfare application. Spring, to be arranged, staff.
- 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; propaganda, public relations, and advertising; legal and economic aspects of the media. Field work on local publications is required. Ability to type is recommended. Fall, w. 7, Y. Toure.
- 165CC People's Journalism: Practice**. A "hands-on" course of journalism technique. News gathering, writing and editing techniques; interpretive editorial and feature writing; investigative and interpretive writing for magazines; layout and design; photo-journalism; content analysis of the mass media. Field work on local publications is required. Ability to type recommended. Enrollment limited to 20. Spring, w. 7, L. Gant.
- COMMUNICATIONS**
- 122CC Film Making in the Black Community**. Fall, w. 2:45-4:00, G. Gaston.
- ECONOMICS**
- 104CC Economic History of African and Afro-American Peoples**. Spring, th. 7, T. Al-Sabea.
- 118CC Socialist Economic Theories and the Developing World**. Fall, th. 7, T. Al-Sabea.
- 125CC Economic Problems of the Black Community**. Spring, t.th. 1:15, T. Al-Sabea.
- ENGLISH**
- 77CC Elements of Reading Comprehension**. Fall, t.th. 7, L. Gant.
- 91CC Introduction to Black American Literature**. Fall, t.th. 1:15, S. Houchins.
- 141CC Beginning Expository Writing, Critical Reading, and Basic Research**. Fall, t.th. 4:15, L. Gant.
- 142CC Intermediate Expository Writing**. Spring, t.th. 4:15, L. Gant.
- 150CC Nommo: Survey in African-American Poetry**. Spring, th. 2:45-5:30, staff.
- 191CC Black Writers of the U.S.A.** Spring, t.th. 1:15, staff.

192CC Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. Fall, to be arranged, S. Houchins.

193CC Special Studies in Black Literature Outside the U.S.A.: Literature of Africa and the Caribbean Since Independence. Fall, th. 2:45-5:30, S. Houchins.

HISTORY

50CC Survey of Afro-American History from 1400-1840. Fall, to be arranged, L. Wilson.

51CC Survey of Afro-American History from 1840-1880. Spring, to be arranged, L. Wilson.

121CC A Comparative Study of Slavery in the Americas. Fall, to be arranged, L. Wilson.

130CC Survey of African History to 1000. Fall, to be arranged, L. Wilson.

131CC Survey of African History from 1000 to 1880. Spring, to be arranged, L. Wilson.

LANGUAGES

20a,bCC Introductory Swahili. Both semesters, m.t.w.f. 9, E. Komo.

21a,bCC Intermediate Swahili. Fall, m..w.f. 11, E. Komo.

22CC Conversational Swahili. Spring, m.w.f. 11, E. Komo.

30a,bCC Introductory French. Both semesters, m.t.w.th. 10, D. Davis.

31CC Intensive Grammar Review. Spring, to be arranged, D. Davis.

160CC Black Literature in French. Both semesters, t. 1:15-4:00, D. Davis.

POLITICAL SCIENCE

137CC European Imperialism and Colonial Administration. Fall, to be arranged, staff.

138CC Comparative Political Theories and Social Change. Spring, to be arranged, staff.

153CC The Black Community and the American Political Process. Spring, to be arranged, staff.

154CC Pan Africanism I. (Formerly 152 CC.) Fall, t.th. 9:40, Y. Toure.

155CC Pan Africanism II. Spring, t.th. 9:40, Y. Toure.

PSYCHOLOGY

140CC Social Psychological Aspects of Black Identity and the Black Experience. Fall, m. 7, J. Walker.

SOCIOLOGY

48CC History of Black Sociological Thought. Fall, m.w. 2:45, staff.

WOMEN'S STUDIES

192CC Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. Fall, t. 7:30-9:45, S. Houchins.

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.

Most of the courses offered by the Chicano Studies Center are listed below. Those without course descriptions are included in the appropriate disciplines throughout the curriculum.

ANTHROPOLOGY

80CC Ancient Civilizations of Aztlan. Fall, t.th. 9:40, J. Cuellar.

132CC Urbanism, Urbanization and the Chicano, Fall, th. 1-4, J. Cuellar.

145CC **Sociocultural Change: The Chicano Perspective.** Spring, to be arranged, J. Cuellar.

179CC **The Chicana.** Spring, m.w. 4-5:30, M. Cazares.

193CC **The Mexican Chicano Family.** Spring, t.th. 9:40, M. Cazares.

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 previously enrolled in Chicano Studies courses. Both semesters, t.th. 11-12:20, J. Cuellar.

118CC **Intellectual History & Social Theory in Chicano Studies.** The course will survey the major Social Science studies of the Chicano. The primary emphasis will be on examining and evaluating the theories, methods, and philosophies of the studies, as well as the presentation of alternative orientations from a Chicano perspective. Spring, to be arranged, J. Cuellar.

172CC **Field Research and Methodology in Chicano Studies.** This course covers the techniques used in the social sciences to do quantitative research with an emphasis upon the Chicano population. Considerable attention will be given to ethnographic and survey research. Students, singly or in a group, will engage themselves in a research project which will carry the research process from the initial planning and literature review to the completed report. A course in statistics is recommended but not required for admission. Fall, to be arranged, D. Sena.

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. Pre-requisite: Successful completion of two Chicano Studies Courses or consent of the instructor. Both semesters, th. 6:30-10:30, R. Gutierrez.

EDUCATION

79CC **Testing the Chicano Student.** Spring, to be arranged, staff.

125CC **Issues in Education and the Chicano.** Fall, to be arranged, staff.

151CC **Bilingual and Multi-Cultural Education: Its Implications and Goals.** Spring, to be arranged, staff.

FINE ARTS (See Art and Folklore.)

66CC **Art History of Mexico.** Fall, t.th. 2:45, B. Hernandez.

67CC **Contemporary Chicano Art and Its Antecedents.** Spring, t.th. 2:45, B. Hernandez.

70aCC **Regional Dances of Mexico: Part I.** Fall, t. 7, B. Hernandez.

70bCC **Regional Dances of Mexico: Part II.** Spring, w. 7, B. Hernandez.

165CC **Folk Songs of Aztlán.** Spring, m. 7, G. Villarreal.

HISTORY

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

94CC **Penal Reform: Mexico and the U.S.** Fall, th. 2-5, M. Cazares.

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.

155CC **Chicano Intellectual History and Problems.** Fall, t.th. 2:45, F. Vazquez.



Professor Marquis and political studies class.

170CC Advanced Seminar on Selected Contemporary Chicano Topics. Spring, m.w. 2:45, R. Penichet.

LANGUAGE AND LITERATURE (See Spanish, English, and Drama.)

10CC Spanish As a Native Language: Level I. Fall, to be arranged, G. Villarreal.

72CC Audio-Lingual Communication Skills. Spring, w. 7, G. Villarreal.

90CC Introduction to Chicano Literature. Fall, m. 7, G. Villarreal.

97CC Contemporary Chicano Drama. Fall, w. 7, G. Villarreal.

POLITICAL STUDIES (See Political Studies and Economics.)

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

86CC Political Economy of the Chicano. Spring, to be arranged, staff.

168CC Public Policy and the Chicano Community. Fall, m. 7, staff.

181CC Seminar: Contemporary Chicano Politics. Spring, th. 7, staff.

PSYCHOLOGY

123CC Issues in Psychology and the Chicano. Fall, t.th. 1:15, staff.

SOCIOLOGY

156CC Chicanos in the American Class System. Fall, to be arranged, staff.

Classics

In the interest of providing a complete concentration in classics, a coordinated program is offered at Pitzer College, Pomona College, and Scripps College.

A concentration in classics requires a student to complete satisfactorily at least seven courses in Greek and Latin beyond the first-year college level. 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. Both semesters, m.t.w.th.f. 11, S. Glass.

- 102 The Roman Letter.** (Not offered in 1976-77.)
- 110 Cicero.** Readings from Cicero's rhetorical and philosophical works, along with a consideration of Latin prose style and the growth of Roman rhetoric. Offered at Scripps in 1976-77.
- 111 Vergil.** (Not offered in 1976-77.)

- 121 Classical Mythology.** A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Spring, t.th. 1:15-2:30, 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. 1:15-2:30, S. Glass.
- 170 The Roman Historians.** (Not offered in 1976-77.)
- 175 Roman Satire.** (Not offered in 1976-77.)
- 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. 4:15, 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 1976-77.)

EXTERNAL STUDIES

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

See also:

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



Professor Glass

Courses Offered at Other Claremont Colleges

POMONA COLLEGE

- 51a,b Elementary Greek.** Both semesters, m.w.f. 9 plus 1 hour arranged, H. Carroll and R. McKirahan.
- 101a,b Intermediate Greek.** Both semesters, m.w. 1:15, H. Carroll.
- 102a,b Readings in Biblical Hebrew.** Both semesters, m.w.f. 1:15 and 1 hour arranged, J. Whedbee.
- 181b Latin Readings and Composition: Lucretius.** Spring, t.th. 9:40, R. McKirahan.
- 182a,b Advanced Greek.** Both semesters, time arranged, R. McKirahan and H. Carroll.
- ID 50 The Intellectual History of Greece.** Fall, m.w. 2:45-3:35 and 1 hour optional discussion section, H. Carroll, R. Palmer, Q. Howe, R. McKirahan.

History 102 Rome. Spring, m.w.f. 9, H. Carroll.

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

Philosophy 186 Aristotle. Spring, t.th. 1:15-2:30, R. McKirahan.

SCRIPPS COLLEGE

- 104 The Roman Drama.** Fall, m.w.f. 10, R. Palmer.
- 107 Greek Tragedy.** Fall, t. 7:30-10, R. Palmer.
- 110 Cicero.** Fall, m.w.f. 11, staff.
- 178 The Roman Elegy.** Spring, m.w.f. 10, R. Palmer.
- 181 Medieval Latin.** Spring, m.w.f. 11, R. Palmer.
- HLA 3-4 Intellectual History of Rome.** Spring, m.w. 2:45-3:35 and 1 hour optional discussion section, H. Carroll, Q. Howe, R. Palmer, R. McKirahan.

Drama

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

130 Theory and Practice of Improvisational Theatre. An introductory course entailing theories of improvisational theatre. The class will be implemented by workshops designed to teach the student various aspects of stage techniques. Students will learn all forms of this fascinating type of theatre, including mime, comedy, drama, melodrama, and the principles of drawing from one's own past experiences to invent and experiment on stage. Classwork will culminate in the production and presentation of a show. The course will be taught by two students, Larry Shulman and Terri Miller, and will be supervised by two faculty members, Michael Bloom and Al Wachtel. Enrollment limited to 20 students. Credit on CR/NC basis. Fall, to be arranged, M. Bloom and A. Wachtel.

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. Fall and Spring, to be arranged, staff.

150a,b History of the Theatre and the Drama. (Not offered in 1976-77.)

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

duction techniques by qualified instructors are available for those who are interested. Open to sophomores and qualified freshmen by permission of the instructor. Alternates with Drama 140a,b. Fall and Spring, to be arranged, staff.

154a,b Costume and Scenery for the Theatre. (Not offered in 1976-77.)

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. Fall and Spring, to be arranged, staff.

182a,bCC Grammer of the Film. (See Film Studies 182 a,bCC.) Fall, t.th. 9:40; Spring, to be arranged, R. Wilson.

183a,bCC Advanced Film Making. (See Film Studies 183a,bCC.) Fall, t. 7; Spring, to be arranged, R. Wilson.

BLACK STUDIES CENTER

The Black Studies Center will not offer any courses in drama on the Claremont Colleges campus during the academic year 1976-77. However, students interested in acquiring practical knowledge of the theatre — playwriting, acting, and production — should inquire into the independent studies opportunities offered through the Center's exchange program with the Inner-City Cultural Center's college and theatre in Los Angeles.

CHICANO STUDIES CENTER

97CC Contemporary Chicano Drama. A study of contemporary Chicano theatre 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 instructor. Fall, w. 7, G. Villarreal.

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. (It is desirable — although not formally required — that Mathematics 30 be completed before taking these courses.)
- 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 in economics (i.e., non-theory courses having principles of economics as a prerequisite). With the consent of the economics faculty, selected courses in other fields may also be used to satisfy this requirement.
- F. Comprehensive examinations at the end of the senior year.

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, business, or public administration are strongly urged to:

1. Complete at least one year of calculus.
2. Complete at least one semester of linear algebra.
3. Select upper-level courses that are strongest in their theoretical orientation.

A special interdisciplinary concentration in Business Economics is available through consultation with the economics faculty.

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. See Political Studies.

14 Comparative Economics of Family and Kinship. Fall, t.th. 12, A. Grossbard.

15 Seminar in Contemporary Economic Issues. Not open to students who have taken or are taking Economics 20 or its equivalent. Enrollment limited to 15 students. Spring, w. 7, H. Botwin.

- 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.
- 20x **Principles of Economics: Macroeconomics.** This course is an experimental version of Economics 20, primarily designed for juniors and seniors who have already chosen a concentration in a field other than economics. Class presentations will use verbal means of instruction only (i.e., no graphs, etc.), and the readings will be more extensive but somewhat less abstract. Spring, t.th. 2:45, H. Botwin.
- 21 **Principles of Economics: Microeconomics.** A study of the operation of the market system (wherein relative prices and quantities are set by supply and demand), application of our tools of analysis to 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 91.) Fall, m.w.f. 9, J. Sullivan.
- 31 **Intermediate Statistics.** (See Political Studies 92.) J. Sullivan. (Not offered in 1976-77.)
- 105es **The International Economy.** An examination of the political and economic benefits and costs which accrue to societies engaging in specialization and trade. The course includes an examination of international trade, the international monetary system, foreign aid, and multinational corporations, as well as the various forms of economic and political integration, such as the Common Market. Summer 1977 External Studies program in London, H. Botwin.
- 120 **Economic Development.** An examination of the theory and processes of economic growth in underdeveloped nations. The nature and determinants of economic change and the related problems of political and social change will be emphasized. Prerequisite: Economics 20 or 21 or consent of instructor. Fall, w. 7, H. Botwin.
- 130 **Comparative Economic Systems.** J. Arnault. (Not offered in 1976-77.)
- 140 **History of Economic Thought.** H. Botwin. (Not offered in 1976-77.)
- 160 **Economic Theory: Macroeconomics.** H. Botwin. (Not offered in 1976-77.)
- 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, A. Grossbard.

EXTERNAL STUDIES

Summer in London. (See External Studies 14.)

BLACK STUDIES CENTER

- 104CC **Economic History of African and Afro-American Peoples.** 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. Consequently, 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, th. 7, T. Al-Sabea.

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, th. 7, T. Al-Sabea.

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, t.th. 1:15, T. Al-Sabea.

CHICANO STUDIES CENTER

86CC Political Economy of the Chicano. The main objective of the course is to develop an understanding of the structural nature of the economy and the power behind it and the manner in which these have affected the Chicano. Issues of race, class, and, colonialism will be approached from both theoretical and practical perspectives, using historical and contemporary examples, in an attempt to formulate a cohesive conceptual framework that can be applied to all aspects of Chicano social experience. Spring, to be arranged, staff.

Education

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

52 Education and Human Development. This course will consider the relationship of various aspects of human development (such as early experience, cognitive styles, and cultural groups, among others) to individual and group education at differing developmental levels. For freshmen and sophomores; others only with consent of instructor. Enrollment limited to 30 students. Fall, t.th. 9:40, C. Siebel.

115CC Introduction to Early Childhood Education. Contrasting historical and contemporary positions regarding the meaning and purpose of early education are considered through the writings of Froebel, Dewey, Montessori, Piaget, Erickson, Skinner, and others. Theory in practice is seen through a 3½ hour laboratory experience at the Mary B. Eyre Children's School. Material on creativity and the growing child will be included. Prerequisite: consent of instructor. Fall, w. 2:45, C. K. Douglass.



119 Education and Culture. (See Anthropology 119.) Spring, m.w.f. 11, S. Seymour.

138 Seminar: Developmental Human Ecology. (See Environmental Studies 138.) Spring, m. 7, P. Shepard.

169CC Research and Practice in Early Childhood Education. An examination of selected research related to the education of young children combined with opportunity to see theory in practice. The effects of early educational experience will be explored. Three and one-half hour laboratory experience at the Mary B. Eyre Children's School included. Prerequisite: consent of instructor. Spring, w. 2:45, C. K. Douglass.

186/187 Seminar: Field Work in Education. Through observation, participation as an assistant to an elementary school teacher (8-10 hours per week), and weekly discussion meetings, the seminar will study the

educational process. Students will be expected to enroll for two semesters, keep a journal of classroom experiences, and complete an approved final project each semester. For sophomores, juniors and seniors. Enrollment limited to 20 students. Prerequisite: previous work in child development and/or education, and consent of instructor. Credit on CR/NC basis with written year-end evaluation. Both semesters, t. 3-5:30, with occasional meetings t. 7, C. Siebel.

EXTERNAL STUDIES

- 1 **Fieldwork in Education and Treatment of Exceptional Children.** C. Siebel.

BLACK STUDIES CENTER

120CC **The Death Machine I.** (Not offered in 1976-77.)

121CC **The Death Machine II.** (Not offered in 1976-77.)

CHICANO STUDIES CENTER

79CC **Testing the Chicano Student.** Overview of educational and psychological testing of the Chicano student. Topics include current issues involving the labeling and tracking process and its effects, cultural bias, latest research, and analysis. Spring, to be arranged, staff.

125CC **Issues in Education and the Chicano.** Issues relating to the Chicano experience in school. Investigation of the unusually high dropout rate among Chicano students, the teacher's role in determining students' self appraisal, cultural implications vis-à-vis achievement motivation, and institutional racism. Research paper or project dealing with issues in class and a school system. Prerequisite: Introduction to Chicano Studies or consent of instructor. Fall, to be arranged, staff.

151CC **Bilingual and Multi-Cultural Education: Its Implications and Goals.** Inquiry into the philosophy, definitions, and applications of multi-cultural and bilingual education. Controversial issues including but not limited to cultural pluralism, inservice training, and curriculum development will be investigated. Exploration of the effects and implications to the Chicano population will provide the central theme. Spring, to be arranged, staff.



Sheryl Matlock, Assistant Dean of Students, works closely with dorm resident advisors.

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.

- 99 **Basic Writing.** An introduction to the fundamental techniques of expository prose. Four sections. A: Fall, t.th. 8:20, staff. B: Fall, m.w.f. 9, staff. C: Spring, t.th. 12, staff. D: Spring, t.th. 8:20, staff.
- 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, t.th. 12, B. Houston. Spring, t.th. 9:40, E. Ringler.
- 104 **Old English Language and Literature.** A study of the language of the Old English period, with a reading of *Beowulf* and some of the minor poetry of the period. All readings in Old English. Fall, t.th. 8:20, B. Sanders.
- 105 **Chaucer.** B. Sanders (Not offered in 1976-77.)
- 106 **The Medieval Spirit.** B. Sanders. (Not offered in 1976-77.)
- 107 **History and Aesthetics of Film.** Students will read material which explains the technical processes of the medium and explores its aesthetic possibilities. The

- class will view films which show the historical development of the medium and which illustrate innovative use of its double capacity for recording and interpreting experience. Enrollment limited to 65. Course fee: \$15. Spring, w.th. 7-10, and th. 2:45-4, or th. 5:15-6:30, B. Houston.
- 108 **Images of Women in Film.** B. Houston (Not offered in 1976-77.)
- 112 **Satire.** B. Houston (Not offered in 1976-77.)
- 113 **Epic and Scripture.** A literary study of the twin fountain heads of Western literature. Such works as the Bible, *Iliad*, *Odyssey*, *Aeneid*, *Divine Comedy*, and *Paradise Lost* will be studied. Enrollment limited to 15. Fall, w. 7-10, A. Wachtel.
- 115 **Studies in Drama.** A. Wachtel. (Not offered in 1976-77.)
- 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 our ultimate aim will be to discover their unique value and their role in the development of Shakespeare's art. Fall, m.w. 1:15-2:30, 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 be exploring Shakespeare's vision of what it means to be a mortal with immortal longings. Prerequisite: 117a or another college-level course in Shakespeare. Spring, m.w. 1:15-2:30, A. Wachtel.
- 120 **Science and Poetry in the 17th Century.** Developments in 17th century science (such as those of Descartes, Galileo, and Newton) revolutionized the way people perceived the world and the way they wrote about it. To get clear about what happened, it is necessary to examine carefully both the science and poetry of the age. Readings include Descartes, Donne, Galileo, Herbert, Locke, Marvell, Newton, and Vaughan. Fall, m.w. 2:45-5, B. Sanders and R. Rubin.
- 132 **Sensuous Puritans:** John Milton and D. H. Lawrence. Reading and discussion of the two greatest Puritan writers, with thorough investigation of the social milieux which they meant to reform. Readings include Milton's *Paradise Lost* and *Samson Agonistes*, and Lawrence's *The Rainbow*, *Women in Love*, and *Lady Chatterley's Lover*, together with some non-fiction prose and lyric poetry. Spring, m.w.f. 11, W. Lowery.
- 134 **Eighteenth Century Literature.** The course will analyze the major works in the period with particular attention to tradition, innovation, and transformations within and among genres. Students will look for the literary assumptions and values by which the eighteenth-century writers shaped their work. Spring, m.w. 2:45-4, B. Houston.
- 140 **The Romantic Poets.** Fall, m.w.f. 9, B. Sanders.
- 146 **The Great Tradition: Studies in the Victorian Novel.** E. Ringler. (Not offered in 1976-77.)
- 147 **Modern British Fiction.** A. Wachtel. (Not offered in 1976-77.)
- 148 **Joyce and the Philosophers.** We will be studying relations between Joyce's fiction and some of the major philosophical theories he drew upon. Our guiding questions will be why Joyce presents his material as he does, and how his work relates to literary and extra-literary intellectual concerns of our time. Enrollment limited to 20 students. Spring, m.w.f. 10, J. Bogen and A. Wachtel.
- 150 **Modern American Poetry.** Selected readings of important American poets of the twentieth century, including Jarrell, Jensen, Levertov, Merwin, Rich, Sexton, Stevens, Valentine, Williams, and Wright, among others. Students will be expected to work on a substantial project: for instance, compiling an anthology; the usual critical paper; or even an original manuscript of poems growing from the readings. Spring, m.w.f. 9, S. Friebert.
- 154 **Eight Major American Writers.** An investigation of the works of Dreiser, Stephen Crane, T.S. Eliot, F.S. Fitzgerald, William Faulkner, and others to discover the major themes in American writing of the early twentieth century. Spring, t.th. 2:45-4, E. Ringler.

- 165** **The Damned and the Divine: Eighteenth and Nineteenth Century American Prose and Poetry.** A study of the conflict between Puritan, Rationalist, and Transcendentalist thinkers in early American literature. The class will read Jonathan Edwards, Benjamin Franklin, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Emily Dickinson to explore the continuing dialogue that produced the paradoxical foundations of American literary thought. Fall, m.w. 12:00-1:15, E. Ringler.
- 166** **Victorians and Americans.** E. Ringler. (Not offered in 1976-77.)
- 174** **Twentieth Century American Women and Literature.** E. Ringler. (Not offered in 1976-77.)
- 184** **Seminar: Central Women in Novel and Film.** We will read several major novels with women as central characters and view films which are adaptations of the novels or cinematic treatments of closely related themes. We will explore the ways in which plot, theme, point of view, style, structure, and tone can be transformed for adaptation from one medium to another. Junior and senior film majors only; enrollment limited to 20 students. Fall w. 2:45-5:30, B. Houston.
- 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, t.th. 2:45-4, 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.

- 186** **An Introduction to Creative Writing.** The basic elements of fiction writing will be explored individually and in concert. Students will be expected both to write fiction and poetry and to criticize the fiction of their classmates. Enrollment limited to 15. Fall, m. 7, A. Wachtel.
- 187** **Creative Writing: Poetry.** The poetry workshop will spend some time on raw material: dream log, journal, notebook, and research techniques, and will then discuss student work intensively, as well as selective examples from modern and contemporary poetry. Exercises will be used from time to time to introduce students to special problems of form and technique. Students will be encouraged during the last part of the term to work on a substantial project. Prerequisites: some experience in writing poetry; admission based on submitted samples and consent of instructor. Enrollment limited to 15. Spring, m.w. 12, S. Friebert.
- 188** **Creative Writing: Fiction.** The writing of short prose fiction. A series of exercises (initially required, later optional) will help students with subject, style, and form. We will read and discuss students' writing in weekly workshops and biweekly private conferences. The exceptionally self-motivated may be excused from assignments, but everyone is expected to submit work regularly. Spring, t.th. 12, D. Vreuls.
- 189** **Existentialism: A Literary and Sociological Phenomenon.** An exploration of man's search for meaning as it is manifested in the works of selected existentialists and absurdist such as Dostoyevsky, Kafka, Conrad, Camus, Sartre, and Beckett, among others. Selected social science literature to be read and discussed include works by Philip Slater, Alfred McClung Lee, Charles Hampden-Turner, Sidney Finkelstein, Gerald Sykes, Lewis Coser, Diana Laurens, and Alan Swingwood. Prerequisite: a background in literature and sociology is recommended, and students are encouraged to consult with instructors before enrolling. Enrollment limited to 30. Fall, m.w. 2:45-4:00, E. Ringler and G. Goodwin.

- 198 Seminar: Advanced Expository Writing. E. Ringler.
(Not offered in 1976-77.)

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. Enrollment limited to 20. Spring, t.th. 7:00-8:15, L. Gant.

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 involves lectures, class discussions, paper writing, essay examinations, and some library research. Especially for freshmen and sophomores. Fall, t.th. 1:15, S. Houchins.

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, t.th. 4:15, L. Gant.

