A black and white photograph capturing a group of six students—three boys and three girls—sitting in a circle on a grassy lawn. They are positioned in front of a large, leafy tree and a building with visible windows and a door. The students are dressed in casual attire typical of the late 1970s. The scene conveys a sense of camaraderie and outdoor relaxation.

Pitzer
College
Bulletin
1978-79

Pitzer College Bulletin

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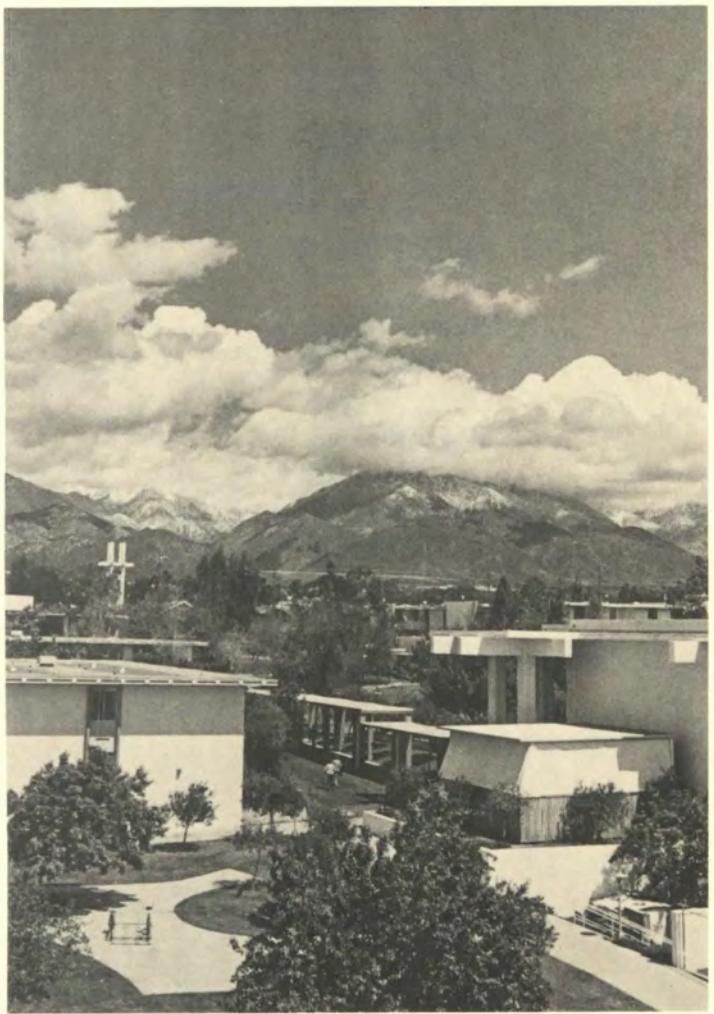
Pitzer College admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, sex, national and ethnic origin or handicap in administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, and employment policies.

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

Pitzer College is accredited by the Western Association of Colleges and Universities.

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Pitzer College
Member of
The
Claremont
Colleges
Claremont,
California

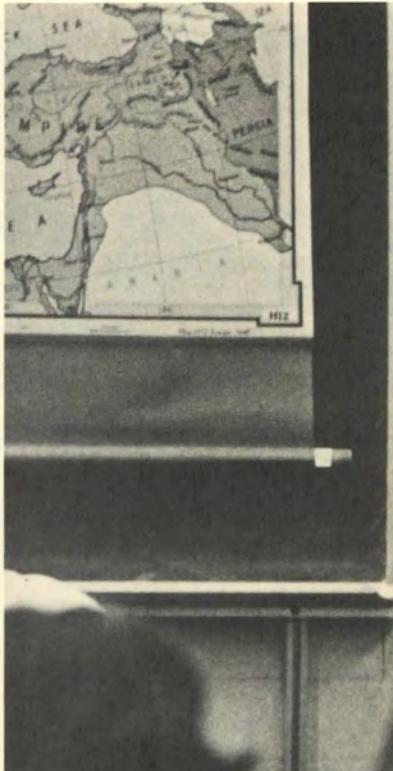


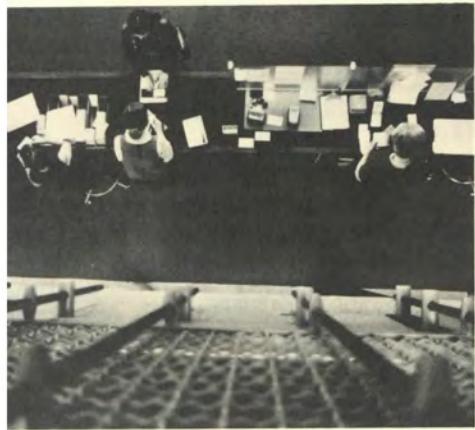