142CC Intermediate Expository Writing. A continuation of English 141CC. This course concentrates on the refinement of expository style. Emphasis on writing the long research paper. Enrollment limited to 20. Fall, t.th. 4:15, L. Gant.

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, th. 2:45-5:30, staff.

191CC Black Writers of the U.S.A. Readings in the essay, poetry, fiction, and drama. Early materials

include the Spirituals, Walker's *Appeal*, and DuBois's *Souls of Black Folk*. Emphasis on selected works by modern authors, including Hughes, Wright, Ellison, Brooks, Baldwin, and Baraka. Especially for juniors and seniors. Spring, t.th. 1:15, staff.

192CC Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. Generally 192CC provides for intensive study of a specific author, genre, theme, period, or movement among Black writers within the U.S.A. With different content, may be repeated for credit. The course this year focuses on the following: *Women Fiction Writers*. An historical survey from 1892 to the present of twelve to fifteen works in the novel and short story, including some by Fauset, Larsen, Hurston, Margaret Walker, and Alice Walker. Especially for juniors and seniors. Fall, to be arranged, S. Houchins.

193CC Special Studies in Black Literature Outside the U.S.A.: 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 Literature of Africa and the Caribbean Since Independence*. This course examines themes commonly found in the works of authors concerned with the problems which confront emerging Black nations (i.e., neocolonialism, corruption in new national governments, military dictatorships, tribalism, and the alienation of the emerging intellectual classes). Emphasis on twelve or fifteen selected works from authors including Achebe, Soyinka, Armah, Omotoso, and Mezu of West Africa; Liyong, Ruheni, Mwangi, and Ngugi of East Africa; and Roumain, Guillen, Infante, Brathwaite, and Naipaul of the Caribbean. Fall, th. 2:45-5:30, S. Houchins.

CHICANO STUDIES CENTER

90CC Introduction to Chicano Literature. Reading analysis of selected contemporary Chicano literary pieces. Emphasis on literary theory and its application to the realm of literature and its relation to society. Readings of Rivera, Vasquez, Richard Sanchez, Alurista, Luis Valdez, and others. The course includes lectures, essay writing, and research. Designed for students of all levels interested in Chicano expression as manifested in poetry, narrative, and drama. Fall, m. 7, G. Villarreal.

97CC Contemporary Chicano Drama. (See Drama 97CC.) Fall, w. 7, G. Villarreal.

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 field work, which may be done through the Program in Public Policy Studies, External Studies in Environmental Arts or the Washington Semester, (see External Studies), 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.** P. Shepard. (Not offered 1976-77.)
- 33 Population and Society.** (See Sociology 33.) Spring, m.w.f. 11, A. Yates.
- 37/137 Environments Workshop.** (See Art 52/102.) Fall, m. 1:15-2:15, w. 1:15-4:15, C. Hertel.
- 50 Field Biology.** (See Natural Sciences 127.) Spring, t. 1:15-4:15, staff.
- 62 Man and His Environment.** (See Natural Sciences 62.) Fall, m.w.f. 11, D. Guthrie.
- 65 Environmental Problems.** (See Natural Sciences 65.) Spring, m.w.f. 9 and arranged, staff.

- 71 Seminar in Contemporary Economic Issues.** (See Economics 15.) Topics will include pollution and the energy crisis. Spring, w. 7, H. Botwin.
- 72 Principles of Economics: Microeconomics.** (See Economics 21.) Spring, t.th. 1:15, H. Botwin.
- 108 Man's Ecological Relationships.** D. Thomas. (Not offered 1976-77.)
- 133 Human Genetics.** (See Anthropology 114.) Spring, t.th. 9:45, D. Thomas.
- 135 Aspects of Environmental Design.** (See Art 115.) Spring, t. 3:15-4:15, th. 1:15-4:15, C. Hertel.
- 136 Animals and the Imagination.** An exploration of animal imagery in human thought. This will include limited attention to the roles of taxonomy and otherness in human development. The central theme is a study of the relationship in the visual arts, literature, parable, ritual, myth, or as toys, pets, or spectacles of these images to human ecology. This subjective zoology takes the idea of the animal as sometimes different from the organisms of science, but nonetheless members of ecosystems and environments. Spring, t.th. 12, P. Shepard.
- 138 Seminar: Developmental Human Ecology.** This course studies man as a natural being beyond his 'merely' physical requirements. It examines the heritage of the hunting/gathering primate as background to contemporary personal experience and to the search for equipoise between the organic and the cultural in human life. Special attention is given to the life cycle as an evolutionary adaptation, with emphasis on individual development and growth. Such characteristics as language, play, group membership, gender distinctions, religious sensibility, mentorship, and mid-life reassessment are approached as parts of a life-long quest for identity and relatedness to The Other. The evolutionary origin and modern implications of these episodes are considered in the light of environmental and educational design. Prerequisite: consent of instructor. Spring, m. 7, P. Shepherd.
- 140 The Development of Political Community at the Regional and International Level.** (See Political Studies 140.) Fall, t. 7, J. Sullivan.

- 150 **Ecology.** (See Natural Sciences 146.) Spring, t.th. 9:40-10:50, f. 1:15-5:15, C. Eriksen.
- 152 **Evolution.** (See Natural Sciences 145.) Fall, t. 1:15-4:30, D. Guthrie.
- 159 **Topics in Marine Biology.** R. Feldmeth (Not offered 1976-77.)
- 170 **The Politics of Ecology.** (See Political Studies 133.) Fall, t.th. 2:45, J. Rodman.
- 172 **Environmental Policy Studies.** (See Political Studies 100CC.) Team studies focusing on issues chosen by the students participating. Recent studies have included nuclear power, mass transit, land use planning, etc. Both semesters, w. 4 and arranged, J. Sullivan and staff.
- 173 **Foreign Policy in a Shrinking Globe.** (See Political Studies 147.) J. Sullivan. (Not offered 1976-77.)
- 174 **Population Policy.** (See Sociology 155.) A. Yates, (Not offered in 1976-77.)
- 176 **Urban and Regional Economics.** (See Economics 125.) J. Arnault. (Not offered in 1976-77.)
- 178 **Politics, Economics, and Environmental Aspects of Water Resources in California.** J. Jamieson. (Not offered in 1976-77.)
- 179 **Seminar: Animal Liberation.** (See Political Studies 179.) Spring, m.w. 4:15, J. Rodman.

See also:

Anthropology 10 (Introduction to Archaeology and Physical Anthropology), 122 (Anthropology of Politics, Law and Conflict), 123 (Old World Prehistory: Africa), 151 (Female Biology and the Cultural Roles of Women), 196 (Senior Seminar: Archaeology and Physical Anthropology); Art 41 (Natural History of Art), 120 (Watercolor Landscape Painting); Economics 16 (Alternative Economic Systems), 117 (Radical Alternatives), 120 (Economic Development); Natural Sciences 43-44 (Introductory Biology); Political Studies 17 (Politics and Genetic Engineering), 60 (Political Philosophy and Current Issues), 129 (Policy Analysis), 170-171 (History of Political Philosophy); Sociology 22 (Sociology of Health and Medicine), 25 (Technology, Organization, and People.)

EXTERNAL STUDIES

See especially the Washington Semester and External Studies in Environmental Arts.

Courses Offered at Other Claremont Colleges

CLAREMONT GRADUATE SCHOOL

Government 336 (Recent Topics in Political Philosophy: the Fact/Value Dichotomy).

CLAREMONT MEN'S COLLEGE

History 121 (The Ecology of Aggression; not offered 1976-77); Political Science 107 (Politics and Population; not offered 1976-77).

HARVEY MUDD COLLEGE

Engineering 71 (Energy and the Environment).

POMONA COLLEGE

Botany 5 (Evolution), 15 (Field Classification), 103 (Environmental Botany), 105 (Principles of Evolution and Taxonomy), 113 (Ecology), etc.; Sociology 150 (Modernization and the Limits to Growth); Zoology 3 (Biological Conservation), 51 (General Zoology), 100 (Aquatic Biology), 101 (Vertebrate Biology), 105 (Field Ornithology), 157 (Ecology of Vertebrate Communities).

SCRIPPS COLLEGE

Art History 183 (History of Modern Architecture; offered 1977-78); History 149 (Technology in Civilization I), 150 (Technology in Civilization II), 180 (Seminar in American Studies: Interpretation of Historical Sites).

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.

107 History and Aesthetics of Film. Students will read material which explains the technical processes of the medium and explores its aesthetic possibilities. The class will view films which show the historical development of the medium and which illustrate innovative use of its double capacity for recording and interpreting experience. Enrollment limited to 65. Course fee: \$15. Spring, w.th. 7-10, and th. 2:45-4 or th. 5:15-6:30, B, Houston.

108 Images of Women in Film. B. Houston. (Not offered in 1976-77.)

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, Fall, t.th. 9:40; Spring, to be 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. Consent of instructor required. Course fee: \$25. Both semesters, Fall, t. 7 and arranged; Spring, to be arranged, R. Wilson.

184 Seminar: Central Women in Novel and Film. (See CMC Literature 184). We will read several major novels with women as central characters and view films which are adaptations of the novels or cinematic treatments of closely related themes. We will explore the ways in which plot, theme, point of view, style, structure, and tone can be transformed for adaptation from one medium to another. Junior and senior film majors only; enrollment limited to 20 students. Fall, w. 2:45-5:30, B. Houston.

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, w. 2:45-4, G. Gaston.

Courses Offered at Other Claremont Colleges

CLAREMONT MEN'S COLLEGE

Lit. 121 Film: An Introduction. M. Riley. (Not offered 1976-77.)

Lit. 123 Special Studies in Film. M. Riley. (Not offered 1976-77.)

Lit. 124 Film and the Novel. M. Riley. (Not offered 1976-77.)

Lit. 137 History of the European Film. M. Riley. (Not offered 1976-77.)

SCRIPPS COLLEGE

Studio Art 131b Film Arts. Spring, to be arranged, P. Darrow.



The Pit is on the lower level of McConnell Center.

SCHOOL OF THEOLOGY AT CLAREMONT

- 272 **Documentary and Experimental Film.** J. Coogan. (Not offered 1976-77.)
- 274 **Workshop in Film: Robert and Frances Flaherty.** J. Coogan. (Not offered 1976-77.)
- 370 **Introduction to Religion and Film; Language of Film.** Spring, to be arranged, J. Coogan.
- 371 **Seminar in Religion and Film: Film and Social Problems.** J. Coogan. (Not offered 1976-77.)
- 372 **Seminar in Religion and Film: History of American Film.** J. Coogan. (Not offered 1976-77.)
- 373 **Seminar in Religion and Film: Walt Disney.** J. Coogan. (Not offered 1976-77.)
- 374 **Seminar in Religion and Film: Robert Flaherty.** J. Coogan. (Not offered 1976-77.)
- 375 **Seminar in Religion and Film: D. W. Griffith.** J. Coogan. (Not offered 1976-77.)

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.

- 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.
- 100 **European Narratives: The Folktale.** An investigation of the distribution of similar folk narratives in modern Europe with emphasis on the folktale. We will study the analytical tools of the psychological, sociological, and structural schools of folklore and apply them to descriptive studies of particular folktales in monographs published by the historic-geographic school of folklore. Fall, t. 7-10, H. Senn.
- 105 **French Society and Folklore.** H. Senn. (Not offered in 1976-77.)
- 113 **Folklore in Context.** An introduction to folklore, this course will approach the study of folklore in its social context. Various genres of folklore performance, such as folk music, riddling and games, will be considered in terms of content, structure, performance style, functions, and social implications. Fall, t.th. 1:15, D. Brenneis.
- 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.
- 152 **Verbal Performance.** D. Brenneis. (Not offered in 1976-77.)
- 170 **Germanic Folklore and Mythology.** D. Yale. (Not offered in 1976-77.)

BLACK STUDIES CENTER

- 155CC **Ethnomusicology.** A survey of the traditionally derived music and related cultural forms of the peoples of the African diaspora — particularly in West Africa and in the New World (the Caribbean

area, North and South America). Emphasis is placed on defining the concept of *syncretism* and pinpointing residuum as they appear in New World music. Styles utilized as exemplar include the African *griot* tradition, *candomble* ritual of vodun, the *currulaos* of the Pacific Littoral region, Jamaican reggae and American blues. The course is organized as a preparation for Arts and Humanities 190CC, Modern Jazz and Blues. Fall, m.f., L. Williams.

CHICANO STUDIES CENTER

- 66CC **Art History of Mexico.** (See Art 66CC.) Fall, t.th. 2:45, B. Hernandez.

- 67CC **Contemporary Chicano Art and Its Antecedents.** (See Art 67CC.) Spring, t.th. 2:45, B. Hernandez.

- 70aCC **Regional Dances of Mexico: Part 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.

- 70bCC **Regional Dances of Mexico: Part 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: Part I Regional Dances of Mexico or consent of instructor. Spring, w. 7-10, 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.

Courses Offered at Other Claremont Colleges

CLAREMONT GRADUATE SCHOOL

- English 355 **Mythology.** Fall, w. 2-5, A. Friedman.

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.

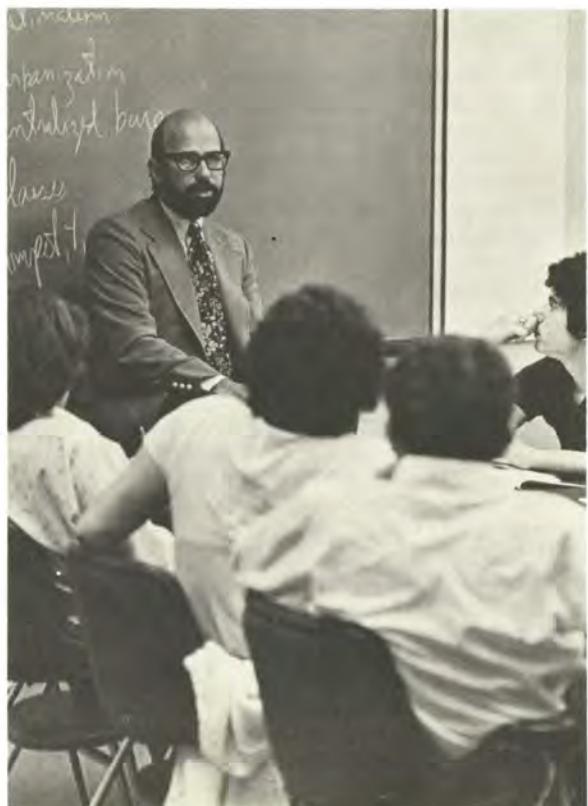
In the interest of providing more sections in lower-division courses in French, Pitzer, Claremont Men's, and

Scripps Colleges have agreed to a combined foreign language program. Pitzer students normally enroll in courses at their own college. They will register at any of the other four colleges, including Pomona College, when the specific course needed is not offered at Pitzer.

- 1a Introductory French.** Classroom and laboratory practice to develop speaking, hearing, reading, and writing skills. Laboratory arranged. Fall: at Pitzer, m.t.w.th. 10, H. Senn; at Scripps, m.t.w.th. 11, staff or m.t.w.th. 1:15, G. Arié.
- 1b Introductory French.** Second semester continuation of 1a. Fall: at Scripps, m.t.w.f. 10 and one hour arranged, staff. Spring: at Pitzer, m.t.w.th. 10, H. Senn; at Scripps, to be arranged, G. Arié.
- 54 Advanced French.** Refinement of basic skills through written and oral discussion of literary and social 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. 10, D. Krauss, or m.t.w.th. 11, G. Arie. Spring: at Scripps, to be arranged, D. Krauss.
- 167 Literature and Politics in France: Machines and the Cultural Revolution.** This course will examine the tensions between technology and its promises and the inner exploration for human happiness. Attention will be paid to the attempts to resolve these tensions and create the conditions for a unified vision of man. Readings will include literary figures such as Hugo, Jarry, Artaud, Appollinaire, Cocteau, Camus, and Robbe-Grillet as well as political commentators such as Descartes, Rousseau, St. Simon, Ellul, Levi-Strauss, Bergson, and Foucault. Taught in English, but French credit can be obtained by completing the readings and written assignments in French. (Also listed as Political Studies 167.) Spring, t.th. 1:15-2:30, H. Senn and S. Snowiss.

BLACK STUDIES CENTER

- 30a,bCC Introductory French.** Oral work in the basic structure of French grammar. Reading and writing through intensive practice. Readings from the text and selections by Third World writers from Africa, the Caribbean and French-speaking Canada. Both semesters, m.t.w.th. 10, D. Davis.



Professor Greenberger and seminar group

31CC Intensive Grammar Review. Refinement of speaking and writing skills through reading, explication de texte, and oral presentations of Third World literature in French. Prerequisite: French 30a,b. Spring, to be arranged, D. Davis.

160CC Black Literature in French. This course emphasizes the study of authors from Africa, the Caribbean and the Malagasy Republic. Since the content changes each semester, students may repeat for credit. The fall semester course will concentrate on the following: Comparative Study of Themes in Black Poetry. Exile and alienation in the novel will be predominant themes explored in the spring semester. The course is conducted in French, and students are expected to be proficient reading, writing, and speaking the language. Prerequisite: beginning, intermediate, and advanced French. Both semesters, t. 1:15-4, D. Davis.

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: at Scripps, m.w.th.f. 9, R. Burwick; at CMC, m.w.th.f. 11, J. Poynter.

- 1b Intermediate German.** Spring: at Scripps, m.w.th.f. 9, R. Burwick; at CMC, m.w.th.f. 11, J. Poynter.
- 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.** The goal of the course will be to refine reading skills and to increase speed in comprehending and translating scholarly texts. Three hours of intensive practice in the classroom per week. In addition, each student will work on texts in his or her specific field of study and meet with instructor for conferences on individual projects. Prerequisite: German 15 or one year of college German or equivalent. Spring, m.w.f. 11, D. Yale.
- 51a,b Intermediate German.** Both semesters, m.w.f. 9, J. Poynter. (CMC)
- 54 Advanced German.** Fall, m.w.th.f. 11, E. Potter. Spring, m.w.th.f. 11, staff.(Scripps)
- 70 Introduction to German Literature.** Fall and Spring, m.w.f. 9, staff. (Scripps)
- 101 Introduction to Literary Analysis.** m.w. 1:15, J. Froehlich. (Pomona)
- 102 German Composition and Style.** Spring, m.w.f. 9, J. Froehlich. (Pomona)
- 108 Survey of Poetry.** Spring, m.w.f. 10, J. Poynter. (CMC)
- 111b Masterpieces of German Literature.** Fall, m.w. 2:45-4, E. Potter. (Scripps)
- 113 German Literature of the 18th Century.** Spring, th. 7-9:30, R. Sheirich. (Pomona)
- 122 Romanticism: Women of the Romantic Period.** Spring, t. 7-9:30, R. Burwick. (Scripps)
- 140a,b From Romanticism to Emergence of Naturalism.** Fall and Spring, m. 7-9:30, D. Brueckner. (Pomona)

Hebrew

- 10 Introductory Modern Hebrew I.** Classroom and laboratory practice to develop speaking, hearing, reading, and writing skills in the basics of modern Hebrew. Laboratory arranged. Fall, m.w. 4:15 and one hour arranged, B. Beliak.
- 11 Introductory to Modern Hebrew II.** Introductory Hebrew I continued. Laboratory arranged. Spring, m.w. 4:15 and one hour arranged, B. Beliak.
- 12 Intermediate Modern Hebrew.** Both semesters, by arrangement, B. Beliak.

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.
- 12 The Ancient Near East and Greece to 350 B.C.** S. Glass. (Not offered 1976-77.)
- 14 The Hellenistic World and Rome to A.D. 565.** S. Glass. (Not offered 1976-77.)
- 16 Men and Women in History.** The study of Modern European History through Biography. Designed for students without extensive knowledge of European history, the class will use an outline history of Western Europe in addition to studying the lives of such historical figures as Luther, Queen Elizabeth, Louis XIV, Frederick the Great, Catherine the Great, Napoleon, Bismarck, Mme. Curie, and Hitler. Spring, m. 6:30, W. Warmbrunn.
- 17 "Like Sheep to the Slaughter? Mass Extermination in A Mass Society."** This seminar will explore the question of the responsibility of executioners, victims, and bystanders for the extermination of millions of Jews during the Second World War in the context of the larger question: to what extent can the individual in a mass society affect his own fate and that of those around him? Recent experiences with the war in Vietnam and the American adventure in Angola will be brought to bear on the question of conscience and public morality. Primarily for entering freshmen. Enrollment limited to 15 students. Fall, m. 7, 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 a 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. 12, 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, F. Schweider.
- 56 U.S. History, 1877-Present.** Spring, m.w.f. 11, R. Buroker.
- 60CC Traditional Asia. (Formerly Society and Tradition in East Asia.)** An 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, t.th. 9:40, A. Greenberger and H. Smith.
- 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. Rosenbaum. (CMC)
- 124 **The 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. Fall, t. 7, D. Cressy.
- 127 **Society and Politics in England 1485-1689.** A study of cultural change, social stress, and political activity in England from the accession of Henry VII to the deposition of James II. The course will examine the religion and politics of the ruling elite and the masses below in the period of the Reformation and the English Civil War. Spring, t.th. 2:45, D. Cressy.
- 130 **Hitler's Germany and Its Background.** W. Warmbrunn. (Not offered 1976-77.)
- 133 **British Empire and Commonwealth, 1783 to Present.** A. Greenberger. (Not offered 1976-77.)
- 137 **A Political History of the Second World War.** A study of the political alignments and re-alignments of the period from Munich to the Potsdam Conference, and of other political aspects of World War II such as problems of collaboration and resistance in the occupied territories. Controversial topics to be explored may include such subjects as "The Responsibilities for the Nazi-Soviet Non-Aggression Pact," "Roosevelt and Pearl Harbor," "Hitler's Reluctance to Invade England," "The American Failure to Prevent the Extermination of the European Jews," "The Effect of the Unconditional Surrender Formula of German Resistance," and "The Breakdown of the Grand Alliance Between the Soviet Union and the West." Materials to be used will include original documents, secondary works, diaries, films, and TV plays and productions. Fall, m.w. 1:15, W. Warmbrunn.
- 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 1976-77.)
- 141 **India Since 1707.** From the decline of the Mogul Empire, stress will be placed on the expansion of British control and the spread of Western culture. This will entail a study of British imperialism and the way in which cultures react to each other. The growth of Indian nationalism and the rival development of Muslim separatism will be emphasized as they lead to the development of two independent nations on the subcontinent. Source materials such as the writings of Indian nationalist leaders and fiction will be widely utilized. Spring, m.w. 1:15, A. Greenberger.
- 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.** The history of how poverty and dependency have been handled in the United States from colonial times to the present. Beginning with an analysis of the functions of the poor law and the almshouse, the course will consider the development of social work as a profession, the bureaucratization of welfare decision-making, and the extent to which the welfare state has been organized to promote social control and to oppose social equality. Spring, w. 7:30, R. Buroker.
- 159 **The American Progressive Era.** R. Buroker. (Not offered 1976-77.)
- 173 **As Others See Us: Views of America Held by European Observers from the Colonial Period to the Present.** W. Warmbrunn. (Not offered 1976-77.)

176 Political Thought: East and West. A comparative study of Eastern and Western political philosophy. Among the authors and schools to be considered are Plato, Confucius, Machiavelli, Kautilya, Descartes, the Buddha, Augustine, the Anarchists, and the Legalists. Fall, t.th. 1:15, A. Greenberger and S. Snowiss.

194 Psychohistory: Study of History and Personality. W. Warmbrunn. (Not offered 1976-77.)

199 Seminar in History. An introduction to selected major European and American historians, and to problems in the philosophy of historical writing. Required of all history majors for graduation. Should be taken in junior year. Open to non-history majors with consent of instructor. May be repeated for credit. Spring, w. 7, W. Warmbrunn.

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, to be arranged, L. Wilson.

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, to be arranged, L. Wilson.

52CC Survey of Afro-American History from 1880 to the End of W.W. II (Not offered 1976-77.)

104CC Economic History of African and Afro-American Peoples. (See Economics 104CC.) Spring, th. 7, T. Al-Sabea.

105CC The Role of Blacks in the History of Science. (Not offered 1976-77.)

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, to be arranged, L. Wilson.

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 man's 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, to be arranged, L. Wilson.

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, to be arranged, L. Wilson.

135CC Africa in the Twentieth Century. (Not offered 1976-77.)

150CC Black People in the U.S.A. Since W.W. II. (Not offered 1976-77.)

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.

94CCC Penal Reform: Mexico and the U. S. A report on the evolution of penal reform, past and present, and an appraisal of Mexico's propitious attempts at establishing readjustment programs for criminal offenders. A comparison of Mexico's orientation toward the development of progressive correctional institutions is weighed against that of the United States. The course will also include material involving the Chicano experience in both the U. S. and Mexican penal institutions. Fall, th. 2:-5, M. Cazares.

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 in 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 focused 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.

155CC Chicano Intellectual History and Problems. Every Chicano carries in his intellectual heritage a set of recurrent problems that afflicted both his Indian and Latin American ancestors and which continue to challenge him today. The course traces the history of these recurrent problems and analyzes their structure. The emphasis falls upon the concentration between theoretical and practical components of a culture. Various models of expression (e.g., poetry, painting, music, literature, philosophy) will constitute the raw material for the course. Prerequisite: consent of instructor. Fall, t.th. 2:45-4, F. Vazquez.

170CC Advanced Seminar on Selected Contemporary Chicano Topics. Based on selected 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 sources of data. Ability to read Spanish desirable. Seniors or consent of instructor. Required for Chicano Studies majors. Spring, m.w. 2:45, R. Penichet.

INTERCOLLEGIATE

120G American Civilization Since 1865. Spring, m.w.f. 11, J. Niven.

162G The Enlightenment. Fall, t.th. 1:15-2:30, Wade

163G American Intellectual and Cultural History to 1865. Fall, t.th. 9:40-11, Dawidoff.

Human Biology (See Natural Sciences)

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

94CC Penal Reform: Mexico and the U.S. Fall, th. 2-5, M. Cazares. (CSC)

100 Anthropology of Latin America. Spring, to be arranged, staff (Pomona)

GOVERNMENT

158 Latin American Politics. Spring, t.th. 9:40, F. Tugwell. (Pomona)

HISTORY

129 Inter-American Relations: An Historical Survey. Fall, m.w.f. 11, C. Herbold. (Pomona)

136 Modern History of 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)

SPANISH LANGUAGE AND LATIN AMERICAN LITERATURE

104 Social and Political Literature in Latin American. Fall, m.w. 1:15, P. Koldewyn. (CMC)

112a,b Latin American Culture and Civilization Both semesters, t.th. 2:45, F. Masiello. (Pomona)

150 Latin American Short Story. Fall, m.w.f. 11, R. Lamb. (Scripps)

159 Latin American Novel Since 1930. Spring, m.w. 2:45, F. Salcedo. (Scripps)

173 Argentine Literature. Fall, m.w. 2:45, R. Lamb. (Scripps)

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 (190).
- 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).

Some courses are offered on a two year rotation. Students who choose a concentration in linguistics should plan their program carefully to take advantage of the alternation of courses.

Students interested in a combined concentration with anthropology, English, folklore, foreign languages, philosophy, psychology, or sociology should see Mr. Macaulay.

- 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, 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, R. Macaulay and R. Coppieters.
- 103 **Phonetics.** An introduction to the general principles of articulatory and acoustic phonetics, including distinctive feature theory and the description of prosodic features. Practice in the production and recognition of speech sounds. All students will be required to describe the phonetic system of a language other than English. Fall, 1:15, R. Macaulay.
- 104 **Language and Culture.** D. Brenneis and R. Macaulay. (Not offered in 1976-77.)
- 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 and R. Coppieters.
- 108 **Phonology.** K. Kossuth (Not offered in 1976-77.)
- 110 **Sociolinguistics.** Systematic methods for the study of language in the speech community, techniques for the observation, recording, elicitation, and analysis of natural speech. Relationship of patterns of language use to social structure, particularly to stratification; creative and competitive use of language in social interaction. The nature of standard languages, creoles and pidgins, problems of bilingualism and multilingualism. Consideration of the ethnographic significance of socio-linguistic perspective — how a

*The living room of McConnell Center
adjoins the dining facilities.*



consideration of communicative behavior enhances our understanding of social life. Prerequisite: Linguistics 50-51 or consent of instructor. Spring m.w.f. 10, D. Brenneis and R. Macaulay.

- 121 **Learning and Teaching a Second Language.** R. Macaulay. (Not offered in 1976-77.)

- 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 1976-77.)

- 130 **Germanic Linguistics.** K. Kossuth. (Not offered in 1976-77.)

- 135 **Romance Philology.** Aspects of Classical and Vulgar Latin. Emergence of Romance Languages. Reading of selected medieval texts in Old French and Old Spanish. Comparison of Gallo-Romance, Ibero-Romance, and other Romance languages. Reconstruction of Proto-Romance. Linguistic evolution and the generative model. Dialects and social cultural aspects of linguistic change. Prerequisite: Linguistics 51 or the equivalent. Fall, m.w. 2:45, R. Coppieters.

- 140 **Comparative Indo-European.** K. Kossuth. (Not offered in 1976-77.)

- 152 **Verbal Performance.** D. Brenneis. (Not offered in 1976-77.)

- 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; refer-

ence, 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. Spring, m.w. 1:15, J. Atlas.

- 155 **Seminar in Generative Grammar.** R. Macaulay. (Not offered in 1976-77.)

- 185 **How to do Things with Words.** An introduction to the philosophic origins and current linguistic development of the theory of speech acts. Discussion of basic works by J. L. Austin, H. P. Grice, J. M. Sadock, J. R. Searle, *et al.*, with attention to the theory of indirect illocutions and to the theory of oblique illocutions. Spring, t.th. 1:15, J. Atlas.

- 186 **Language and Thought: Seminar in Psychology of Language and Thought.** An approach to the psychological investigation of language and language processes. The range of topics will include comprehension, communication, bilingualism, and language effects on thinking. Prerequisite: Psychology 160 or 162, or permission of the instructor. Spring, t.th. 2:45, T. Dong.

- 190 **Senior Seminar.** Open to seniors, others by permission. Second semester of the senior year, arranged, staff.

- 191 **Senior Thesis.** Open to concentrators by invitation only. Half-course. Second semester of the senior year, arranged, staff.

- 193 **Comprehensive Examinations.** For concentrators not invited to write a thesis. Graded pass-no credit. Half-course. Second semester of the senior year, arranged, staff.

- 199 **Reading and Research in Linguistics.** By permission of instructor only. Course or half-course. May be repeated. Arranged, staff.

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, T. Savage.
- 20 **Analytic Geometry and Elementary Functions.** Brief review of high school algebra, inequalities, and the Cartesian coordinate system. Polynomial, trigono-

metric, 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. Both semesters, m.w.f. 11, 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. 8, Spring, m.w.f. 1:15, B. Beechler.
 - 31 **Calculus II.** Continuation of Mathematics 30. Prerequisite: Mathematics 30. Spring, m.w.f. 8, B. Beechler.
 - 101G **History of Mathematics.** Fall, m.w.f. 11, W. Le Veque.
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Music

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

- 81a,b **Introduction to Music.** (Formerly, Introduction to Music I and Introduction to Music II.) A direct experience of music based on listening designed to stimulate the student's abilities of perception and independent judgment. An emphasis on the development of a vocabulary descriptive of responses to a wide range of musical styles. Both semesters. Fall, t.th. 2:45, staff; Spring m.w.f. 10, staff.
- 173a,b **Concert Choir.** A study of music from the sixteenth century to the present. 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, staff.

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

155CC Ethnomusicology. (See Folklore 155CC.) Fall, m. 7, L. Williams.

190CC Contemporary Black Arts: Modern Jazz and Blues. A systematic discussion of the impact of modern forms of Afro-American music upon world consciousness, with specific reference to defining the aesthetics and artistry of jazz and blues, the recent history of these contemporary forms, and a general overview of their source and content. Emphasis is placed on defining the role of the music within the larger society; reference is made to styles which students hear daily: rhythm and blues, "crossover" and mainstream jazz, and modern soul music. Spring, m. 7-9:45, L. Williams.

CHICANO STUDIES CENTER

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

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

165CC Folk Songs of Aztlan. (See Folklore 165CC.) Spring, m. 7, G. Villarreal.

INTERCOLLEGiate

172G Collegium Musicum. Fall, t. 7-10, F. Traficante.

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 prepare themselves 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), plus eight additional courses in biology two of which may be a senior thesis. The courses must include one laboratory course each at the cellular, organismic, and population or community levels and may be chosen in consultation with the biology faculty from among the courses offered by the 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, plus two 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 (through Applied Advanced Calculus.), 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 con-

sists 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, C. Erikson, 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 chose 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 with weak science backgrounds should 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. Fall, m.w.f. 11, D. Guthrie.

65 Environmental Problems. (See Environmental Studies 65.) Spring, m.w.f. 9, staff.

114 Human Genetics. The basic mechanisms of inheritance will be considered from the perspective of human heredity. Some emphasis will be given to the genetic basis of behavior, population, evolution and the social implications of genetics. Prerequisite: Biology 43-44 (Introductory Biology) Spring, t.th. 9:45. D. Thomas.

- 126 Artificial Intelligence.** Recent research in the fields of artificial intelligence, neurophysiology and psychology will be examined and integrated. Visual perception will be the focal point. Simple neural networks will be used to illustrate "learning", "perceiving", "thinking" and "awareness". The biological basis of human mental activity will be contrasted with the logical basis of computer mental activity. Prerequisites: Introductory Biology or Psychology or permission of instructor. Spring, m.w.f. 10, S. Klein.
- 127 Field Biology.** A course designed to expose students to the terrestrial plant and animal communities of Southern California. Subject matter will include a general introduction to ecology, techniques for sampling plants and animals in the following habitats: grasslands, coastal sage scrub, chaparral and coniferous forest. Students will be expected to become familiar with the dominant plant and animal species in these habitats, to write analyses of each community studied and to prepare a document similar in format to an Environmental Impact Statement. Prerequisite: some knowledge of biology and permission of instructor. (Biology majors receive non-laboratory course credit.) Spring, t. 1:15-4:15, R. Brown.
- 140 Invertebrate Biology.** (Not offered in 1976-77.)
- 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, 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. Brown.
- 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. Fall, m. 1:15-4:30, D. Sadava.
- 145 Evolution.** This course attempts to give students further understanding of the modern theory of evolution and of the status of our research in evolutionary studies. The course is run as a seminar, with students discussing assigned reading with the instructor in class meetings and preparing papers for class discussion. Student paper topics have ranged from study of Teilhard de Chardin to studies of the evolution of behavior, the role of isolating mechanism, and the importance of zoo-geography in the evolution of certain groups. Prerequisite: Introductory Biology or consent of instructor. Fall, t. 1:15-4:30, D. Guthrie.
- 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. 9:40; 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, M. Mathies.
- 151 Mammalogy.** (Not offered in 1976-77)
- 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.
- 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 and field ecology, ornithology, mammalogy.
- S. Klein: Theoretical physics, brain mechanisms and modeling.
- M. Mathies: Microbiology, genetics, immunology.
- J. Merritt: Spectroscopy, catalysis of organo-metallics.
- R. Pinnell: Non-metallic and organo-metallic compounds, NMR and infrared spectroscopy.
- D. Sadava: Development genetics, plant systems, science policy.
- A. Zanella: Analytical chemistry, chemistry of metal ions.

*On leave 1976-77.

- 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.** A seminar course dealing with topics of current research in immunology, such as antigen-antibody interactions, anti body synthesis, hypersensitivity, and auto-immunity. Students will prepare papers and participate in discussion based on the current literature. Outside speakers and occasional lectures may supplement the material. Prerequisite: Introductory Biology, some advanced work in biology (preferably Microbiology) and consent of instructor. Spring, lectures th. 1:15-4:30 and 1 hour arranged, M. Mathies.

- 168 Biology of Insects.** A study of the various aspects of insect biology including structure, physiology, behavior, ecology, evolution, and economy. The format of the course will include lectures, discussions, student presentations, and occasional laboratories and field trips. Prerequisite: Introductory Biology, some advanced work in biology or consent of instructor. Fall, lectures w. 1:15-4:30, C. Eriksen.
- 169 Topics in Marine Biology.** (Not offered in 1976-77.)
- 175 Topics in Developmental Biology.** (Not offered in 1976-77.)
- 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. Prerequisite: 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 covered include atomic and molecular structure, chemical bonding, thermodynamics, equilibria, electrochemistry, kinetics, descriptive inorganic and organic chemistry and spectroscopy. Three lectures and one four-hour laboratory per week. (Science 14 is a prerequisite for 15). Laboratory fee \$10 per semester. Both semesters, m.w.f. 9; 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. Merritt and S. Klein.
- 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, S. Klein.
- 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 metabolism, energy transfer, 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.** State functions, thermodynamics, kinetics, phase transitions, and equilibria. Prerequisites: Science 15, 34, and Calculus III (or concurrent registration). Fall, t.th. 9:40, A. Zanella and L. Dart.
- 122 Principles of Physics-Chemistry II.** Electrochemistry, quantum mechanics, chemical bonding, molecular structure and spectra, statistical thermodynamics, and the solid state. Prerequisite: Science 121. Spring, t.th. 9:40, A. Fucaloro and J. Merritt.
- 124,125 Advanced Experimental Techniques.** An integrated approach to advanced laboratory techniques. Synthetic and analytical methods, instrumental analysis, physical measurements. Prerequisite: Physics-Chemistry 121-122 or concurrent registration. Laboratory fee \$10 per semester. Both semesters, th. 1:15-5:15 or arranged, A. Zanella and staff.
- 152 Independent Study in Science.** For description see Natural Sciences 152 in Biology section.
- 177 Biochemistry.** (Not offered in 1976-77.)
- 178 Biophysics.** (Not offered in 1976-77.)
- 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.*
- 161 Thermodynamics.** Prerequisite: Science 121-122. Half course. Fall semester, first half, t.th. 8:20, staff.
- 162 Statistical Mechanics.** Prerequisite: Science 121-122. Half course. Fall semester, second half, t.th. 8:20, staff.
- 163 Group Theory.** Prerequisite: Science 121-122. Half course. Spring semester, first half, m.w.f. 11, staff.
- 164 Quantum Mechanics.** Prerequisite: Science 121-122. Half course. Spring semester, second half, m.w.f. 11, staff.
- 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. Myrhe.

INTERCOLLEGiate, BOTANY

- 100G **Algae, Fungi, and Bryophytes.** Fall, m. 1-5, S. Carlquist. (Pomona)
- 107G **Plant Microtechnique.** Fall, m. 1:15-5, S. Carlquist.
- 110G **Chromosomal Cytology.** Spring, to be arranged. R. Thorne. (Botanical Garden)
- 127G **Plant Anatomy.** Spring, m. 1-5, 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 take the core interdisciplinary course (Organizational Studies 100), demonstrate a proficiency in the theory and application of statistics (courses that will meet this requirement are Political Studies 91, Statistics; Sociology 100, Research Methods and Statistics; Psychology 91, Psychological Statistics) and participate in two courses of practicum. This latter requirement may be met by participation in the Program for Public Policy Studies (Political Studies 100CC), Field work in (Psychology 186,187), or Organizational Studies 101 (a specially arranged internship program). Concentrators may be exempt from Organizational Studies 100 if they have completed introductory courses or their equivalent in two of the following fields: Social Psychology, Sociology, Political Studies, Economics, and Anthropology.

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

- Individuals and Organizations
- The Group and Organizations
- Interactions among Organizations
- Society and Organizations
- Governments and Organizations

Students may concentrate in both Organizational Studies and another field, but no more than three courses may be taken which simultaneously fulfil the requirements for Organizational Studies and the other field of concentration.

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. Fall, m. 7, L. Ellenhorn.*

- 101 Directed Fieldwork in Organizational Studies.** This course offers fieldwork assignments in organizations ranging from industrial settings to mental health

institutions. Students will be expected to collect data through survey and interview methods and to prepare a case study of the organization, including a diagnosis of a specific organizational problem and suggested solutions. May be taken for one or two course credits. Prerequisites: Organizational Studies 100 or equivalent and consent of instructor. Fall, arranged, L. Ellenhorn.

- A. Individuals and Organizations** Introduction to Social and Cultural Anthropology (Anthropology 11); Sociolinguistics (Anthropology 110); Culture and Education (Anthropology 119); Sports in Cross-Cultural Perspective (Anthropology 154); Cognition: A Cross-Cultural Perspective (Anthropology 159); Environments Workshop (Art 52/102); Political Thought: East and West (History 176); Politics and Genetic Engineering (Political Studies 17); History of Political Philosophy (Political Studies 170, 171); Social Psychology (Psychology 103); Cooperation, Conflict, Violence, and Aggression (Psychology 146); Socialization and Personality in Cross-Cultural Perspective (Psychology 155); Behavior in Uncertainty (Psychology 162); Seminar in Social Psychology (Psychology 194); Sociology and Its View of the World (Sociology 1); Women at Work (Sociology 23); Sociology of Education (Sociology 34); Women, Crime, and the Criminal Justice System (Sociology 52); Sociology of Social Movements (Sociology 67); Existentialism (Sociology 89); The Prison Experience (Sociology 133); Movements of the Sixties (Sociology 147); The Individual in Society (Sociology 149).
- B. The Group and Organizations** Social Organization (Anthropology 107); Anthropology of Law and Conflict (Anthropology 122); Cognition: A Cross-Cultural Perspective (Anthropology 159); Organizational Psychology (Psychology 135); Group Dynamics (Psychology 142); Small Group Processes (Psychology 145); Seminar in Social Psychology (Psychology 194); Sociology and Its View of the World (Sociology 1); Technology, Organization, and People (Sociology 25); Sociology of Social Movements (Sociology 67); Bureaucracy (Sociology 150).
- C. Interactions Among Organizations** Anthropology of Law and Conflict (Anthropology 122); Principles of Economics: Microeconomics (Economics 21); Urban and Regional Economics (Economics 125); Economic Theory: Microeconomics (Economics 161); Social Work: Princi-

ples and Practices (New Resources 2); International Politics (Political Studies 46); Congress vs. the Executive (Political Studies 119); Urban Politics (Political Studies 122); The Comparative Analysis of Political Behavior (Political Studies 137); Ghettos and Modernization (Political Studies 138); The Development of Political Community at the Regional and International Level (Political Studies 140); Literature and Politics in France: Machines and the Cultural Revolution (Political Studies 167); Comparative Government (Political Studies 360); Comparative Political Theories and Social Change (Political Studies 138CC); The Black Community and the American Political Process (Political Studies 153CC); Pan-Africanism II (Political Studies 155CC); Sociology of Health and Medicine (Sociology 22); Technology, Organization, and People (Sociology 25); Sociology of Education (Sociology 34); Who Gets the Goodies? A Study of Class and Caste in American Society (Sociology 41); Wealth, Power, and Status: A Comparative View (Sociology 161).

- D. Society and Organizations** Introduction to Social and Cultural Anthropology (Anthropology 11); Social Organization (Anthropology 107); Ancient Civilizations of Aztlan (Anthropology 80CC); Urbanism, Urbanization, and the Chicano (Anthropology 132CC); Socio-cultural Change: The Chicano Perspective (Anthropology 145CC); The Mexican-Chicano Family (Anthropology 193CC); Social Policy and the Black Community (Black Studies 150CC); Seminar in Contemporary Issues (Economics 15); Economic Development (Economics 120); Urban and Regional Economics (Economics 125); Economic Theory: Microeconomics (Economics 161); Economic History of African and Afro-American Peoples (Economics 104CC); Economic Problems of the Black Community (Economics 125CC); Political Economy of the Chicano (Economics 86CC); Socialist Economic Theories and the Developing World (Economics 181CC); English America (History 50); Revolution and Social Change in Modern Asia (History 61CC); Society and Politics in England, 1485-1689 (History 127); India Since 1707 (History 141); American Liberalism (History 153); The American Welfare State in Historical Perspective (History 154); Political Thought: East and West (History 176); Technology, Organization, and People (Sociology 25); Population and Society (Sociology 33); Who Gets the Goodies? A Study of Class and Caste in American Society (Sociology 41); Organization of Health Care (Sociology 42); The Social History of Modern China (Sociology 51); Sociology of Social

Movements (Sociology 67); The Prison Experience (Sociology 133); Bureaucracy (Sociology 150); Wealth, Power, and Status: A Comparative View (Sociology 161); The Ruling Class (Sociology 188); Special Studies: Sociology of the Black Community (Sociology 197CC).

- E. Governments and Organizations** Urbanism, Urbanization, and the Chicano (Anthropology 132CC); Social Policy and the Black Community (Black Studies 150CC); The Philosophy and Politics of Social Welfare (Black Studies 151CC); Seminar in Contemporary Issues (Economics 15); Alternative Economic Systems (Economics 16); Principles of Economics: Macroeconomics (Economics 20 and 20X); Radical Alternatives (Economics 117); Economic Development (Economics 120); Urban and Regional Economics (Economics 125); Public Finance and Welfare Economics (Economics 145); Economic Theory: Microeconomics (Economics 161); Socialist Economic Theories and the Developing World (Economics 118CC); Economic Problems of the Black Community (Economics 125CC); Revolution and Social Change in Modern Asia (History 61CC); The Social History of Early Modern Europe (History 124); India Since 1707 (History 141); The American Welfare State in Historical Perspective (History 154); Penal Reform: Mexico and the U. S. (History 94CC); Mexican Immigration and the U. S. Economy (History 150CC); Introduction to the Social Sciences (New Resources 1); Social Work: Principles and Practice (New Resources 2); Introduction to Political Studies (Political Studies 10); Presidential Elections (Political Studies 15); Politics and Genetic Engineering (Political Studies 17); Comparative Politics and Government (Political Studies 30); International Politics (Political Studies 46); Political Philosophy and Current Issues (Political Studies 60); Congress vs. the Executive (Political Studies 119); Urban Politics (Political Studies 122); Seminar: Policy Analysis (Political Studies 129); The Politics of Ecology (Political Studies 133); Mediterranean Socialism (Political Studies 165); History of Political Philosophy (Political Studies 170, 171); Comparative Government (Political Studies 360); European Imperialism and Colonial Administration (Political Studies 137CC); Sociology of Health and Medicine (Sociology 22); Population and Society (Sociology 33); Organization of Health Care (Sociology 42); The Social History of Modern China (Sociology 51); Women, Crime, and the Criminal Justice System (Sociology 52); Bureaucracy (Sociology 150); Wealth, Power, and Status: A Comparative View (Sociology 161); The Ruling Class (Sociology 188); Special Studies: Sociology of the Black Community (Sociology 197CC).

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 Philosophical Problems.** 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. Spring, m.w. 1:15, J. Bogen.
- 2a,b Philosophical Classics.** An introduction to philosophical problems and methods through a reading of some important works of traditional philosophers. Students should not enroll in both semesters. First semester readings will include: Plato (*Republic*), Mill (*Utilitarianism*), and Berkeley (*Three Dialogues*). Second semester readings will include: Hume (*Dialogues on Natural Religion*), Russell (*Problems of Philosophy*) and Berkeley (*Three Dialogues*). Fall, t.th. 9:40, J. Bogen; Spring, m.w.f. 9, R. Rubin.
- 3 Introduction to the Philosophy of Science.** Is there a "scientific method"? If not, what distinguishes scientific research from the other things that people do? Philosophical methods will be used in an attempt to answer these questions. This course has no prerequisites; no special knowledge of science, mathematics, logic, or philosophy is required. Spring, t.th. 9:40, R. Rubin.

- 5 Introduction to Formal Logic.** An introduction to some techniques for analyzing arguments and testing them for validity. We will use the sentential and predicate calculi to illuminate patterns of argument which occur in English, and we will also study some of the formal properties of the systems themselves. Fall, m.w.f. 9, R. Rubin.
- 112 Topics in Ancient Philosophy.** Readings in the theory of knowledge, ethics, and political theory from the works of Plato and Aristotle. Prerequisite: an introductory philosophy course, a logic course, or the consent of instructor. Fall, t.th. 2:45, J. Bogen.
- 115 Ethics.** An introduction to ethical problems and to philosophical approaches to them. Readings from traditional ethical theorists such as Plato, Aristotle, and Kant. Prerequisite: an introductory philosophy course, a logic course, or consent of instructor. Fall, m.w.f. 10, staff.
- 120 Science and Poetry in the 17th Century.** Developments in 17th century science (such as those of Descartes, Galileo, and Newton) revolutionized the way people perceived the world and the way they wrote about it. To get clear about what happened, it is necessary to examine carefully both the science and poetry of the age. Readings: Descartes, Donne, Galileo, Herbert, Locke, Marvell, Newton, and Vaughan. Fall, m.w. 2:45-5, B. Sanders and R. Rubin.
- 122 History of Philosophy: British Empiricism.** Some philosophers have believed that all knowledge originates with sense experience. We will study the theories of three such philosophers — Locke, Berkeley, and Hume. Prerequisite: an introductory philosophy course, a logic course, or consent of instructor. Spring, t.th. 2:45, R. Rubin.
- 125 Bishop Berkeley.** A study of Berkeley's major works including the tar water poetry. To be offered at CGS, but open to and suitable for Pitzer students who have previously studied some philosophy. Spring, time arranged, J. Bogen.
- 148 Joyce and the Philosophers.** We will be studying relations between Joyce's fiction and some of the major philosophical theories he drew upon. Our guiding questions will be why Joyce presents his material as he does, and how his work relates to literary and extra-literary intellectual concerns of our time. Enrollment limited to 20 students. Spring, m.w.f. 10, J. Bogen and A. Wachtel.

170/171 Advanced Study. Directed study on a philosophical topic. Open only to philosophy concentrators who have the consent of the instructor(s). Both semesters, time arranged, staff.

INTERCOLLEGiate

117G Philosophy of Law. Fall, t.th. 9:40, A. Louch.

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 91 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 with at least one course in two of the three fields offered. See economics.

Political Studies

Political studies is an interdisciplinary program aimed 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 the Senior Thesis (199). Selected students will be asked to participate in Political Studies 197, *Teaching Internship*. All students will begin preparation of their senior thesis in the fall semester and will meet in a number of ad-hoc seminars to develop a topic. 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 be related 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 concentration and in their senior thesis.

- 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 a one hour tutorial, f. 12 or 1, L. Marquis.
- 15 **Presidential Elections.** This course will introduce the student to the role of Presidential elections in American politics. Attention will be paid to the historical development of popular Presidential elections and to the changes that have occurred in the content and style of electoral competition. The current Presidential election will be analyzed from its beginnings in the spring primaries to its end on election day. Primarily for freshmen and sophomores. Fall, m.w.f. 10, M. Goldstein.
- 17 **Politics and Genetic Engineering.** A seminar designed for freshmen and sophomores that will explore the political and ethical implications of man's newly acquired ability to control the development of his species. Fall, t.th. 2:45-4, S. Snowiss.
- 18 **The Economic Role of Government.** J. Arnault. (Not offered in 1976-77.)

- 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 political cleavages. Attention will be given to the post-World War II international systems as well as to selected historical cases. Spring, m.w.f. 11, J. Sullivan.
- 60 Political Philosophy and Current Issues.** This course deals with a limited number of current issues selected from the daily newspaper and analyzed critically in terms of their underlying presuppositions. Readings will be drawn from the Los Angeles Times, political philosophy past and present, and other sources as needed. Topics for 1976-1977 may include property rights, elections, censorship, civil disobedience, and several other issues which the class will help select. Fall m.w. 2:45, J. Rodman.
- 91 Statistics.** (Formerly Political Studies 100.) 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.
- 92 Intermediate Statistics.** Offered every other year. J. Sullivan. (Not offered in 1976-77.)
- 100CC 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. 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, w. 4, and arranged, J. Sullivan.
- 104 Parties, Public Opinion and Voting Behavior.** M. Goldstein, (Not offered in 1976-77.)
- 118 Race Politics.** M. Goldstein, (Not offered in 1976-77.)
- 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. 11, 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, m.w.f. 10, M. Goldstein.
- 125 Politics, Economics, and Environmental Aspects of Water Resources in California.** J. Jamieson. (Not offered in 1976-77.)
- 129 Seminar: 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 the national level and their administration at the local level. Prerequisite: consent of instructor. Spring, m.w. 1:15, M. Goldstein.

- 133 **The Politics of Ecology.** (See Environmental Studies 170) A critical examination of the several streams of thought and sentiment that have flowed into the contemporary ecology movement (resource conservation, the humane movement, wilderness and wildlife preservation, etc.), their impact upon public policy, and their contribution to the emergence of a new ecological sensibility. Fall, t.th. 2:45, J. Rodman.
- 137 **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: Political Studies 30 or consent of instructor. Spring, t. 7, J. Sullivan.
- 138 **Ghettos and Modernization.** This course will examine the relationship between stratification based on racial and ethnic criteria and "modernity". The vision of modernity will be compared to the historical development and maintenance of minority status in the United States, Britain, and Japan. Discussions will also include other forms of stratification, such as those based on sex roles, which have persisted in "modern" society. Spring, m.w. 4:15, M. Goldstein.
- 139 **Consciousness and Society: The Work, the Man, the Times.** L. Marquis. (Not offered in 1976-77.)
- 140 **The Development of Political Community at the Regional and International Level.** It is very possible that there will be a direct election for a European Parliament in 1978. If this occurs, it represents a very significant development in the European political community. This course will examine the process of political integration in which supra-national entities develop. Attention will be given to the factors which encourage such community development and factors which work against it. In addition to the European case, the course will also examine such developments in Africa and will look at selected historical cases including the American example. We will also consider international organizations in an historical perspective. Fall, t. 7, J. Sullivan.
- 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 determine a direction for social change in the U.S. Stress will be placed upon the evaluation of political and economic institutions. Summer 1977 External Studies Program in London, H. Botwin.
- 147 **Analysis of Foreign Policy in a Shrinking Globe.** J. Sullivan. (Not offered in 1976-77.)
- 148 **United States Foreign Policy.** J. Sullivan. (Not offered in 1976-77.)
- 165 **Mediterranean Socialism.** (See Government 365) An investigation and analysis of Socialist and Communist parties in Portugal, Spain, Algeria, France, Italy, Yugoslavia, and Greece. Particular importance will be given to comparisons with the Italian PSI and PCI. Prerequisites: Political Studies 30 or its equivalent and consent of instructor. Spring, w. 3-6, L. Marquis.
- 166 **The Year 2000: Utopia or Oblivion?** S. Snowiss. (Not offered in 1976-77.)
- 167 **Literature and Politics in France: Machines and the Cultural Revolution.** This course will examine the tensions between technology and its promises and the inner exploration for human happiness. Attention will be paid to attempts to resolve these tensions and create the conditions for a unified vision of man. Readings will include literary figures such as Hugo, Jarry, Artaud, Apollinaire, Camus, and Robbe-Grillet, as well as political commentators such as Descartes, Rousseau, St. Simon, Ellul, Cohn-Bendit, and Chardin. (Also listed as French 167.) Spring, t.th. 1:15, H. Senn and S. Snowiss.

- 170,171 History of Political Philosophy** (formerly 65,66) 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, Locke, Rousseau, and Marx. The first semester is not a prerequisite for the second but is strongly recommended. Both semesters, Fall, m.w. 1:15, S. Snowiss; Spring, m.w. 1:15, J. Rodman.
- 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 Weber, Mannheim, Gramsci, Marcuse, Mao, Freud, Sartre, and Ortega y Gasset among others. Spring, t.th. 2:45, S. Snowiss.
- 176 Political Thought: East and West.** A comparative study of Eastern and Western political philosophy. Among the authors and schools to be considered are Plato, Confucius, Machiavelli, Kautilya, Descartes, the Buddha, Augustine, the Anarchists, and the Legalists. Fall, t.th 1:15, S. Snowiss and A. Greenberger.
- 178 The Nature of Revolution.** S. Snowiss. (Not offered in 1976-77.)
- 179 Seminar: Animal Liberation.** The contemporary movement for animal rights considered as a mutation of the humane movement, as a movement for social justice by humans concerned with non-human rights, and as a movement for the liberation of part of human nature. Topics include meat-eating, hunting, zoos, the use of non-human animals in scientific experimentation, game conservation, and endangered species protection — considered both as ethical issues and as issues of public policy. Critical attention to ideologies of interspecies imperialism. Prerequisite: The Politics of Ecology or consent of instructor. Spring, t.th. 2:45, J. Rodman.
- 197 Teaching Internship.** A group tutorial for selected students in the design and teaching of Political Studies 10. Each student will lead discussions among students enrolled in Political Studies 10 and also participate in group discussions with the faculty instructor. Fall, by arrangement, L. Marquis.
- 199 Senior Thesis.** A two semester project resulting in the writing of a thesis. The first semester is non-credit and involves three group meetings with the political studies faculty in order to develop a thesis topic. Students are expected to submit an outline of their proposed topic to their faculty thesis advisor by Christmas vacation. The second semester, during which the student is actually enrolled in Political Studies 199, will comprise the major portion of the research and writing of the thesis. Spring, by arrangement, staff.
- 336 Recent Topics in Political Philosophy.** The topic in 1976-1977 will be the fact/value controversy. Readings from Hume, Mill, G. E. Moore, Max Weber and contemporary critics on the is/ought distinction, arguments from 'nature', the fact/value dichotomy, the idea of a value-free social science, the idea of objectivity, the political significance of methodological positions, and related issues. A graduate course open to juniors and seniors by consent of the instructor. Spring, t. 9-12, 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. Fall, w. 3-6, L. Marquis.
- 364 Comparative Politics of the European Left.** L. Marquis. (Not offered in 1976-77.)
- 365 Mediterranean Socialism.** An investigation and analysis of Socialist and Communist parties in Portugal, Spain, Algeria, France, Italy, Yugoslavia, and Greece. Particular importance will be given to comparisons with the Italian PSI and PCI. Open to undergraduate students who have had Political Studies 30 or its equivalent. Spring, w. 3-6, L. Marquis.
- 371 Intellectuals in Politics: A Comparative Study.** (Not offered in 1976-77.)

BLACK STUDIES CENTER

137CC European Imperialism and 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. Fall, to be arranged, 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, to be arranged, 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. Spring, to be arranged, staff.

154CC Pan Africanism I. 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. 9:40, Y. Toure.

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.th. 9:40, Y. Toure.

194CC Special Studies Seminar: Black Women and the Development of the Black Community I. (Not offered in 1976-77.)

195CC Special Studies Seminar: Black Women and the Development of the Black Community II, (Not offered in 1976-77.)

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.

86CC Political Economy of the Chicano. (See Economics 86CC.) Spring, to be arranged, 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. Interdisciplinary in nature, the course will investigate the process of public policy decision making and will explore models for influence on the process by Chicano communities. Fall, m. 7, staff.

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

Physics (See Natural Sciences)



Professor Snowiss

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 100*, 101, 108, 120G, 123, 126, 154*, 192(S)*, 193(S).
 - b. Personality, social, clinical, and developmental psychology. Courses offered at Pitzer College are New Resources 5, Psychology 102G, 103, 105, 107, 108, 135, 142, 146, 155, 161, 162, 165, 166, 181, 186, 187*, 188, 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. A student who completes a senior thesis may be considered for graduation with honors in psychology. There are routes to honors other than a senior thesis. A description of the field group policy on honors can be obtained from the convener of the psychology field group.

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 participate in research. Five sections of this course will be offered:

Section S will provide a general overview of the field with an emphasis on social psychology. Enrollment limited to 45 students. Fall, t.th. 4:15 plus laboratory arranged, L. Ellenhorn.

Section P will provide a general overview of the field with an emphasis on the study of personality. Both semesters, each section limited to 45 students. Fall, t.th. 12 plus laboratory arranged, R. Albert; Spring, t.th. 9:40 plus laboratory arranged, R. Tsujimoto.

Section GS will serve as a general introduction to psychology, conducted in a seminar format. Class discussions will emphasize alternative theoretical and experimental approaches (e.g., behavioristic, cognitive, humanistic) to selected topics in the study of behavior. Enrollment limited to 20 students. Interested students should apply to the instructor for permission to enroll. Fall, t. 2:45-5:30 plus laboratory arranged, C. Atwell.

Section PS will provide a survey of human behavior with emphasis on interpersonal and social behavior. The relative importance of personality determinants of behavior versus social-situational determinants of

behavior will be examined. Spring, m.w.f. 9, D. Sherrod.
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. 11, L. Light; Spring, m.w.f. 11, K. Meiselman.

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

- 100 Experimental Psychology.** This course will provide a general introduction to the study of human perception and cognition. Topics to be treated will include sensation, psychophysics, pattern recognition, selective attention, memory, and concept formation. The format of the course will be lecture and laboratory. Prerequisite: Psychology 10, Psychology 91 strongly recommended. Spring, t.th. 2:45 plus 1 hr. laboratory arranged, C. Atwell and L. Light.

- 101 Brain and Behavior.** This course will emphasize the adaptive nature of man's biological heritage through a study of behavior in various species and of the integrative aspects of our nervous system. Major topics will include altered states of awareness, brain control, biological bases of mental illness, and psychotropic drugs. Prerequisite: Psychology 10. Fall, t.th. 9:40, C. Atwell.

- 102 Memory and Attention.** (Not offered in 1976-77.)

- 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, m.w.f. 10, 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 cogni-

tive, social, emotional, and personality development are included. Prerequisite: Psychology 10 Fall, t.th. 9:40, R. Albert. Spring, m.w. 12, R. Munroe.

- 106 Perception.** (Not offered in 1976-77.)
- 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, m.w.f. 9, D. Sherrod.
- 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 for motivation. Prerequisite: Psychology 10 Spring, m.w. 1:15, 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 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.** (Not offered in 1976-77 at Pitzer College. Offered in the fall at Pomona College and in the spring at Claremont Men's College.)
- 113 Research Methods in Social Psychology.** A study of research methods and contemporary perspectives in social psychology. Emphasis will be placed on the nature of psychological research and on the problems and processes in studying human social behavior. Students will initiate and carry out research projects, which may be continued as independent studies in the spring where feasible. Prerequisite: Psychology 10 and one middle-level course in social psychology, personality, or child development. Enrollment limited to 15. Fall, t.th. 1:15, D. Sherrod.

- 123 **Acquisition of Language.** (See Linguistics 123) Fall, t.th. 9:40, R. Macaulay.
- 126 **Artificial Intelligence.** (See Natural Sciences 126) Spring, m.w.f. 10, S. Klein.
- 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. 9:40, L. Ellenhorn.
- 145a **Small Group Processes.** Special emphasis will be placed upon theories of group development, interactional analysis, and communication. A laboratory group experience will provide an opportunity for an increasing awareness and understanding of interpersonal processes. Enrollment limited to 12. Prerequisite: any middle level course. Half-course, first half of semester. Fall, m.w. 10, and 2 hours lab to be arranged, L. Ellenhorn.
- 145b **Small Group Processes.** This half course will investigate the effects of group contexts on leadership, cooperation, competition, creativity, and risk taking. The class will participate in a variety of groups, reading, and discussion. Prerequisite: any middle level course. Half-course, second half of semester. Fall, m.w. 10, and lab to be arranged, 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. 9:40, R. Shomer.
- 153 **Problems in Human Sexuality.** (Not offered in 1976-77.)
- 154 **Cognitive Development.** This course will treat selected topics in the intellectual growth of the child.
- 155 **Socialization and Personality in Cross-Cultural Perspective.** This course deals with the effects of socialization practices on personality. Attention is given to the applicability of selected psychological and anthropological theories of human development. Prerequisite: two courses in social sciences or consent of instructors. Spring, m.w. 1:15, R. and L. Munroe.
- 156 **Sex Differences in Behavior: Myth or Fact?** (Not offered 1976-77.)
- 160 **Intermediate Statistics.** (Not offered 1976-77.)
- 161 **Theory and Practice of Helping Skills.** This is a course in the basic elements of effective interpersonal communication and relating. Training emphasizes discrete skills that facilitate developing positive personal interactions. Emphasis is directed toward acquiring competence in using these skills in helping kinds of relationships. Enrollment limited to 15 students. Prerequisite: consent of instructor. Credit on CR/NC basis. Spring, m.w.f. 9, K. Monsour.
- 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, w. 2:45-5, R. Shomer.
- 164 **General Psychology — Advanced Level.** (Not offered 1976-77.)
- 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.
- 166 Cross-Cultural Research.** Students will examine some critical cross-cultural studies and discuss the problems of investigating psychological issues in non-Western settings. Subsequently, primary emphasis will be placed on the analysis and write-up of selected data previously collected among the Carib, Logoli, and Kikuyu peoples. These data include materials on cognition, socialization, and selected personality variables. Prerequisite: consent of instructor. Enrollment limited to 15. Fall, t.th 12, R. Munroe.
- 167 Seminar: Sports in Cross-Cultural Perspective.** A brief inquiry into the psychological, social, and cultural functions of sports. Prerequisite: one course in anthropology or psychology. Enrollment limited to 15 students. Half course, first half of fall semester, w. 2:45-5, R. Albert and L. Munroe.
- 168 The Self.** Analysis of attribution, self-perception, and social learning theory as applied to the development of an individual's self-concept or "self-theory." Issues to be explored include self-awareness, self-consistency, self-control, and deindividuation. Cognitive-behavioral approaches to the self will be compared with humanistic approaches, and readings will be drawn from theoretical, empirical, and literary sources. Prerequisite: A theory course in social psychology or personality and permission of the instructor. Spring, m.w. 12, D. Sherrod.
- 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, w. 7-10, R. Tsujimoto; Spring, m.w. 2:45, 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.** (Not offered 1976-77.)
- 183 The Study of Lives.** (Not offered 1976-77.)
- 184 Psychoanalytic Theory.** (Not offered 1976-77.)
- 185 Psychohistory: Study of History and Personality.** (Not offered 1976-77.)
- 186,187 Field Work in Psychology.** Field work experiences in psychology can be obtained in several 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, L. Ellenhorn 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 offers field work assignments in organizations ranging from mental health institutions to industrial settings. Students will be expected to collect data through survey and interview methods and to prepare a case study of the organizational problem. Prerequisites: Psychology 103 and either 135 or 145 plus consent of instructor. Fall, time arranged, L. Ellenhorn.
 - 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.
- 188 Cognitive Theories of Personality.** This course focuses on individual differences in cognition and on the relationship of cognition to other facets of personality. Topics will include the psychology of personal constructs, person perception, cognitive styles, and locus of control. Special emphasis will be given to Lawrence Kohlberg's theory of moral development. Prerequisite: one middle level course in Psychology. Fall, m. 2:45-5, R. Tsujimoto.

- 189 Introduction to Clinical Psychology.** (Not offered 1976-77.)
- 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. 1:15, R. Shomer.
- 191 Senior Thesis Research.** Seniors may be invited to prepare a thesis. Both semesters, time arranged, staff.
- 192 Seminar in Cognition.** This course will treat current research dealing with memory for prose. Topics to be discussed include how we remember what we read, when we remember text verbatim and when we only remember the gist of what we read, how we make inferences from what we read, and the issue of whether we remember more from reading or listening. Prerequisite: a course in perception, learning, or psycholinguistics. Enrollment limited to 15 students. Fall, w. 2:45-5:30, L. Light.
- 193 Seminar in Physiological Psychology.** This course will deal with developmental psychobiology, on investigation of the biological bases of selected topics in behavioral development. Topics will include growth in sensory functions, recovery from early neurological trauma, developmental disorders, sexual differentiation, and early learning. This course is intended for students with primary interests in developmental, cognitive, or physiological psychology. Prerequisite: a course in physiological psychology or advanced work in child development. Enrollment limited to 15 students. Spring, w. 2:45-5, C. Atwell.
- 194 Seminar in Social Psychology.** This year's topic will be the social psychology of personal control. An examination of the antecedents and consequences of a perception of control over self and environment. Included will be recent theory and research dealing with perceived control, helplessness, freedom, choice, loss of control, locus of control, reactance, hypnotism, and the cognitive control of behavior. Prerequisite: One middle-level course in social psychology. Enrollment limited to 15. Spring, t. 7-10, D. Sherrod.
- 196 Seminar in Child Psychology.** This year's topic will include a brief examination of developmental theory followed by an examination of the ways the very current research literature and naive theory (collected from mothers) correct and/or fit into standard theory in particular areas of development. Prerequisite: some background in learning, child, personality, and/or social psychology. Enrollment limited to 15 students. Fall, t. 2:45-5, R. Munroe.
- 198 Seminar in Personality.** Recent research on schizophrenia will be read and discussed, with particular emphasis on diagnostic practices, etiology, and theories of thought disorder. Prerequisite: a course in abnormal psychology or personality. Enrollment limited to 15 students. Spring, f. 1:15-4, K. Meiselman.
- 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, to be arranged, staff.

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, m. 7, J. Walker.

- 150CC The Myth of Prospero and Caliban.** (Not offered 1976-77.)

CHICANO STUDIES CENTER

- 123CC Issues in Psychology and the Chicano.** Seminar emphasizing basic theories of learning and personality, social and educational psychology and how they relate to the Chicano. We shall explore the nature of

prejudice, self-concept theory, sex roles, juvenile delinquency, and the law. Students will be expected to perform research on selected topics for critical examination. Prerequisite: One year of psychology or consent of instructor. Fall, t.th. 1:15, staff.

125CC Issues in Education and the Chicano. (See Education 125 CC.) Fall, to be arranged, staff.

198a,bCC Fieldwork in the Bilingual Bicultural Experience. Seminar and field work 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

102G Social Applications of Behavior Modification. Fall, arranged, R. Schwitzgebel.

120G Psycholinguistics. Fall, t.th. 2:45, P. Coker.

Religion

127CC Great Ages and Ideas of the Jewish People. Fall, m.w. 1:15, M. Sands (CMC).

By special arrangement with the School of Theology at Claremont, certain courses there may be taken by qualified Pitzer students with consent of instructor.

See also the Claremont Men's, Pomona, and Scripps College catalogs.

Russian

Courses available at Pomona College:

- 1a Elementary Russian.** Fall, m.w.f. 9, and t.th. 8:20, J. Rinkus; or Fall, m.w.f. 10, and t.th. 9:40, J. Rinkus.
- 1b Elementary Russian.** Spring, to be arranged, J. Rinkus.
- 51 Intermediate Russian.** Fall, m.w.f. 11, V. Ulitin
- 60 Advanced Russian.** Spring, to be arranged, T. Lindstrom.
- 101 Introduction to Russian Literature.** Fall, m.w. 1:15, J. Rinkus.
- 102 Conversational Russian.** Spring, to be arranged, staff.
- 199 Reading and Research.** Both semesters, arranged, J. Rinkus.

Sociology

The sociology concentration is designed to help students develop an understanding of and an appreciation for the principal sociological perspectives, theories, and research methodologies, as well as a working knowledge of several different subject areas of sociology. Students who wish to graduate with a sociology concentration must satisfactorily complete course-work from categories A, C, and D listed below:

- A. Perspectives in Sociology.** Intended for students who may be considering a concentration in sociology. Coursework in this category designed to: (a) acquaint students with the principal theoretical and methodological orientations, concerns, aims, and achievements of sociology, and (b) introduce students to the main subject areas of sociological study. *Satisfactory performance in one course from this category is required.*
- B. Topics in Sociology.** Intended for the general education of students who are not necessarily planning to concentrate in sociology, yet wish to examine in depth some aspect of society. Courses in this area normally have no prerequisites.
- C. Sociological Theories and Methodologies.** Intended primarily for students who concentrate in sociology. Courses in this category are designed to provide an understanding of the major theories and methodologies of sociological thought and research. *Requirements for*

concentrators are one course in sociological theory and two courses in methodology; one of which must be focused primarily on quantitative methods and analysis. Course work from Perspectives in Sociology is a minimum prerequisite; however, some courses may have additional prerequisites.

- D. Advanced Subjects and Topics in Sociology.** Intended primarily for students who concentrate in sociology and for those with adequate preparation in sociology. These courses examine in considerable depth and detail a subject area or special topic which normally requires the previous completion of coursework in sociology. *Four courses in a minimum of three different subject areas are required of concentrators.* One of the courses may be selected from Topics in Sociology. Prerequisites vary from course to course.
- E. Independent Projects in Sociology.** Intended primarily for students who wish to pursue advanced work in topics and interests which have grown out of previous work in some area of sociology. It is expected that students undertaking independent projects will already have basic knowledge in the subject and the necessary research skills. Independent studies may be done under the supervision of one faculty member. *Seniors who are interested in writing a senior thesis must have their proposal approved by two members of the sociology faculty.* Independent projects are optional and are viewed as additions to the required course work for a sociology concentration.

A. PERSPECTIVES IN SOCIOLOGY

- 1 Sociology and Its View of the World** (Formerly Sociology 20). An introductory course in sociology concerned with what the discipline of sociology does, how it views the world, its differences from and similarities to other social sciences, and the various sub-fields of sociology. The main themes pursued will be the comparison of social structures, social change, power and authority, social organization, and the individual and society. This course is required for all upper-division work (course numbers 100 and above) in sociology. Both semesters. Fall, m.w.f. 9, R. Volti; Spring, to be arranged, G. Goodwin.

B. TOPICS IN SOCIOLOGY

- 21 Alternative Reality Movements.** (Formerly Sociology 121.) 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 divergent from the culturally dominant mode. Examples are the hippie phenomenon and the youth counter-culture generally; Buddhism, Yoga and Sufism in all their bewildering variety of manifestations; the "touchy-feely" movement within clinical psychology from the Primal Scream to the marathon. We will look not only at what these movements are doing, but also at what they tell us about other levels of experience. Course will involve field work and self-experiment. Enrollment limited to 20. Spring, m.w. 12, I. Bell.
- 22 Sociology of Health and Medicine.** (Formerly Sociology 122.) An examination of health, illness, and health care providers and institutions from a sociological perspective. Topics to be considered include social factors in diagnosing and defining illness; social epidemiology; the socialization, organization, and work of physicians and other health care providers; the doctor-patient relationship; and hospital and total care institutions. Enrollment limited to 40; not recommended for freshmen. Fall, t.th. 9:40, A. Yates.
- 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. Fall, m.w. 1:15, A. Yates.
- 24 The Social History of Early Modern Europe.** (See History 124.) Fall, t. 7, D. Cressy.
- 25 Technology, Organization, and People.** The social consequences of organizational and technological development are examined in this course. A brief survey of the history of technology will be presented, but major emphasis will be upon the ways in which people have restructured their lives and thoughts during periods of technological change. Prospects for the future evolution of society will be considered. Fall, t.th. 1:15, R. Volti.

- 26 Social Problems.** The premise of this course is that all countries on this planet are interdependent and that changes in ecology, population, and social and political policies have widespread ramifications. Consequently, this course will not only focus upon specific U.S. social problems such as crime, deviance, poverty, and health care but a major concern will be upon global problems which pose a challenge to life in the present and near future, such as population growth, nuclear proliferation, technology, and the effects of these on individuals and the environment. Fall, m.w. 7:30, R. Kaplan.
- 33 Population and Society.** A general survey of contemporary population problems and policies. Special attention is given to the social determinants and consequences of population growth and distribution in both developed and developing countries. Current efforts to develop national population policies are reviewed. While formal aspects of demographic analysis are not emphasized, students will be introduced to the basic methods and materials of population studies. Spring, m.w.f. 11, A. Yates.
- 34 Sociology of Education.** (Formerly Sociology 104.) This course analyzes the various institutions of education using the methods, theories, and insights of sociology. Emphasis will be upon contemporary educational issues such as inequality and stratification, values and socialization, organizational theory and the open classroom, in the context of social, historical, and philosophical trends in society. Fall, m.w. 4:15, P. Nardi.
- 37 Stigmatized Sexual Behavior.** (Formerly Sociology 137.) Variations in sexual identity and adjustment: co-marital relations, prostitution, and other heterosexual varieties; homosexuality, collective and lone-wolf conduct, subcultures that feature sexual interest. Sexism, liberation movements, and changing norms. Enrollment limited to 40. Spring, t.th. 1:15, L. Humphreys.
- 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
- 42 Organization of Health Care.** (Formerly Sociology 141.) An examination of current trends and issues in the financing and organization of health care. Discussion focuses upon the United States, but some cross-cultural comparisons are made. Enrollment limited to 40; not recommended for freshmen. Spring, m. 7:30 and 1 hr. arranged, A. Yates.
- 51 The Social History of Modern China.** This course will examine the changes in Chinese social structure from the incursion of the European powers in the eighteenth century to the present day. Particular emphasis will be placed on interrelated changes in land tenure, family structure, and governmental authority. The Chinese Revolution and the construction of a socialist society will be studied in depth. Enrollment limited to 45 students. Spring, t.th. 9:40, R. Volti.
- 52 Women, Crime, and the Criminal Justice System.** This course will examine women as they are involved with crime as victims and offenders. There will also be an examination of women as criminal justice personnel — police, attorneys, sheriffs, judges, etc. The laws affecting women will be another aspect of the course and will include prostitution, rape, shoplifting. Enforcement of such laws will also be discussed. Finally, there will be a section on the recent writings in the area which suggest that women's crime rate is rising due to greater freedom, liberation, etc. Spring, m.w. 12, F. Coles.
- 54 The American Welfare State in Historical Perspective.** (For description see History 154.) Spring, w. 7:30, R. Buroker.
- 67 Sociology of Social Movements.** This course will investigate political and religious movements, considering such factors as the nature of the movement's constituency, the social background of the activists, movement ideology, strategy and tactics, and the way movements interact with the larger society. Each student will do a research paper — empirical if possible — on a movement of his/her choice. Fall, m.w. 12, I. Bell.

- 89 Existentialism.** A literary and sociological phenomenon. An exploration of man's search for meaning as it is manifested in the works of selected existentialists and absurdists such as Dostoyevsky, Kafka, Conrad, Camus, Sartre, and Beckett, among others. Selected social science literature to be read and discussed include works by Philip Slater, Alfred McClung Lee, Charles Hampden-Turner, Sidney Finkelstein, Gerald Sykes, Lewis Coser, Diana Laurenson, and Alan Swingwood. Prerequisite: a background in literature and sociology is recommended, and students are encouraged to consult with instructors before enrolling. Enrollment limited to 30. Fall, m.w. 2:45, E. Ringler and G. Goodwin.

C. SOCIOLOGICAL THEORIES AND METHODOLOGIES

Methodology Courses

- 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. 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.** Prerequisites: Sociology 100 or its equivalent. Quantitative methods are emphasized. Spring, m.w.f. 10, P. Nardi.

- 102 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. Spring, t.th. 9:40, L. Humphreys.

Theory Courses

- 110 Sociological Theory: The Classic Tradition.** (Formerly Sociology 169.) 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, m.w. 12, G. Goodwin.
- 112 Contemporary Sociological Theory.** (Formerly Sociology 179.) Prerequisite: a course in introductory sociology or political science or consent of the instructor. Spring, to be arranged, G. Goodwin.

D. ADVANCED TOPICS AND SUBJECTS IN SOCIOLOGY

- 111 The Sociology of Religion.** (Not offered 1976-77.)
- 124 The Sociology of Welfare Institutions.** It has been said that the U.S. is a welfare society. This course will be devoted to an analysis of the causes and consequences of welfarism. Our attention will focus upon an examination of major welfare institutions, programs, and agencies as well as upon their impact on recipients. Fall, m.w. 2:45, R. Kaplan.
- 133 The Prison Experience.** The sociology of incarceration as a means of social control. The American purpose: rehabilitation. Containment as a result. Serial life-termers and the promotion of criminal identities. Staff and inmate subcultures and conflict. Enrollment limited to 30. Prerequisite: Sociology 1. Spring, w. 7:30, L. Humphreys.
- 147 Movements of the 60's.** (Formerly Sociology 127.) An excursion into the mad, wonderful days of the civil rights movement, campus uprising, 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. Prerequisite: Sociology 67. Spring, m. 2:45-5:30, I. Bell

- 148 The Sociology of Mental Illness.** This course will address several critical issues in the area of mental illness. We will first be concerned with determining whether there is such a thing as mental illness from social and legal perspectives. Our attention will then focus on landmark studies of the incidence and turbulence of mental disorders. We will then attempt to discern the types of factors and life cycle stages which influence the formation of mental disorders in our society and the prevalent methods of treating them. Spring, to be arranged, R. Kaplan.
- 149 The Individual in Society.** A social psychology seminar studying the interactions between individual behavior and social structure. Emphasis will be upon theories and research in such areas as socialization, role learning, moral development, symbolic interaction, and personality. Enrollment limited to 25. Spring, t.th. 2:45, P. Nardi.
- 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: Sociology 1 or Organizational Studies 100. Enrollment limited to 25. Fall, t. 7, R. Volti.
- 151 Sociology of Adolescence.** This seminar will emphasize the sociological and social psychological theories relating to adolescence in contemporary society. Of particular concern will be the interaction between adolescents and society's major institutions, such as school. Enrollment limited to 25. Fall, m.w. 1:15, P. Nardi.
- 155 Population Policy.** A. Yates. (Not offered in 1976-77.)
- 161 Wealth, Power, and Status: A Comparative View.** An examination of social stratification in four nations: Great Britain, the Soviet Union, Japan, and The People's Republic of China. Emphasis will be placed upon the structural and historical dimensions of stratification, and the extent to which inequality has been mitigated by revolutionary change. Prerequisite: one course in sociology; Sociology 41 is recommended. Spring, t.th. 2:45, R. Volti
- 176 The Sociology of Work.** Work is a basic activity of everyone. This course begins with an historical analysis of the meaning and function of work from antiquity to the present. We will then focus upon the nature of contemporary work environments as they effect the nature of individuals and society. Special emphasis will be devoted to an analysis of job satisfaction, the commitment to work, and work alienation using popular, as well as scholarly, treatises on the subject. Spring, to be arranged, R. Kaplan.
- 188 The Ruling Class.** (Formerly Sociology 190.) We will begin by looking at the American upper class as a collection of inter-related sub-cultures: the old rich whose men folk actively direct economic life; the jet set and café society; ethnically differentiated groups like the Jewish and Quaker upper classes and groups on the boundary of the upper class. During the second half of the course we will study competing models of the American power-structure and attempt to assess the nature and degree of control exercised by the upper class. Each student will do a paper on a particular sub-group within the elite or on some theoretical problem related to elite control. Prerequisite: Sociology 1 is recommended. Enrollment limited to 25. Spring, w. 2:45-5:30, I. Bell.

E. INDEPENDENT PROJECTS

198 Independent Study. Staff.

199 Senior Thesis. Staff.

BLACK STUDIES CENTER

48CC History of Black Sociological Thought. A study of the writing 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, m.w. 2:45, staff.

150CC Community Organization: Theory and Practice. (Not offered 1976-77.)

197CC Special Studies: Sociology of the Black Community. (Not offered in 1976-77.)

CHICANO STUDIES CENTER

125CC Issues in Education and the Chicano. (See Education 125CC.) Fall, to be arranged, staff.

132CC Urbanism, Urbanization, and the Chicano. (See Anthropology 132CC.) Fall, th. 1-4, J. Cuellar.

145CC Sociocultural Change: The Chicano Perspective. (See Anthropology 145CC.) Spring, to be arranged, J. Cuellar.

156CC Chicanos in the American Class System. An analysis of American social structure in terms of evaluational differentiation. Topics to be considered include ethnic stratification, criteria for differentiation, bases for evaluation, types of stratification (e.g., gender and age), the composition of strata and status systems, mobility, and consequences of stratification. Fall, to be arranged, staff.

179CC The Chicana. (See Anthropology 179CC.) Spring, m.w. 4, M. Cazares.

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. Linguistics 50.
 - b. A course in European or Latin American history.
 - c. Six literature courses.
 - 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.

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 **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. Fall, m.w.f. 9, H. Sheldon (Pitzer); m.w.f. 9 and arranged, P. Koldewyn (CMC); m.t.w.f. 11, F. Salcedo (Scripps).
- 1b **Introductory Spanish.** In the Fall this course will be a complete review of fundamental skills, emphasizing oral expression, reading, and writing. Conducted in Spanish. Laboratory arranged. Prerequisite: 1a or equivalent. m.t.w.f. 10, H. Sheldon (Pitzer). Spring: second semester continuation of 1a, or equivalent; m.w.f. 9 and arranged, P. Koldewyn (CMC); m.t.w.f. 11, 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. 11, and arranged, P. Koldewyn (CMC); m.t.w.f. 9, F. Salcedo (Scripps). Spring, m.t.w.f. 9, staff (Scripps).

- 70** **Introduction to Hispanic Civilization and Literature.** Prerequisite: Spanish 54 or equivalent. Fall, m.w.f. 9, R. Lamb (Scripps).
- 100** **Advanced Conversational Spanish.** A course designed for students who wish to develop their proficiency in oral and written expression. Laboratory arranged. Class participation based on current topics, newspapers, journals, tapes, records, television programs, and play-acting. Emphasis on idiomatic expressions and everyday spoken Spanish. Compositions, oral reports, discussion, tests. Prerequisite: Spanish 54 or 70. Fall, m.w.f. 12, H. Sheldon (Pitzer).
- 104** **Political and Social Literature in Latin America.** Fall, m.w. 1:15, P. Koldewyn (CMC).
- 105** **The Feminine Contribution to Latin American Literature in the Twentieth Century.** (Not offered in 1976-77).
- 112a,b, Latin American Culture and Civilization.** Both semesters, t.th. 2:45, Ms. Masiello. (Pomona).
- 120a,b Survey of Spanish Literature.** Both semesters, t.th. 9:30, H. Young (Pomona).
- 150** **Latin American Short Story.** Fall, m.w.f. 11, R. Lamb (Scripps).
- 159** **Latin American Novel.** Fall, m.w. 2:45-4, F. Salcedo (Scripps).
- 170** **Cervantes.** Fall, t.th. 1:15, F. Soldevilla (Pomona).
- 172** **Theater of the Golden Age.** Spring, t.th. 1:15, F. Soldevilla (Pomona).
- 173** **Literature of a Selected Latin American Country: Argentina.** Fall, m.w. 2:45-4, R. Lamb (Scripps).

CHICANO STUDIES CENTER

- 10CC Spanish as a Native Language: Level I.** Basic study of Spanish, both oral and written. Fundamentals of grammar with reading and speech practice including idiomatic expression, paraphrasing, and summarizing. For students who have some familiarity with the Spanish language. Prerequisite: consent of instructor. Fall, to be arranged, G. Villarreal.

72CC Audio-Lingual Communication Skills. An advanced course in Spanish with the purpose of acquiring fluency in Spanish. Songs are used as the material to practice and memorize pattern drills which are supplemented with lectures on the morphology and syntax of Spanish. The course also includes lab work, discussion of contemporary topics, and weekly tests. Taught in Spanish. For bilingual students with interest in developing their verbal skills in everyday Spanish. Prerequisite: consent of instructor. Spring, w. 7-10, G. Villarreal.

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.



Walkway between Sanborn Hall and Avery Hall leads to dining area.

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

INTERDISCIPLINARY

Study of Woman 26 Women in American Society: An Introduction. An interdisciplinary introduction to the Study of Woman. The course examines women's roles and the social institutions and cultural assumptions which contribute to women's status. Materials from the fields of biology, history, literature, and the social sciences are considered. Spring, t.th. 1:15, A. Yates.

NATURAL AND LIFE SCIENCES

Biology 61 Applications of Science: Biological Bases of Sex Differences. Half course. Spring, to be arranged, M. Mathies.

Psychology 193 Seminar in Physiological Psychology. Spring, w. 2:45, C. Atwell.

Courses offered at other Claremont Colleges

POMONA COLLEGE

Zoology 1 Molecules, Cells, and Man. Spring, m.w.f. 9, L. Cohen.

SOCIAL SCIENCES

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

Anthro. 155 Socialization and Personality in Cross-Cultural Perspective. Spring, m.w. 1:15, L. and R. Munroe.

Pol. Studies 138 Ghettos and Modernization. Spring, m.w. 4:15, M. Goldstein.

Psych. 105 Child Development. Fall, t.th. 9:40, R. Albert; Spring, m.w. 12, R. Munroe.

Psych. 196 Seminar in Child Psychology. Fall, t. 2:45, R. Munroe.

Soc. 23 Women at Work. Fall, m.w. 1:15, A. Yates.

Soc. 37 Stigmatized Sexual Behavior. Spring, t.th. 1:15, L. Humphreys.

Soc. 41 Who Gets the Goodies? Fall, m. or w. 2:45, I. Bell.

Soc. 52 Women, Crime, and the Criminal Justice System. Spring, m.w. 12, F. Coles.

Soc. 67 Social Movements. Fall, m.w. 12, I. Bell.

Soc. 133 The Prison Experience. Spring, w. 7:30, L. Humphreys.

Soc. 147 Movements of the Sixties. Spring, m. 2:45-5:30, I. Bell.

Soc. 149 The Individual in Society. Spring, t.th. 2:45, P. Nardi.

Courses offered at other Claremont Colleges

POMONA COLLEGE

Interdisciplinary 112 Sex Role Definitions: Causes, Implications, and Current Trends. Fall, m.w. 2:45, C. Ireson and J. Walton.

Interdisciplinary 113 Socialization into Sex Roles. Spring, t.th. 1:15, C. Ireson.

Sociology 118 Comparative Family Systems. Fall, t.th. 9:40, C. Ireson.

SCRIPPS COLLEGE

Psychology 102 Sex Differences: Theory and Research. Fall, w. 1:14-4, M. Faust and D. Smith.

ARTS AND HUMANITIES

English 108 Images of Women in Film. B. Houston (Not offered in 1976-77).

English 117a Shakespeare: Poems, Comedies, and Histories. Fall, m.w. 1:15, A. Wachtel.

English 146 The Great Traditions. E. Ringler. (Not offered in 1976-77.)

English 184 Seminar: Central Women in Novel and Film. Fall, w. 2:45-5:30, B. Houston.

Courses offered at other Claremont Colleges:

POMONA COLLEGE

English 170 Images of Women in American Literature of the Twentieth Century. Spring, to be arranged, C. Jordan.

SCRIPPS COLLEGE

British and American

Literature 143 Images of Women in Literature. Fall, m.w. 1:15, G. Greene.

British and American

Literature 169 Southern Women Writers. Spring t.th. 1:15, C. Walker.

French 126 Dynamics of Prose Experimentation. Fall, w. 1:15-4, D. Krauss.

BLACK STUDIES

192CC Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. (See English 192 CC.) Spring, t. 1-2:30, S. Houchins.

194CC Special Studies Seminar: Black Women and the Development of the Black Community I. (Not offered in 1976-77.)

195CC Special Studies Seminar: Black Women and the Development of the Black Community II. (Not offered in 1976-77.)

CHICANO STUDIES

123CC Issues in Psychology and the Chicano. (See Psychology 123.) Fall, t.th. 1:15, staff.

179CC The Chicana. (See Anthropology 179 CC.) Spring, m.w. 4-5:30, M. Cazares.

193CC The Mexican/Chicano Family. (See Anthropology 193 CC.) Spring, t.th. 9:40, M. Cazares.

Swahili

BLACK STUDIES CENTER

20a,bCC Introductory Swahili. The major language of East Africa, particularly along the coast, intelligible in the adjacent countries and mutually intelligible in the related Bantu dialects. Introductory Swahili illustrates the phonological and grammatical structures through the content of the lessons; the acquisition of the language is through sound recognition, produc-

tion, and comprehension of translated speech. The lessons include selected topics on familiar situations as well as on the cultural, geographical, and historical aspects of East Africa. Language tapes are used in lab session to help with pronunciation and fluency. Both semesters, m.t.w.f., 9, E. Komo.

21aCC Intermediate Swahili. Emphasis on advanced grammatical structures and idiomatic expressions. Essay writing focusing on selected topics and discussions in Swahili. Translation aimed at avoiding literal translation from English into Swahili. Prerequisite: Swahili 20aCC and 20bCC. Fall, m.w.f. 11, E. Komo.

22CC Conversational Swahili. Reading and discussion of Swahili literature and contemporary press. This course presents the social styles in a multi-lingual society such as East Africa. Students who have some Swahili background and intend to travel to East Africa for educational programs will find the course valuable. Prerequisite: Swahili 20aCC, 20bCC, 21aCC, or consent of instructor. Spring, m.w.f. 11, E. Komo.

Television

115a TV Studio Production. An introduction to studio technique and an exploration of video communication. Scripting, crewing, producing, directing, and critiquing individual graphic, interview, and demonstration shows. Group work on educational TV productions for the College. Workshop lab plus additional lecture. Consent of instructor required. Fall, to be arranged; laboratory f. 9-12, L. Malm.

115b Remote TV Production. An introduction to remote TV technique through individual and group production of the special event, feature, and documentary formats. Some broadcast writing and interviewing as well as the critiquing of professional and student productions. Considerable editing required. Workshop lab plus additional lectures. Consent of instructor required. Spring, to be arranged; laboratory f. 9-12, L. Malm.

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.

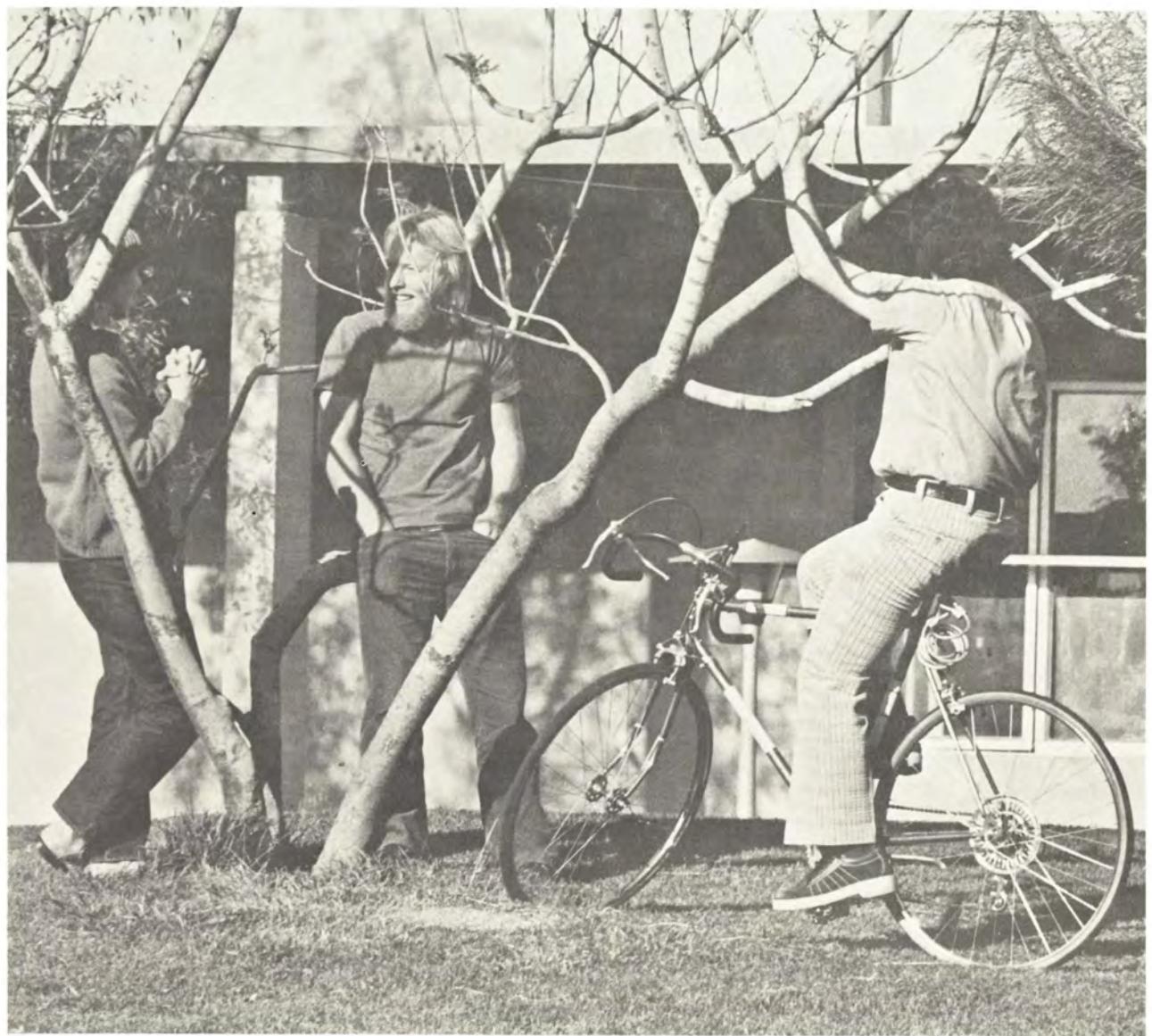
Although no academic credit is given for physical education activity, all students are urged to participate.

INSTRUCTIONAL ACTIVITIES

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

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

*Courses for which a fee is charged.



College Regulations

ACADEMIC REGULATIONS

Graduation Requirements

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

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

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

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

Pre-Registration and Registration

Pre-registration occurs toward the end of each semester for the following semester, and is subject to a review during registration for the following semester. Students should consult their faculty advisors during pre-registration and registration periods. Registration is complete when the student has filled out the necessary registration material, including a course list, and has paid the 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 at their college of residence. Exceptions may be made in fields of study not available at 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, but before the last day of classes, the student's transcript will show W (withdraw passing) as long as work in the course has been satisfactory (defined as C if the course is being taken pass/fail, D or above for all other courses). If work has not been satisfactory, the student's

transcript will show WF (withdraw failing). A student may not withdraw from a course after the last day of classes.

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 from 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, 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.

The letter N is not a grade but is used to signify that a student is doing satisfactory work at the end of the first semester of a two-semester course.

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

Upon filing a notice of withdrawal with the Dean of Student and completing all other formalities, a student withdrawing or taking a leave of absence before the mid point of the semester (defined as the last day to drop classes without a recorded grade), may receive a refund of one-half of the tuition and one-half of the Student Activities Fee, less a pro-rata reduction of any financial aid held. Upon filing such a notice and completing formalities a student withdrawing or taking a leave of absence because of illness before registration for courses may receive a full tuition refund, less \$200, and a full refund of the Student Activities Fee, upon receipt of a statement from a member of the staff of the Claremont Colleges Health Service or Counseling Center. There is no tuition or Student Activities Fee refund for a student withdrawing or taking a leave *after* the mid point of the semester. No refund of the room charge or the McConnell Center fee is made at any time. 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.

Student Records

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) establishes guidelines protecting the privacy of student records and gives college students the right (subject to certain exceptions) to review their "education records" and to challenge their contents in order to ensure that they are not inaccurate or misleading.

The act places clear limits on the release of information from the record: except as provided in the law, material may be released only at the student's specific written request. Certain information known to be generally available from a variety of sources is classified as "directory information" and may be released at any time unless a student has requested that it be withheld.

A student requesting recommendations in regard to admission to an educational institution or an application for employment or the receipt of an honor may waive his or her right of access to these recommendations. A student requesting a letter of recommendation may be asked to indicate to the writer whether he or she waives right of access.

A full statement giving details of the law and outlining the policies regarding student records is available in the Dean of Students' Office. Students wishing to see their records should make their request to the Registrar.



Ann Maberry, Registrar

OTHER REGULATIONS

As members of the Pitzer community, students will find every opportunity to further their understanding of the values essential to community life and to develop a sense of responsibility for others, a concern for the general welfare of the group. When individuals fail to exercise discretion in personal affairs or fail to respect the rights of others and to live up to their obligations to the community, they will be counseled, privately and sympathetically. If they persistently fail to adjust themselves, it is presumed that they are unable or unwilling to benefit from the college, and appropriate action will be taken. The college reserves the right to dismiss a student for cause at any time.

Psychological Testing

To aid in understanding its entering students and to monitor the effect of Pitzer's influence on their intellectual and emotional development, Pitzer arranges for all students to respond to an attitude questionnaire, the Omnibus Personality Inventory (OPI). This instrument was designed to evaluate those intellectual and emotional characteristics which have been found to be important variables influencing the college experience. Normally the OPI is given upon entrance during the orientation period.

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.



Scott Hall houses the Registrar's office.

Storage of Student Belongings

The college has very limited space for summer storage of student belongings and can provide space only insofar as its facilities will allow.

Students' belongings may not be left in storage at Pitzer for more than two weeks after the start of the academic year. Any belongings left beyond that time shall be disposed of. Special arrangements for a semester's storage may be worked out for students going on Pitzer-sponsored External Studies programs. Students graduating or withdrawing from the college may not store belongings at the college.

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 Students' Office about their plans.

The Claremont Colleges do not condone racial discrimination in housing. Pitzer College reserves the right to ask the landlord of any student to sign a non-discrimination housing card at any time. 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 main-

taining 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.118.) 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 ambulance. *Students not covered by other insurance plans are urged to consider this plan seriously.* 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. Regularly enrolled students who are considering a leave of absence from the college should pick up a description of procedures in the Dean of Students' Office.

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

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.

See also information in the section on Withdrawals, p. 100.



Numerous intercollegiate as well as home campus sports, cultural, and social events are available to Pitzer students.



4. 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 opportunities 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 rep-

resentative faculty members and student concentrators 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. 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 students 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. Sanborn houses the Five-College Women's Center and Medical Self-Help Clinic.

The residence halls enjoy relative autonomy and have different residential styles. Each one has a Hall Director; Holden will have eight student Resident Advisors, chosen in the spring, one on each corridor. Sanborn is experimenting for the second year in the creation of a residential community in which a large number of students will contribute by taking on necessary dorm functions. Many of these people are elected by their respective corridors in the fall but Peer Counselors and Emergency Squad are selected in the spring. Suite representatives in Mead are selected in the fall and will form a Suite Representative Council which will examine proposed changes for dorm vote. The Council will form four subcommittees with specific areas of responsibility. Active participation in policy formation and dorm governance 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 seventh year, the Arts Corridor is in its third. A Food Cooperative has existed for four years. There will be room for new students in a number of thematic units,

and indeed some of them — the 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 completed. 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 co-op, 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.

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.



Professor Jamieson, Vice President

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 one third 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.

The concert choir presents several performances each year. Pitzer student-directed plays are frequently performed in Avery Auditorium.

Three students and three faculty are appointed to each standing committee: Admissions and Financial Aid, 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.



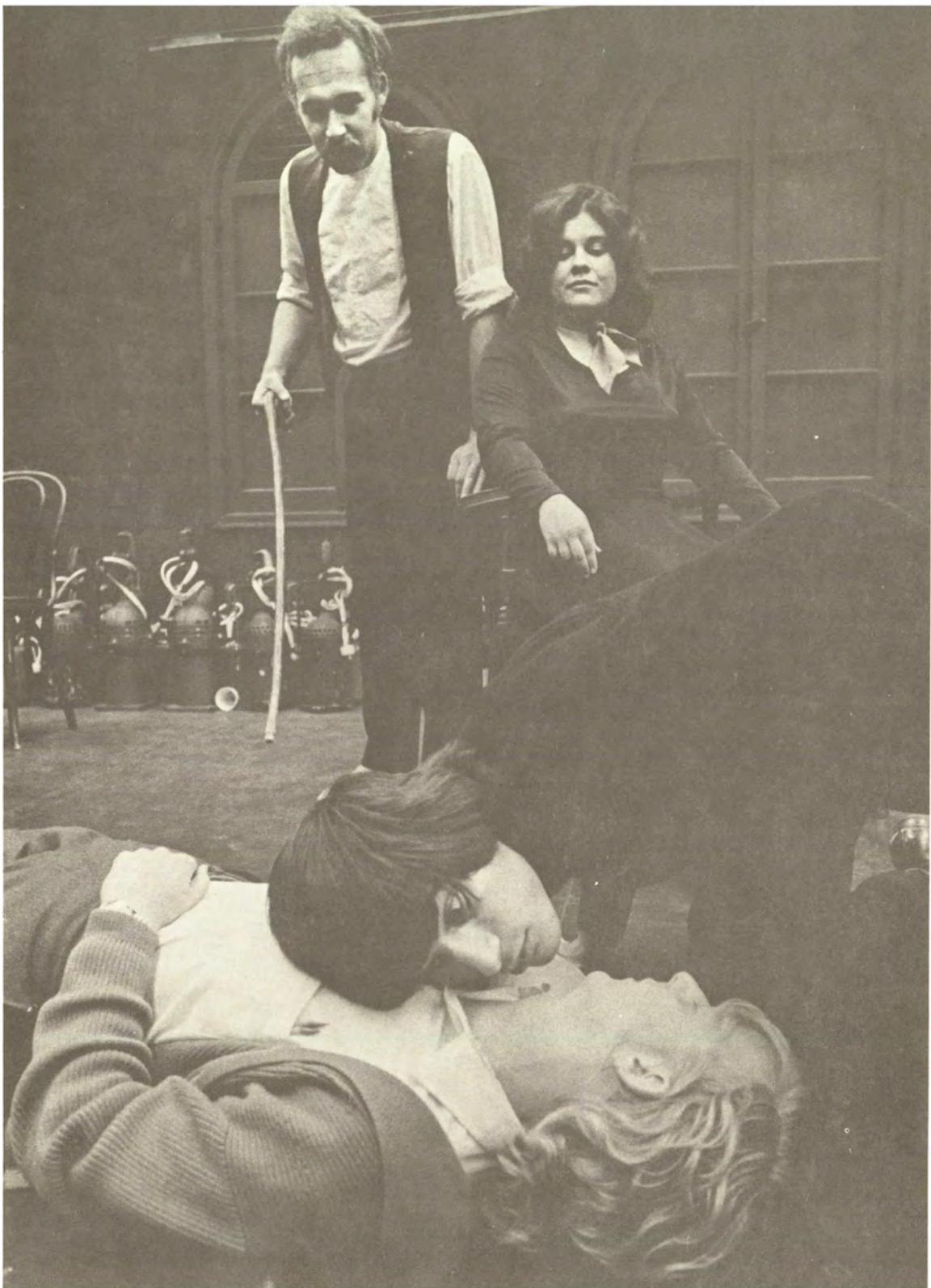
Cultural Events, Recreation, Sports

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.

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. And for the first time this past year Pitzer student-authored and directed plays were performed in Pitzer's Avery auditorium. 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 twice-weekly newspaper of the five undergraduate colleges in Claremont. Each college has its own news editor and staff working under the supervision of *The Collegian* editors. In addition, Pitzer publishes a community quarterly, *The Participant*; a poetry magazine, *Grove*; a bi-weekly college calendar; a senior portrait journal; and a student handbook.

For the past several years there have been two established film series at The Claremont Colleges: CMC's Friday Night Flicks, and the



Pitzer Sunday Cinema, which this past semester offered such films as *The Tall Blond Man with One Black Shoe*, *McCabe and Mrs. Miller*, and *Five Easy Pieces*. Both series are student-organized and run, and both charge a modest fee.

A number of faculty-sponsored clubs have been formed at Pitzer in the past year or are planning to organize next fall. The Pitzer Choir will be in its second year, as will CODA (The Community Oratorical and Declamatory Association), a monthly play-reading group. New clubs will include a Basketball Club and a Gourmet Cooking Club. Students will be invited to sign up for these and others during the first week of school in the fall. Intercollegiate organizations open to Pitzer students include:

American Field Service Club
Asian Student Alliance
Black Students Union
CARE (Christians for Alternate Recreation Entertainment)
Christian Science Organization
Circle K (college affiliate of Kiwanis)
Claremont Feminist Alliance
Democratic Coalition
Four-College Sailing Club
Gay Students Union
Hillel
 Latter-Day Saints Student Association
National Surrealist Party
MECHA (Movimiento Estudiantil Chicano Aztlan)
On the Loose (a hiking and mountaineering group)
Project Survival
Quest (program of non-credit mini-courses to share interests)
Republican Club
Society for Creative Anachronism
Ski Club





Plant Sale Day, one of the most popular events, offers inexpensive "decorating" for dorm rooms.

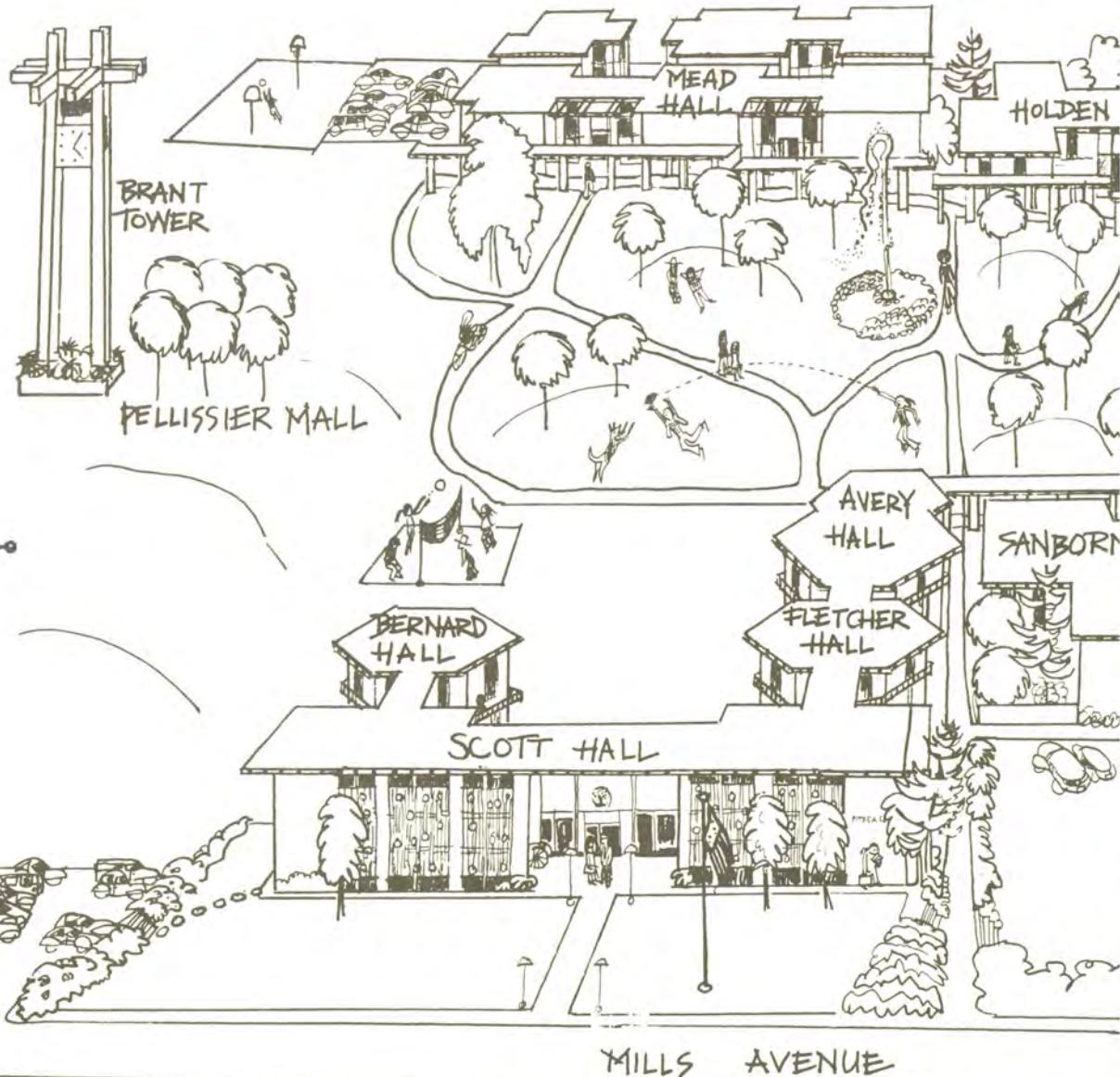


Pitzer students are welcomed at all the recreational facilities of The Claremont Colleges, as other Claremonters are welcomed at Pitzer's. Among the five undergraduate colleges, there are two men's gymnasiums and one women's gymnasium, five swimming pools, twenty tennis courts, and many playing fields. Informal volleyball games take place almost daily on a court in the middle of the Pitzer campus. The court has lights for night games as well. Sports from skin diving to lacrosse to mountain climbing are readily available. The College also has some sports and recreation equipment that students may borrow. Other kinds of activities this year have included: two plant sales, for instance, at the beginning of each semester; 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 third annual Kohoutek Festival; and a special Bicentennial week of music, film and discussion.

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."

MAP OF PITZER COLLEGE

CLAREMONT



SCOTT HALL

Classrooms
Dean of Student Activities
Faculty offices
President
Publications
Registrar
Television Studio
Computer Facilities
Conference Programming
Campus Maintenance

BERNARD HALL

Classrooms
Faculty Offices
Dean of Students
Social Sciences Laboratory
Educational Resources
Graphics Services

FLETCHER HALL

Classrooms
Faculty Offices
Dean of Faculty

McCONNELL CENTER

Art Studios
Dining Hall
The Pit (Snack Bar)
Admissions
Financial Aid
Planning and Development
Public Relations and News
Alumni Coordinator
Harry Buffum Founders Room
Frederick Salathé Atrium
McConnell Living Room

AVERY HALL

Classrooms
Faculty Offices
Avery Auditorium

MEAD HALL

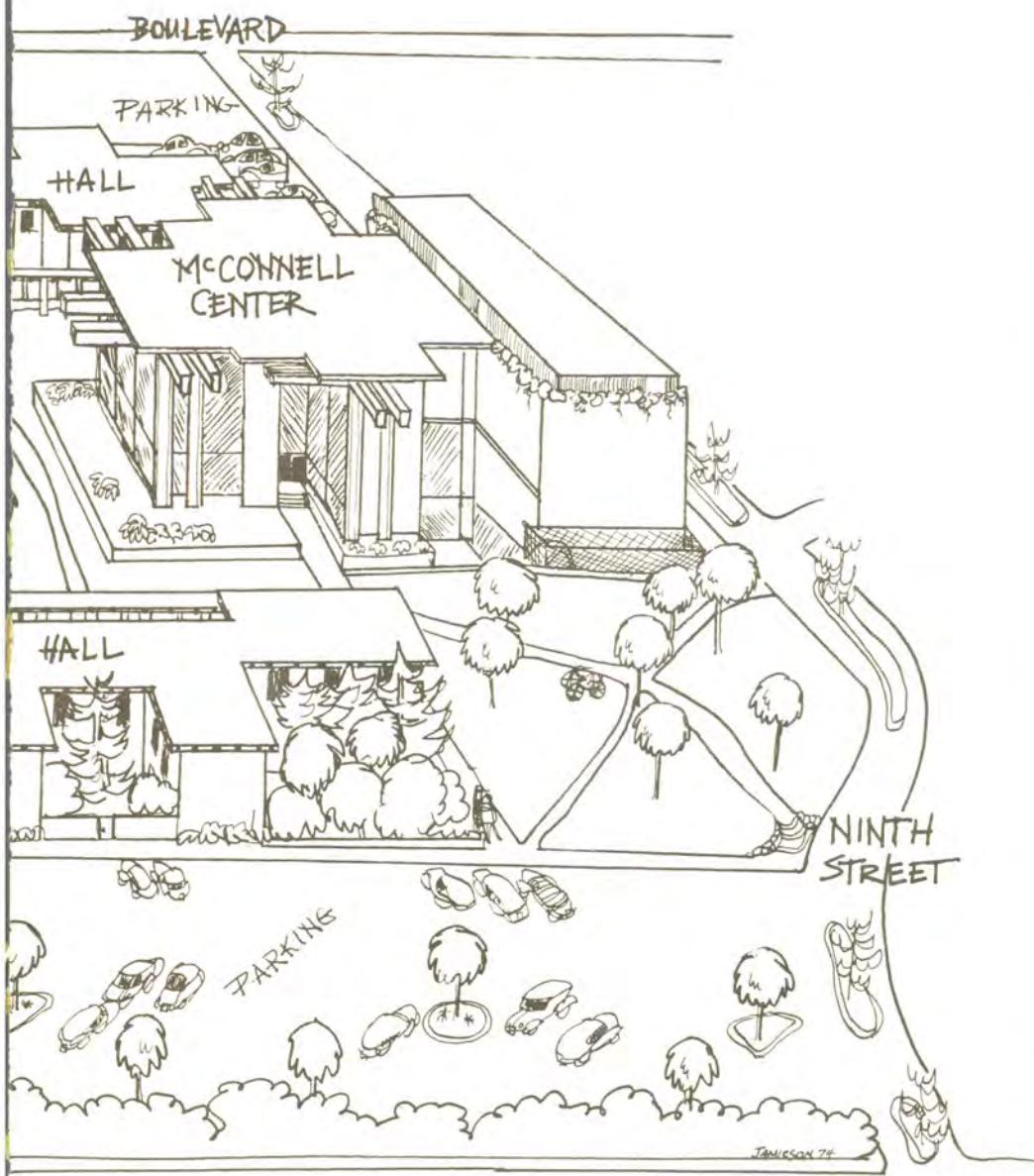
Residential Suites
Study Rooms
Special Collections Library

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 860,000 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 human-

ities 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-

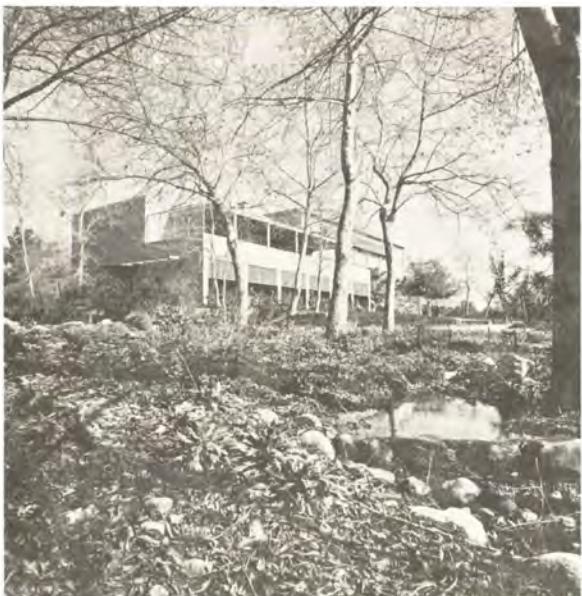


Francis Bacon Library. Botanic Gardens, far right.

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 most library collections through the Southern California Interlibrary Loan consortium.



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 has been closed for renovation, and the kind of programming it has traditionally offered has been 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



McAlister Center

The Counseling Center. The Counseling Center is located at 735 Dartmouth, immediately south of the Pendleton Business Office. The staff consists of a psychiatrist, four clinical psychologists, a secretary and a receptionist. The Center's function is to facilitate the 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 usually offered several times each year. Other kinds of group interaction programs are also offered.

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 hos-*

pitalization, 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 Chaplains. 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.

The Program in Public Policy Studies

The Program in Public Policy Studies is an interdisciplinary Program at The Claremont Colleges designed to allow students to investigate public policy problems and to make recommendations as to possible policies for dealing with those problems. Students interested in public issues meet at the beginning of the semester to outline possible problems to be researched and to form research teams. Team activity is non-traditional in that students do not attend classes. Rather, each team engages in field research in their respective areas. This involves contact with elected and appointed officials as well as contact with interest and lobbying groups dealing with the problem. Result of the team activity is a report which may be published by the Program for circulation to others working on the problem. The report presents the team's findings as well as the policy recommendations which they propose.

Over the past year, PPPS teams have worked on such topics as food production and food shortages in California, nuclear energy in California, leisure time problems for the aged in the Pomona Valley, and perceptions of Claremont Colleges' students towards the Colleges' health service. In each case, the reports contain specific policy recommendations which are thought to be useful for policy makers in attempting to resolve policy issues.

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 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, 1578. 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, botany and social sciences, business and management, fine arts, and education, awarding both master's and doctoral degrees.

Scripps College. Founded in 1926. Enrollment, 585. 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.

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 for both men and women in the fields of political science, economics, history, foreign languages, literature, philosophy, psychology, sciences, mathematics, and management-engineering.

Harvey Mudd College. Founded in 1955. Enrollment, 450. Harvey Mudd is a coeducational college of engineering and science stressing human values. Students major in mathematics, physics, or chemistry. Five-year programs in engineering are also offered.

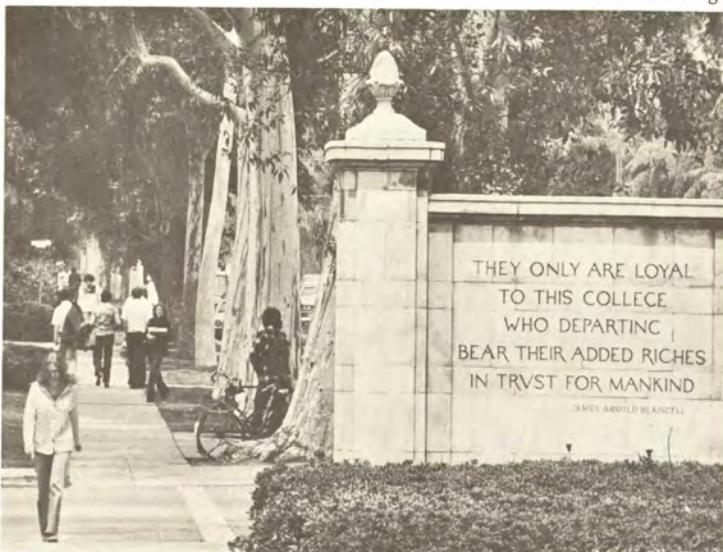
Claremont University Center. Founded in 1925. This is the central coordinating institution of the group, and one of its responsibilities is the operation of Claremont Graduate School. It owns and operates such joint facilities as library, auditorium, theater, business office, health service, bookstore, religious center, and centralized utilities. It also holds adjacent undeveloped land and is responsible for establishing new colleges.

Claremont Men's College

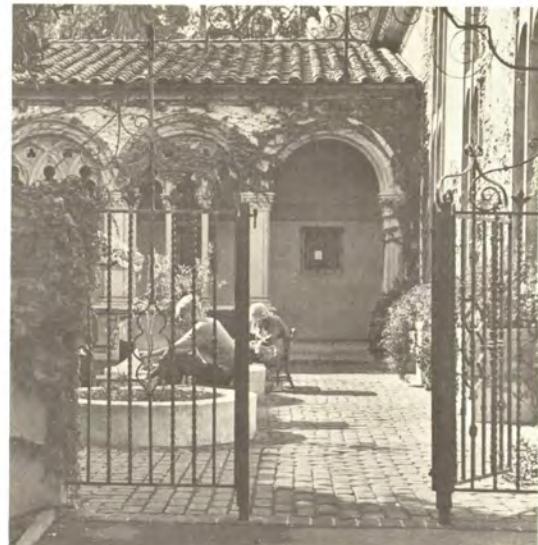


Claremont Graduate School

Pomona College



Scripps College



Claremont University Center



Harvey Mudd College

Other Members of The Claremont Colleges

Ecological Field Station

The ecological programs of Pitzer College, and all of The Claremont Colleges, are in the process of being strengthened considerably through the addition of an ecological field station. This "station", made possible through the generosity of friends of The Claremont Colleges, is being developed on approximately 90 acres of land

only several blocks walking distance from the campuses. The land contains units of nearly undisturbed coastal-sage-scrub as well as parcels in various stages of ecological succession. Aquatic observations and studies will begin soon on a lake, marsh and stream ecosystem which is scheduled for completion by 1977. The station is envisaged as meeting many ecological and environmental classroom and research needs of students and faculty alike.



A view of the San Gabriel Mountains, north of the Pitzer campus.

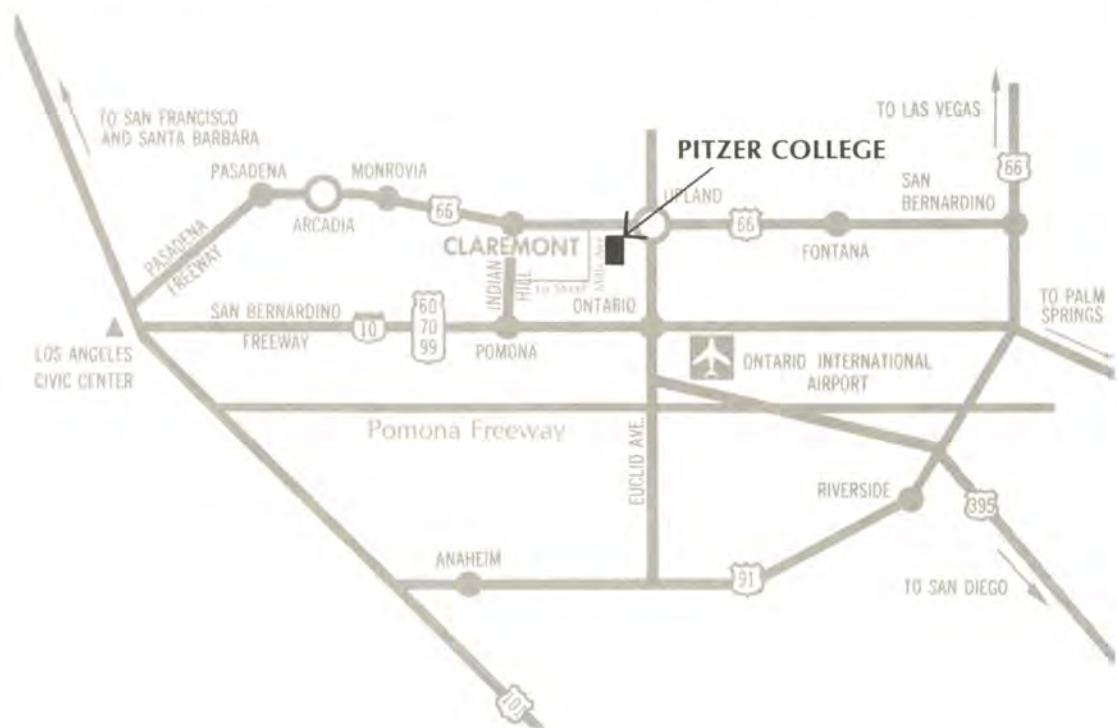
Claremont

Located at the foot of the San Gabriel Mountains, Claremont has grown up around the colleges which collectively take its name. Like those colleges, it is mostly residential, and its citizens have always sought to make it a pleasant and stimulating place to live and study. Because Claremonters have often come from other parts of the country in response to its collegiate attractions, Claremont looks different from most Southern California suburbs; and in fact it is only within recent years that intervening cities have grown sufficiently to make Claremont truly a Los Angeles suburb. Claremont citizens are proud of the city's schools and parks, and testifying to a 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 develop-

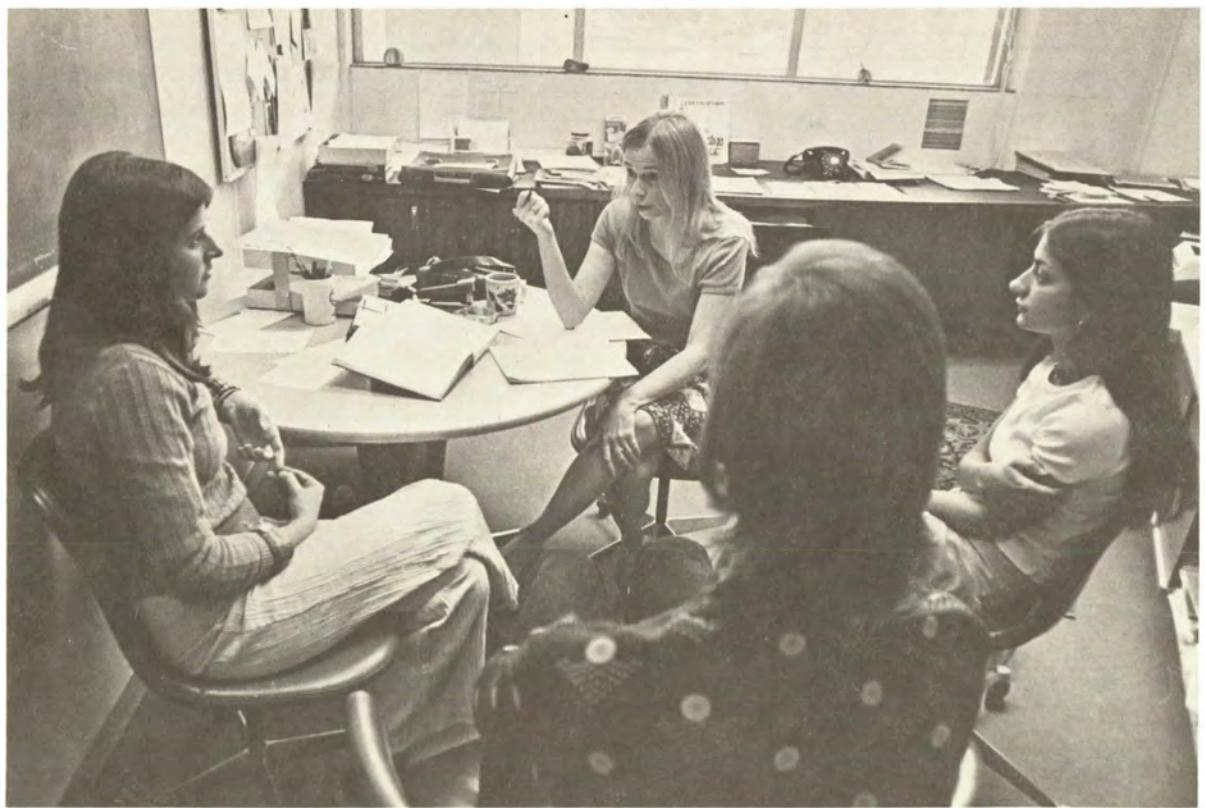
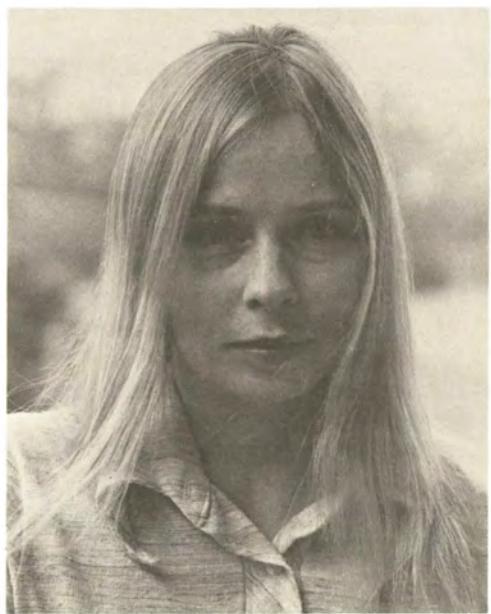
ment, a number of unusual shops and galleries have grown with the city. Claremont is thirty-five miles east of Los Angeles and has a population of about 25,000.

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.



*Professor Meiselman and psychology
students meet for small group discussion.*



5. Admission to the College

INSTRUCTIONS TO APPLICANTS

You may obtain an application form by writing to:

Office of Admission
McConnell Center
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 high school and college work completed before entry into Pitzer College, scores on SAT or ACT 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 must take the Scholastic Aptitude Test of the College Entrance Examination Board no later than December 4, 1976, 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.

Your **high school course work** should have prepared you for college level work; the best preparation for an intensive college experience is hard study in high school. There is no specific pattern necessary for demanding study in the social sciences, the humanities, or the physical or biological sciences, but continuing challenge is important. That challenge should continue into your senior year, and the Admissions and Financial Aid Committee will be impressed by a senior year program which is demanding.

The usual college preparatory program includes four years of English, at least three years of social and behavioral science (including history), and at least two years each of foreign language, laboratory science, and mathematics. (Concentration in any social or behavioral science program will demand familiarity with statistics and an ability to handle abstract quantitative data with some ease, so a third year of

high school mathematics is highly recommended.) If your record demonstrates your interest, ability, and excitement, gaps in this outline will not prevent your being a candidate. Thorough independent investigation may count in your favor, for instance, even if it has cost you the chance to take 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. Most students who transfer to Pitzer have earned averages of B or higher at their first college.

Because so many Pitzer students come from great distances (the average Pitzer freshman has come more than a thousand miles to Claremont), the College does not require an **interview**. An interview allows for useful interchange of information, however, and we urge all candidates to request appointments. Those who live far from Claremont may request an interview with an alumnus or alumna; those who live in Southern California should attempt to come to Claremont. If possible, you should plan to spend twenty-four hours or more on campus, so that you can attend classes, eat in the dining hall, and talk with current students, in addition to talking to a member of the admissions staff.

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. Early admission candidates must have an interview on campus. 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, 1977, should file his or her application and all required supporting materials by 1 December 1976. Notification letters will be mailed by 15 January 1977. 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 1977.

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 128. *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.

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, or the area from which you come.

Credit by Examination

Courses designed to accompany the College Board's Advanced Placement Program demand college-level work, and the Pitzer faculty will grant credit for superior performance on AP examinations. Each faculty Field Group has established its criteria for credit; in all cases, a

score of 3 is the minimum criterion, and in some fields faculty members wish to examine students' test booklets before awarding credit. Those booklets will be sent to Pitzer automatically if the student designates Pitzer to receive the student's AP scores.

Pitzer College does not grant credit for the College Level Examination Program, even when a student transfers from a college which gives credit for CLEP exams.

National Merit Scholarships

Pitzer College grants a small number of Pitzer College Merit Scholarships each year through the auspices of the National Merit Scholarship program. In order to be considered, a National Merit Semifinalist must designate Pitzer College as his or her first choice college. The stipend awarded to Pitzer Merit Scholars depends upon financial need, except that those who have no financial need receive an honorarium of \$250 per year while at Pitzer.

Pitzer College Merit Scholars currently on campus are: Thomas Burk dall (Bellarmine Prep, San Jose, California); Jeffrey Book (Enid High School, Enid, Oklahoma); Kelvin Connally (Brea-Olinda High School, Brea, California); Michael Filigenzi (Camelback High School, Phoenix, Arizona); Lorene Hamilton (North Thurston High School, Lacey, Washington); Monika Johnson (West Anchorage High School, Anchorage, Alaska); Julie Stern (Kenwood High School, Chicago, Illinois); Cynthia Tanner (West Morris Central High School, Chester, New Jersey); and Dianna Willich (Camelback High School, Phoenix, Arizona).

EXPENSES AND FEES 1976-77

The Comprehensive Annual Fee for resident students is \$5590. This fee includes the following expenses:

Tuition	\$3,810
Student Activities	25
Room	815
Board	710
McConnell Center Fee	230

It does not include books, supplies, incidentals, travel, or room and board during Christmas and spring vacations. A single room, when available, costs \$865, increasing the comprehensive fee to \$5640.

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 \$3965: \$3810 tuition, \$25 for student activities fee, and \$130 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.

Deposits for Returning Students

A non-refundable tuition deposit of \$100 is due from all returning students May 1, and is credited to first semester tuition charges for the following year. Similarly, payment of a \$100 tuition deposit will be required by December 1 to be credited to second semester tuition charges. This fee will not be refundable after January 7. This fee must be paid by these respective deadlines in order for a student to have a continuing place at Pitzer, register for courses and/or receive a room. Payment of the deposit does not appear on remaining statements for the current semester but is shown as a credit on the first bill of the following semester.

The tuition deposit applies only to the semester immediately following payment and cannot be held over for application to a subsequent semester. Failure either to pay the deposit or to inform the college by May 1 or by December 1 of intention to withdraw or take a leave of absence the following semester will result in a charge of \$35.

Miscellaneous Fees and Expenses

1. **Miscellaneous expenses** for each student (including books, supplies, and incidentals) can be expected to range from \$600 to \$800 for the year. It is estimated that books and supplies may cost between \$75 and \$125 per semester and basic personal expenses may amount to between \$200 and \$325 a semester. This does not include major travel to and from home, which the family will have to estimate, nor the costs of maintaining a car.

2. Any student wishing private instruction in **applied music** should consult the catalogs of Scripps College and Pomona College for the charges involved. Financial aid does not cover the extra 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. Lab fees are nonrefundable after course registration.
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 \$476 per course, plus a percentage of the McConnell Use Fee: \$17 per course for off-campus students, \$29 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 \$2.00 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. Students are reminded that they may request letters of recommendation from faculty to create a *Placement File*. Copies of these letters will be available upon request in writing to the Registrar's office. The fee for the service of sending copies of these letters, will be \$1.00 per set to each school, potential employer, etc.

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

12. 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. This fee is not refundable after the last day to drop classes.



ADMISSIONS AND FINANCIAL AID CALENDAR

All California Applicants: Apply for California State Scholarship by December 4

Midyear Transfer and Freshman Applicants:

Application for Spring Term should be mailed by 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 BY DECEMBER 4
TO BE ELIGIBLE FOR CALIFORNIA STATE SCHOLARSHIPS
AND PITZER FINANCIAL AID.

Early Decision candidates should mail applications by December 1.

Freshmen:

File Parents' Confidential Statement or Financial Aid Form with College Scholarship Service
(for financial aid consideration) before February 1
Application for Fall Term should be mailed by 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 for Fall Term (with financial aid consideration) should be mailed by March 15
File Parents' Confidential Statement or Financial Aid Form
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 for Fall Term (with no financial aid consideration) should be mailed by 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. Financial aid at Pitzer 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 resources cannot meet Pitzer's costs. Pitzer's funds support the goals of the admission program: to bring to the campus a student body of quality and diversity.

Costs

As listed below, the basic budget for the academic year is \$6190, which does not include the cost of your travel to the campus.

Tuition	\$3810.
Fees	\$ 255.
Room and Board	\$1525.
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 or a Financial Aid Form of the College Scholarship Service. In assessing a candidate's need for financial assistance, the Financial Aid Office takes into account 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 or the Financial Aid Form, 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) or the Financial Aid Form (FAF) of the College Scholarship Service. 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. A student who considers him/herself to be financially independent should consult with the Financial Aid Office before making application for financial aid to be sure that he/she meets the necessary criteria.

The PCS or FAF form should be sent to the appropriate College Scholarship Service center (addresses are shown on the forms) where they are analyzed, and a copy of the PCS or FAF 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 FAF 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 FAF 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. 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 combination. 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 1976-77 academic year awards will range from \$200 to approximately \$1400. 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 on 4 December 1976. The State Scholarship Commission requires an SAT test taken during or before December. The July, October or November 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 \$2700, 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 equaling 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 private 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

December 4 — Applications for new California State Scholarship must be submitted to California Student Aid Commission, 1410 Fifth Street, Sacramento, California, 95814 by December 4, 1976.

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

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

March 15 — Final date to submit PCS or FAF 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.

Scholarship Contributions

The following clubs and foundations have made scholarship contributions directly to individual students during the 1975-76 academic year:

The Ebell of Los Angeles

The Sachs Foundation

The Exchange Club of Las Vegas

Max C. Fleischmann Foundation

Kern and Ventura Educational Program

Educational Opportunities, Inc.

P.E.O. Sisterhood

Elks Scholarship

National Scholarship Service and Fund for Negro Students

Vikki Carr Scholarship Foundation

Morabito Forty-Niner Memorial Foundation

Contributions for Student Scholarships were received during 1975-76 from the following generous donors:

Ahmanson Foundation

Mrs. Alice Hicks Burr

Nicholas Doman

General Telephone Company of California

John Randolph Haynes and Dora Haynes
Foundation

Elizabeth Bixby Janeway

George Mayr Trust

Mrs. Giles W. Mead

Harold B. Pomeroy Scholarship

Pitzer Parents Association Endowed
Scholarship

Primus Inter Pares Fund - Class of 1967

Robert L. Spencer

Harry G. Steele Foundation

United California Bank



The following Scholarship funds were established by the parents of the following alumni as a way of honoring their graduation from Pitzer College:

Susan Knight Scholarship Fund - 1975

Laurie Ann Melcher Scholarship Fund - 1976

Davy Rosenzweig Scholarship Fund - 1975

Mark Steven Scher Scholarship Fund - 1976

Lynda Schlenger Scholarship Fund - 1975

Diane Shammas Scholarship Fund - 1975

Susan Shors Scholarship Fund - 1976

Scholarship Funds

Pitzer College is grateful to the generous benefactors who have established the following Endowed Scholarship Funds:

Avery Foundation Endowed Scholarship

John W. Atherton Scholarship - Class of 1970

Edna S. Castera Scholarship

Class of 1974 Endowed Scholarship

Susan Crawford Memorial - Class of 1968

Martha Louise Criley Memorial Scholarship

Jill Ford Harmon Scholarship - Class of 1966

Sylvia Sticha Holden Scholarship

Katie Lawson Memorial Fund - Class of 1973

John A. McCarthy Foundation Scholarship

Ada Belle McCleery Scholarship

Maud Barker Neff Scholarship

Flora Sanborn Pitzer Endowed Scholarship

Harold B. Pomeroy Scholarship

Pitzer Parents Association Endowed
Scholarship

Primus Inter Pares Fund - Class of 1967

Esther Stewart Richards Scholarship

William Rodgers Scholarship - Class of 1969

Annis Van Nuys Schweppé Scholarship

John Stauffer Memorial Scholarship

George G. Stone Memorial Scholarship

6. Supporting Organizations

Supporting Organizations

A number of associations of people help 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.

Special Gifts Committee

This committee of the Board of Trustees works with interested persons to assist in estate planning. Pitzer offers a number of plans, including trusts and annuities, whereby friends may provide for Pitzer College and at the same time gain 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 a support group which brings leaders of business and 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.

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 events; ob-

taining 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.

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. The Parents Association as a group responds to the college's needs by raising funds for scholarships and emergency loans, and sponsors events on campus which involve students, faculty, and parents.

The National Issues Forum

The Pitzer College National Issues Forum was initiated in 1973 by Eli Broad, Chairman of the Board of Trustees. The National Issues Forum Committee is comprised of a select group of citizens who are able to define the most important national issues.

The National Issues Forum sponsors an annual event which brings nationally-prominent persons to the Los Angeles area to address these current issues. The speakers are chosen for their particular role in articulating important national questions, offering definitions of why these questions are indeed pressing, and proposing viable solutions. Speakers have been broadcast journalist Harry Reasoner; economist Walter Heller; and Chairman of the Securities and Exchange Commission, Roderick Hills.

The National Issues Forum is supported by outstanding business and civic leaders.



Professors Wachtel and Beechler

7. Trustees



Helen Juda



Eli Broad



Elinor Nathan



Judith Newkirk

OFFICERS

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Ruth Gold, Beverly Hills

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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

Harry Reasoner, Westport, Connecticut

Stanley Ross, Los Angeles

Roland Speers, Newport Beach

Carlos M. Teran, Claremont

George H. Whitney, Upland

Nick B. Williams, Laguna Beach

Ben Winters, Los Angeles

8. Administration

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.

Roy J. Dunavant, Coordinator of Educational Resources, 1976.

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, and Lecturer in History, 1975. (See Faculty).

Justin Martin, Administrative Assistant for Financial Aid, 1966.

Arthur McCloud, Director of Campus Maintenance, 1975.

Sheryl Matlock, Assistant Dean of Students, 1974. B.A., Scripps College; M.A., Claremont Graduate School.

Eric Mokover, Assistant Director of Admissions, 1976. B.A., Hobart College.

***Karem J. Monsour**, Director of the Counseling Center, 1967. (On leave first semester).

***Jean Kugler**, Acting Director of the Counseling Center for the first semester, 1976-77.

Julie G. Mower, Associate Director of Admissions, 1973. Assistant Director of Admissions, Loyola University, Chicago, 1971. B.A., Pitzer College; M.Ed., Loyola University.

Susan B. Oberg, Assistant to the Dean of the Faculty, 1974. B.A., UCLA; M.A., Middlebury College.

Marilyn Parker, Assistant Director of Admissions, 1976. B.A., Pitzer College.

Abigail W. Parsons, Director of Financial Aid, 1971.

George S. Peck, Jr., Director of Development, 1976. B.S., University of Miami.

***Edward T. Quevedo**, Director of the Chicano Studies Center of The Claremont Colleges, 1969. (On leave first semester, 1976-77).

Polly Rabinowitz, Associate Director of Special Programs, 1975. A.B., Smith College; M.A.T., Harvard Graduate School of Education.

Virginia B. 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.

***Augustina Snideman**, Acting Director of Chicano Studies Center for first semester, 1976-77.

Bylle S. Whedbee, Associate Dean of Students for Career Planning, 1969. B.A., Lindenwood College; M.A., New York University.

9. Faculty

Robert S. Albert, *Professor of Psychology*, 1965. B.A., Vanderbilt University; M.A., University of Texas; Ph.D., Boston University. Assistant Professor, Boston University, Emory University, and Skidmore College; Associate Professor, University of Connecticut; Consultant, Boston State Hospital; Research Associate, Harvard Medical School and Massachusetts Mental Health Center; Visiting Research Associate, Tavistock Centre, London (1970); Visiting Professor, University of British Columbia (summer 1973). (On leave spring semester.)

- Personality theories; creative behavior; cultural and historical backgrounds of psychoanalysis; family background of exceptional children.

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

Constance W. Atwell, *Associate Professor of Psychology*, 1967. B.A., Mount Holyoke College; M.A., Ph.D., University of California, Los Angeles. National Institute of Mental Health Trainee in Developmental Psychology; Research Assistant, University of California, Los Angeles; Lecturer, Research Associate, University College, Nairobi, Kenya (1968-69).

- Physiological psychology; perception; cognitive aspects of child development; development of sensory processing in normal infants and children.

Robert H. Atwell, *President and Professor of Public Administration*, 1970. B.A., College of Wooster; M.P.A., University of Minnesota. Budget Examiner, U.S. Bureau of the Budget; Fiscal Economist and Loan Officer, U.S. Development Loan Fund; Deputy Chief, Community Health

Centers Branch, National Institute of Mental Health; Vice-Chancellor for Administration, University of Wisconsin, Madison.

- Currently on administrative assignment.

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

- Commutative algebra; Ring theory.

Ben Beliak, *Lecturer in Hebrew*, 1976. B.A., Occidental College; M.A., Hebrew Union College; graduate study, Hebrew University. Community Ambassador, Experiment in International Living, Israel; Chaplain and Hillel Director, The Claremont Colleges.

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

- Social movements; political sociology; social stratification; race and ethnic groups; alternative reality movements.

***Michael Bloom**, *Assistant Professor of Drama*, 1976. B.A., George Washington University; Ph.D., Stanford University. Teaching Assistant, Stanford University.

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

- Aesthetics; theory of knowledge; philosophical psychology; ancient philosophy; philosophy of language.

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

- Macroeconomic and microeconomic theory; economic policy; the history of economic thought; economic development and financial markets (general); the initial impact of Keynes' *General Theory*; British economic performance; the economics of immortality.

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

- Basic principles of chemistry; enzyme structure and function; water conservation; history and philosophy of science.

Donald Brenneis, Assistant Professor of Anthropology, 1973. B.A., Stanford University; Ph.D., Harvard University. Fellow, Center for the Study of Law and Society, University of California, Berkeley (1973-74).

- Law and society, including studies of the American judicial system; informal conflict management; folklore, especially its political uses as well as its use in ethnic boundary maintenance; ethnomusicology; children's folklore and use of language; language use in conflict.

***Robert Brown, Visiting Associate Professor of Biology,** 1976. B.S., California State University, Los Angeles; M.S., Arizona State University; Ph.D., University of Toronto. Research Assistant, Arizona State University; Teaching Assistant, University of Toronto; Associate Professor, California Polytechnic State University, San Luis Obispo.

- Physiology of exercise; comparative physiology; limnology.

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. (On leave fall semester.)

- American political and social history since the Civil War; social welfare policy; history of poverty; right-wing extremism; philosophy of history; historical methodology.

David A. Cressy, Assistant Professor of History, 1970. B.A., M.A., Ph.D., Clare College, University of Cambridge, England. Research Assistant, Tutorial Supervisor, University of Cambridge; Tutor, Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico (summer 1975).

- English history, especially the 16th and 17th centuries; history of education; social structure and literacy in 16th and 17th century England.

†**Jose Cuellar, Instructor of Anthropology,** 1971. B.A., California State University, Long Beach; M.A., doctoral candidate, University of California, Los Angeles. Research Anthropologist.

***S. Leonard Dart, Professor of Physics,** 1954. B.A., Oberlin College; M.A., Ph.D., University of Notre Dame. Research Physicist, American Viscose Corporation and Dow Chemical Company; National Science Foundation Institutes in India.

- Biophysics; photography; astronomy; the development of digital electronics for use as lab measurement equipment; studies related to the culture of India.

†**Davilla T. Davis, Instructor in French,** 1974. B.A., University of California, Los Angeles; Certificat des Langues, University of Paris; M.A., New York University in France.

Claude DeCherisey, Director, Semester in France Program, and Lecturer in French, 1969. Brevet

d'Aptitude a l'Enseignement du Francais hors de France, Alliance Francaise, Paris; Certificado de Aptitud, Instituto de Idiomas, University of Madrid; M.A., Claremont Graduate School. Instructor, Pitzer College (1965-69).

***Charlene Keller Douglass**, *Lecturer in Education, Claremont Graduate School*, 1976. B.S., M.S., Utah State University.

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

- Organizational development; psychology of work; small group processes.

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

- Ecology, especially physiological aspects and application to land management; aquatics (limnology); invertebrate biology.



Professor Goldstein

***C. Robert Feldmeth**, *Associate Professor of Biology*, 1970. B.S., California State University, Los Angeles; M.S., Ph.D., University of Toronto. Lecturer, Acting Assistant Professor, University of California, Los Angeles. (On leave 1976-77.)

- Physiological tolerance of extreme environments; thermal pollution; marine biology.

Edward Forde, *Visiting Associate Professor of Art*, 1976. M.F.A., University of California, Santa Barbara. Associate Professor, California State University, Los Angeles.

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

Stuart Friebert, *Visiting Writer in Residence*, 1976. Ph.D., University of Wisconsin. Instructor of German, Mt. Holyoke College and Harvard University; Assistant Professor of German, Oberlin College; Associate Professor, Professor and Director, Creative Writing Program, Oberlin College. Author of *Dreaming of Floods* (1969), *Calming Down, Up in Bed* (1974), *Stories My Father Can Tell* (1975).

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

- Molecular spectroscopy, especially of biologically significant compounds; thermodynamics of liquid mixtures; thermodynamics of oriented polymers.

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, North Carolina.

- Ceramic sculpture and glass; Peruvian pottery; ceramics of ancient Peru.

†Lisbeth A. Gant, *Instructor in English*, 1975. B.A., Kalamazoo College; M.A., Columbia University.

Stephen L. Glass, *Professor of Classics*, 1964. B.A., Pomona College; M.A., Ph.D., University of Pennsylvania. Curator, Wilcox Museum of Classical Antiquities; Instructor, University of Kansas; Fulbright, Woodrow Wilson, Harrison, and National Foundation for the Humanities Fellowships.

- Archaeology (including ancient art and architecture); ancient history; classical mythology and religion; Latin and ancient and modern Greek (both literature and language); Athenian topography; classical religion and myth; ancient athletics.

Michael L. Goldstein, *Assistant Professor of Political Studies*, 1975. A.B., University of California, Berkeley; M.A., Ph. D., Columbia University. Lecturer, Columbia University and Cornell University; Instructor, Assistant Professor, Case Western Reserve University.

- Race politics; urban politics; urban problems: conflicts of race and ethnicity, stratification in industrial societies.

Glenn A. Goodwin, *Associate Professor of Sociology*, 1969. B.A., State University of New York; Ph.D., Tulane University. Teaching Assistant, Instructor, Tulane University; Visiting Instructor, Louisiana State University; Assistant Professor, Wayne State University; Visiting Associate Professor, American University, Cairo (1974-76).

- Social changes; communications theory; social structure and alienation; history and development of sociological theory.

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

- History of the British in India; history of India; history of Japan; Jewish history.

Amyra Grossbard, *Instructor in Economics*, 1976. B.A., M.A., Hebrew University; doctoral candi-

date, University of Chicago. Teaching Assistant, Hebrew University; Research Assistant, University of Chicago; Research Consultant, Rand Corporation.

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

- Broad interests in the biological and health sciences; special interests in ornithology (bird study, population dynamics); mammalogy (population studies, mammals and man); evolution; anatomy; ecology; environmental problems (legal, sociological and scientific aspects).

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

Leonard Harper, *Dean of Student Activities*, 1975; *Lecturer and Director, Administrative Internship Program*, 1973. A.A., Pasadena City College; B.A., La Verne College. Assistant Director, Center for Educational Opportunity, The Claremont Colleges; Director of Financial Aid and Associate Director of Admissions, Pitzer College (1971-75).

- Currently on administrative assignment.

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

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

- Non-western art (especially Asian and pre-industrial); environmental design; desert studies; Chinese literature and calligraphy.

***Anne N. Hirshfield**, *Assistant Professor of Biology*, 1976. B.A., Swarthmore College, M.A., Ph.D.,

University of Michigan. A.E.C. Undergraduate Summer Research Fellow, Brookhaven National Laboratory; Teaching Fellow, Ford Foundation Predoctoral Fellow, University of Michigan.

- Hormonal control of follicular development; mechanisms of protein hormone action; events controlling cellular differentiation; human reproduction; comparative reproductive physiology.

†Sue E. Houchins, Assistant Professor of English, 1972. B.A., M.A., doctoral candidate, University of California, Los Angeles. Acting Director, The Claremont Colleges Black Studies Center (1975-76).

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

- Film criticism; 18th century British literature; satire; novel; popular media; poetry analysis.

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

- Juvenile delinquency and diversion; patterns and causes of homicide; victimless crimes.

†Agnes Moreland Jackson, Professor of English, 1969. A.B., University of Redlands; M.A., University of Washington; Ph.D., Columbia University. Danforth Foundation and Southern Fellowships Fund Graduate Fellowships; Society for Religion in Higher Education Post-Doctoral Cross-Disciplinary Fellowship; Instructor, Spelman College; Instructor, Assistant Professor, Boston University; Assistant Professor, Associate Professor, California State University, Los Angeles. (On leave 1976-77.)

- The American novel; Faulkner; literature by Black

Americans; the essay as a genre.

James B. Jamieson, Vice President and Professor of Political Studies, 1965. B.A., Claremont Men's College; M.A., Claremont Graduate School; Ph.D., Brown University. Teaching Fellow, Brown University; Doctoral Dissertation Fellow, Resources for the Future; Research Political Scientist, Consultant, Institute of Government and Public Affairs, University of California, Los Angeles.

- Currently on administrative assignment.

H. Roy Kaplan, Visiting Assistant Professor of Sociology, 1976. B.A., University of Bridgeport; M.A., University of Maine; M.A., Ph.D., University of Massachusetts. Teaching Assistant, University of Maine and University of Massachusetts; Instructor, University of Maine; Assistant Professor, State University of New York, Buffalo; Visiting Assistant Professor, University of British Columbia.

- Sociology of work, complex organizations, medical sociology, social problems.

***Stanley Klein, Associate Professor of Physics,** 1967. B.S., California Institute of Technology; M.A., Ph.D., Brandeis University. National Science Foundation Fellow; Visiting Scholar, Stanford University; Visiting Associate, California Institute of Technology.

- Theoretical physics; brain mechanisms and modeling.

†Elizabeth K. Komo, Instructor in Swahili, 1971. B.A., University of California, Los Angeles; M.S., Pepperdine University.

†Samella Lewis, Associate Professor of Art, Scripps College, 1970. B.A., Hampton University; M.A., Ph.D., Ohio State University. (On leave 1976-77.)

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

- Human memory and cognition.

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

- Currently on administrative assignment.

Ronald K. S. Macaulay, *Professor of Linguistics*, 1965. M.A., University of St. Andrews; Ph.D., University of California, Los Angeles.

- Linguistic theory; sociolinguistics; bilingualism; language and education; Scottish dialects.

Diana L. Malan, *Dean of Students*, 1967; *Lecturer in History*, 1975. 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.

- Currently on administrative assignment.

Linda Malm, *Assistant Professor of Television Communications*, 1975. B.A., Tufts University; M.F.A., University of California, Los Angeles; doctoral candidate, University of Southern California. Teaching Assistant, University of California, Los Angeles; Assistant Professor, California State Polytechnic University, Pomona.

- Photography aesthetics; TV criticism, history and script writing; studio and remote TV production; super 8mm and 16mm documentary film production; radio production.

Lucian C. Marquis, *Professor of Political Studies*, 1966. Certificate of Graduation, Black Mountain College; Institute of Political Science "Cesare Alfieri," University of Florence; M.A., Ph.D., University of California, Los Angeles. Associate Professor and Director of the Honors College, University of Oregon; Fulbright Lecturer, University of Exeter, England; Fulbright Lecturer, Institute of Political Science, University of Turin, Italy (1965-66 and spring 1970); Tutor, Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico (summer 1972).

- Comparative politics and literature; political sociology; politics with particular emphasis on Italian politics.

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

- Relationship of genetics and medical advances to societal problems; cellular immunology; microbiology.

Nancy McMillan, *Adjunct Lecturer in Social Work*, 1975. B.A., University of California, Santa Barbara; M.S., University of Southern California. Psychiatric Social Worker, Pomona Valley Mental Health Center.

Joseph Meeker, *Visiting Professor of Environmental Studies*, 1976. B.A., M.A., Ph.D., Occidental College. Senior Tutor in Humanities, Athabasca University, Canada; Fellow in Comparative Literature and Lecturer in Environmental Studies, Kresge College, University of California, Santa Cruz; National Endowment for the Humanities Fellow in Literature, Philosophy, and Ecology; Chairman, Division of Humanities, and Professor of English and Comparative Literature, Hiram Scott College, Nebraska; Visiting Professor of English, University of Montana; Assistant Professor, Associate Professor and Chairman, Department of English, University of Alaska; Assistant Professor of Languages and Literature, Deep Springs College, California.

Karin C. Meiselman, *Assistant Professor of Psychology*, 1972. A.A., Jamestown Community College (N.Y.); B.A., Case-Western Reserve University; Ph.D., University of California, Los Angeles. Clinical Trainee, Wadsworth Hospital, Los Angeles, and Department of Psychology Clinic, University of California, Los Angeles; Clinical Clerk, Sepulveda Veterans Administration Hospital; Clinical Intern, Department of Psychiatry, Southern California Permanente Medical Group, Los Angeles. (On leave fall semester.)

- Psychopathology; systems of psychotherapy; sexual behavior; general clinical psychology.

***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.

- Physics; national science policy and energy; limits to growth; spectroscopy; catalysis of organometallic compounds.

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 (1968); author of *Early Rain* (1960) and *The Dark Birds* (1968). (On leave 1976-77.)

- English and American literature and most foreign literature in English translation (especially Russian modern poetry and Yiddish); writing, especially poetry.

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.

- African archaeology; Old World pre-history; native Americans (including culture change, cultural ecology, myth and symbolism); primitive behavior.

Lee Munroe, Professor of Anthropology, 1964. Ph.D., Harvard University.

- Cross-cultural child development and population studies.

Ruth H. Munroe, Professor of Psychology, 1964. B.A., Antioch College; Ed.D., Harvard University. Research, British Honduras and Kenya.

- Human development; psychological anthropology; population density and its psychological effects; cross-cultural studies of socialization and personality.

Fred Myers, Instructor in Anthropology, 1976. B.A., Amherst College; M.A., doctoral candidate, Bryn Mawr College. NIMH Research Fellowship.

- Cultural/social anthropology; Australia; Oceania hunters and gatherers; social organization; symbolism.

Peter M. 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.

- Sociology of higher education; adolescent development; socialization: role acquisition, self-concept formation, moral development.

†Ramon Penichet, Instructor in History, 1974. B.A., Whitman College; M.A., Colegio de Mexico; doctoral candidate, Ecole Pratique des Hautes Etudes (Sorbonne).

***Robert P. Pinnell, Associate Professor of Chemistry, 1966.** B.S., California State University, Fresno; Ph.D., University of Kansas. Teaching Assistant, Research Assistant, University of Kansas; Robert A. Welch Foundation Post-Doctoral Fellow, University of Texas; Senior Research Scientist, Jet Propulsion Laboratory, California Institute of Technology; Visiting Associate Professor, California Institute of Technology (1973-74).

- Non-metallic and organo-metallic compounds; NMR and infra-red spectroscopy.

Janice C. Raithel, Assistant Professor of Art, 1976. B.A., University of Missouri; M.F.A., Claremont Graduate School, Teaching Assistant, Claremont Graduate School; Instructor, Riverside Art Center.

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

- 18th and 19th century American literature; 20th century American literature ending with Faulkner/Ellison; 19th century British literature, essentially Victorian; women novelists and poets; existential literature; advanced expository writing; creative poetry and prose; American poetry.

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).

- General areas of political philosophies and history of ideas; area of environmental policy; politics of ecology; environmental ethics.

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

- History of early modern philosophers; history of early modern science; philosophy of science; philosophy of mind.

***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.

- Cell development; genetics; plant systems; science policy.

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. (On leave spring semester.)

- Middle Ages: Chaucer, Italian Middle Ages (Dante, Petrarch, Boccaccio), love in the Middle Ages; madness in literature; Renaissance; modern novel.

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.

Thomas Savage, *Instructor in Mathematics*, 1976. B.A., B.S., Trinity College; doctoral candidate, Claremont Graduate School. Instructor, Trinity College; Teaching Intern, Pomona College; Teaching Fellow, Pitzer College; Instructor, Assistant Professor, Harvey Mudd College.

Albert Schwartz, *Associate Professor of Sociology*, 1965; *Dean of Faculty*, 1971. M.A., Ohio State University.

- Currently on administrative assignment.

Francine Schweider, *Instructor in History*, 1976. B.A., University of Southern California; M.A., La Verne College; doctoral candidate, Claremont Graduate School.

†**David Sena**, *Instructor in Sociology*, 1971. B.A., California State University, Fullerton; M.A., doctoral candidate, University of California, Los Angeles.

Harry A. Senn, *Assistant Professor of French*, 1970. B.A., M.A., University of Minnesota; Ph.D., University of California, Berkeley. Assistant Américain, Melun; Lecteur d'Anglais. Université de Grenoble; Teaching Assistant, Teaching Associate, University of California, Berkeley.

- French literature and civilization; extra-normal (or para-normal) phenomena; French folklore; narrative folklore.

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

- Comparative socialization practices; sex roles from a cross-cultural perspective; effects of urbanization upon family organization; sex roles and child-rearing practices; culture and education.

Helia Maria Sheldon, *Assistant Professor of Spanish*, 1967. B.A., M.A., California State University, Fullerton; Ph.D., University of California, Irvine. NDEA faculty, Universities of Idaho, Wyoming, and Southern California; Instructor, University of California, Irvine, Cypress Junior College, and California State University, Fullerton. (On leave spring semester.)

- Spanish-American literature, history, or readings; modern Mexican novel; feminine contributions to Latin American literature in the 20th century.

Paul Shepard, *Avery Professor of Natural Philosophy and Human Ecology*, 1973. A.B., University of Missouri; M.S., Ph.D., Yale University. Instructor, Assistant Professor, Associate Professor,

Knox College; Lecturer in Biology, Smith College; Visiting Professor of Environmental Perception, Dartmouth College. (On leave fall semester.)

- Intellectual history of man and nature; the role of the non-human environment; child and adolescent development; animals as instruments of cognition; primitivism and human ecology; ecology of human sexual demorphism; historical and ecological aspects of landscape painting and gardening; 19th century American nature aesthetics.

Drury Sherrod, Visiting Assistant Professor of Psychology, 1976. B.A., Southern Methodist University; M.A., Johns Hopkins University; Ph.D., Stanford University. Assistant Professor, Kirkland College and Hamilton College; Visiting Assistant Professor, University of Oregon.

- Effects of environmental stress on social behavior; consequences of perceived control over environmental events; attribution processes in self-observation.

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

- Conflict; conflict management and resolution-cooperative problem solving.

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

- Early social development; influence of peer groups on early social development; Erikson's mode of intrusive behavior; language development in handicapped children; very early developmental diagnosis and intervention of handicapped children; education and child development.

Sharon Nickel Snowiss, Assistant Professor of Political Studies, 1969. A.B., University of California, Berkeley; M.A., Ph.D., University of California,

Los Angeles. Research Assistant, Science and Technology, Inc.; Post-Graduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles; Teaching Associate, University of California, Los Angeles.

- Political philosophy, including ancient, modern, and contemporary, as well as comparisons of Eastern and Western thought; futurology, including forecastings, science fiction, altered states of consciousness, social and philosophical impact of technology, genetic engineering; French literature and politics.

John D. Sullivan, Associate Professor of Political Studies; Director, Program in Public Policy Studies, The Claremont Colleges, 1975. B.A., M.A., San Francisco State College; Ph.D., Stanford University. Assistant Professor, Yale University; Associate Professor, Claremont Graduate School.

- Ocean politics; politics of resource management; international conflict-arms races; simulating political decision-making and conflict via computer models; "limits of growth."

Tyemi Toure, Instructor in Journalism, 1974. B.A., California State University, Los Angeles; M.A., University of California, Los Angeles.

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

- Physical anthropology; human ecology; environmental problems; population policy problems; all aspects of population; human heredity and heredity and behavior.

Richard Tsujimoto, Assistant Professor of Psychology, 1973. B.A., Stanford University; Ph.D., State University of New York, Stony Brook. Intern, Psychological Center, State University of New York, Stony Brook, Palo Alto Veterans Administration Hospital, and Headstart Center, Bayshore, New York.

- Personality and cognition; moral development; memory distortion and stereotypes.

†Guillermo Villarreal, *Instructor in Spanish*, 1973. B.A., California State University, Long Beach; M.A., University of California, Irvine.

Diane Vreuls, *Visiting Writer in Residence*, 1976. B.A., University of Wisconsin; B.A., M.A., Honors School of English Literature, St. Hilda's College, Oxford. Author of *Instructions, Are We There Yet?* (1975).

Rudi Volti, *Assistant Professor of Sociology*, 1969. B.A., University of California, Riverside; M.A., Ph.D., Rice University. Research Fellow, Universities Service Centre, Hong Kong (1972).

- Social structure of China and Japan; political and economic development; formal organization; technology and society; social stratification.

Albert Wachtel, *Associate Professor of English*, 1974. B.A., Queens College; Ph.D., State University of New York, Buffalo. NDEA Fellow in English; Instructor, Assistant to the Dean, State University of New York, Buffalo; Fellow, Creative Arts Institute, Berkeley; Assistant Professor, University of California, Santa Barbara.

- James Joyce, Shakespeare; Greek tragedy; theory of literature; 19th and 20th century novel.

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

- Psycho-history and its various ramifications; political history of the Second World War; modern German, Dutch, and Belgian history.

†Lance Williams, *Acting Assistant Professor of Humanities*, 1975. B.A., M.A., Ph.D., University of California, Los Angeles.

***Michael Rhys Williams**, *Visiting Assistant Professor of Art*, 1976. B.F.A., Ohio University; M.A., Illinois State University. Instructor, California State University, Fullerton.

Robert A. Wilson, *Instructor in Film*, Pomona College. B.A., California State University, Long Beach; M.F.A., Claremont Graduate School.

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

- German composition; German literature; Thomas Mann; modern German drama; contemporary German novel.

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

- Population studies; medical sociology; the organization of health care; women at work.

***Andrew W. Zanella**, *Assistant Professor of Chemistry*, 1975. A.B., Cornell University; Ph.D., Stanford University. Post-Doctoral Fellow, Research School of Chemistry, Australian National University; Teaching Post-Doctoral Fellow, University of California, Santa Barbara.

- Research in chemistry; metal-catalyzed reactions; photochemistry of metal complexes; trace metals in the environment and heavy metal pollutants.

*Joint appointment with Claremont Men's College and Scripps College.

§Joint appointment with Claremont Men's College, Scripps College, and Harvey Mudd College.

†Faculty teaching in the Intercollegiate Program of Black Studies.

‡Faculty teaching in the Intercollegiate Program of Chicano Studies.

- Indicates intellectual interests of full time Pitzer faculty and faculty members in joint appointment with other Claremont Colleges.

Pitzer College Calendar

1976-1977

First Semester

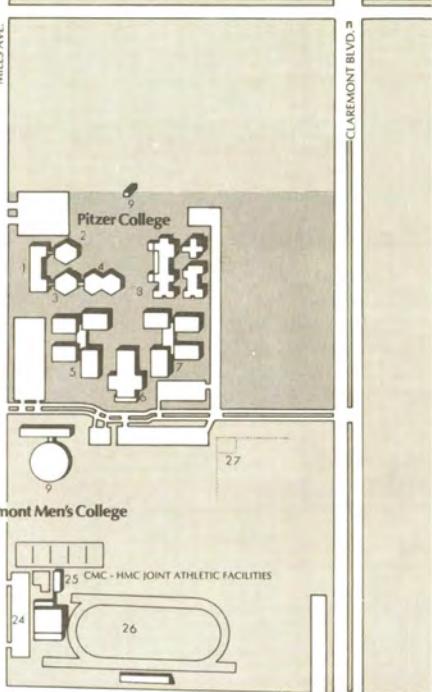
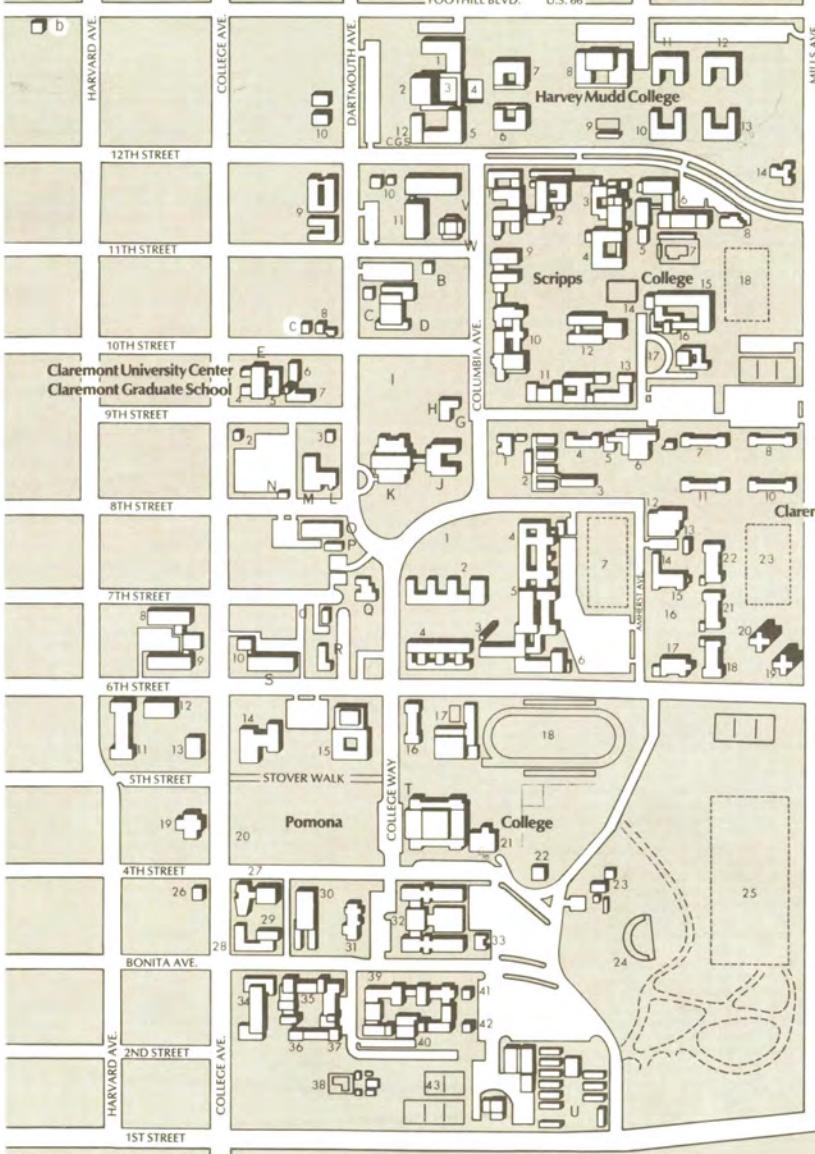
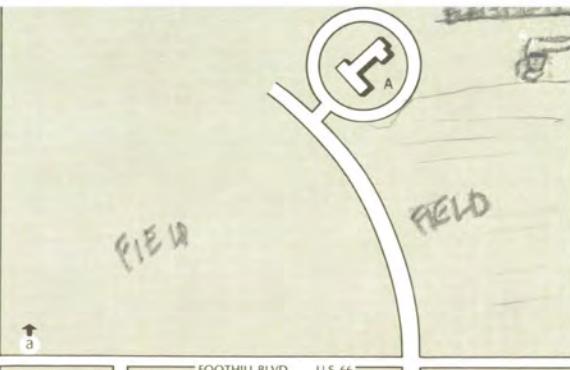
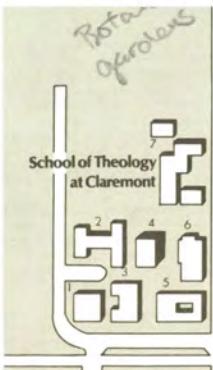
Sept. 19	Sun.	Residence Halls open for new students.
Sept. 19-22		Orientation for new students.
Sept. 21	Tue.	Residence Halls open for returning students.
Sept. 23	Thur.	First semester classes begin at 8:20 a.m.
Oct. 6	Wed.	REGISTRATION for all students. Last day for entering classes.
Nov. 12	Fri.	Low grade reports due to Registrar.
Nov. 24	Wed.	Final day to drop classes without academic penalty & turn in CR/NC forms to Registrar. Final day to add ½ course for second half of semester. Thanksgiving vacation begins after last class.
Nov. 29	Mon.	Thanksgiving vacation ends, 8:00 a.m.
Dec. 1	Wed.	Tuition Deposit due - \$100.00.
Dec. 17	Fri.	Winter vacation begins after last class.
Jan. 3	Mon.	Winter vacation ends, 8:00 a.m.
Jan. 7	Fri.	Last day to drop ½ course for second half of semester, and turn in CR/NC forms for those ½ courses.
Jan. 20	Thur.	Final day of classes first semester.
Jan. 22	Sat.	Final examinations begin.
Jan. 31	Mon.	Final examinations end.
Feb. 5	Sat.	First Semester ends.

Second Semester

Feb. 7	Mon.	Second Semester classes begin 8:00 a.m.
Feb. 18	Fri.	REGISTRATION/Last day for entering classes.
Mar. 18	Fri.	Low grade reports due to Registrar.
April 1	Fri.	Final day to drop classes without academic penalty & turn in CR/NC forms to Registrar. Final day to add ½ course for second half of semester.
April 1	Fri.	Spring vacation begins after last class.
April 10	Sun.	Easter.
April 12	Tue.	Spring vacation ends, 8:00 a.m.
May 1	Sun.	Tuition Deposit due - \$100.00.
May 2	Mon.	Last day to drop ½ course for second half of semester, and turn in CR/NC forms for those ½ courses.
May 25	Wed.	Final day of classes second semester.
May 27	Fri.	Final examinations begin.
June 4	Sat.	Final examinations end.
June 5	Sun.	COMMENCEMENT.
1977-1978 Opening Date:		
Sept. 22	Thur.	First semester classes begin.

THE CLAREMONT COLLEGES

- CLAREMONT UNIVERSITY CENTER, CENTRAL FACILITIES**
- A. Memorial Infirmary
 - B. Black Studies Center of the Human Resources Institute
 - C. Black and Chicano Admission Office
 - D. Garrison Theater
 - E. Harper Hall
 - F. Center for Urban and Regional Studies of the Human Resources Institute (in Harper Hall)
 - G. Chicano Studies Center of the Human Resources Institute
 - H. McAlister Religious Center
 - I. Harvey Mudd Quadrangle
 - J. Seeley W. Mudd Memorial Library
 - K. Honnold Library
 - L. Earl W. Huntley Book Store
 - M. Campus Security Department
 - N. Program for Public Policy Studies
 - O. Pendleton Business Building and Personnel Center
 - P. Counseling Center
 - Q. Faculty House
 - R. Baxter Medical Building
 - S. Institute for Educational Computing (Pomona Campus)
 - T. Bridges Auditorium (Pomona Campus)
 - U. Physical Plant Department (Pomona Campus)
- COORDINATED FACILITIES**
- V. Joint Science Center-C.M.C., Pitzer, Scripps
 - W. Baxter Science Laboratory-C.M.C., Pitzer, Scripps
 - X. Office for Continuing Education (in Harper Hall)
- CLAREMONT GRADUATE SCHOOL**
- 1. George C. Stone Collection of Children's Books (in Harper Hall)
 - 2. Philosophy Department
- 3. Institute of Antiquity and Christianity**
- 4. Harper Hall**
- 5. W.S. Rosecrans Tower**
- 6. Harper Hall East**
- 7. McManus Hall**
- 8. Claremont Institute of Administrative Studies**
- 9. Graduate Residence Halls**
- 10. Eyre Children's School**
- 11. Louis T. Benezet Graduate Psychology Building**
- 12. Art and Mathematics Departments (Harvey Mudd Campus)**
- CLAREMONT MEN'S COLLEGE**
- 1. Athenaeum
 - 2. Pitzer Hall
 - 3. Seaman Hall
 - 4. Pitzer Hall North
 - 5. McKenna College Union
 - 6. McKenna Auditorium
 - 7. Wohlford Hall
 - 8. Boswell Hall
 - 9. Bauer Center
 - 10. Green Hall
 - 11. Appleby Hall
 - 12. Collins Hall
 - 13. Story House
 - 14. Beckett Faculty Apt.
 - 15. Beckett Hall
 - 16. Badgley Garden
 - 17. Marks Hall
 - 18. Benson Hall
 - 19. Claremont Hall
 - 20. Fawcett Hall
 - 21. Berger Hall
 - 22. Phillips Hall
 - 23. Parents' Field
 - 24. Gymnasium
 - 25. Voit Pool and Field House
 - 26. Football Field
 - 27. Baseball Field
- HARVEY MUDD COLLEGE**
- 1. Parsons Engineering Building
 - 2. Sprague Memorial Library
 - 3. Galileo Hall
 - 4. Hixon Court
 - 5. Science Building
 - 6. Kingston Hall
 - 7. Thomas Garrett Hall
 - 8. Joseph B. Platt Campus Center
- 9. Swimming Pool**
- 10. West Hall**
- 11. Marks Residence Hall**
- 12-13. Seeley W. Mudd Quadrangle and Residence Halls—North Hall (12), East Hall (13)**
- 14. President's House**
- PITZER COLLEGE**
- 1. Scott Hall
 - 2. Bernard Hall
 - 3. Fletcher Hall
 - 4. Avery Hall
 - 5. Sanborn Hall
 - 6. McConnell Center
 - 7. Holden Hall
 - 8. Mead Hall
 - 9. Pellissier Mall and Brant Tower
- POMONA COLLEGE**
- 1. Harwood Garden
 - 2. Walker Hall
 - 3. Smith Tower
 - 4. Clark Hall
 - 5. Frary Hall
 - 6. Norton Hall
 - 7. Ahearn 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 Routh 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



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Insofar as possible, this bulletin reflects courses to be offered and regulations to be followed during the academic year 1976-77. Because Pitzer College is a thriving, living institution, both its academic program and its governance are constantly examined by faculty, staff, and students, and for that reason the programs, policies of Pitzer College may change after the date of publication without further notice.

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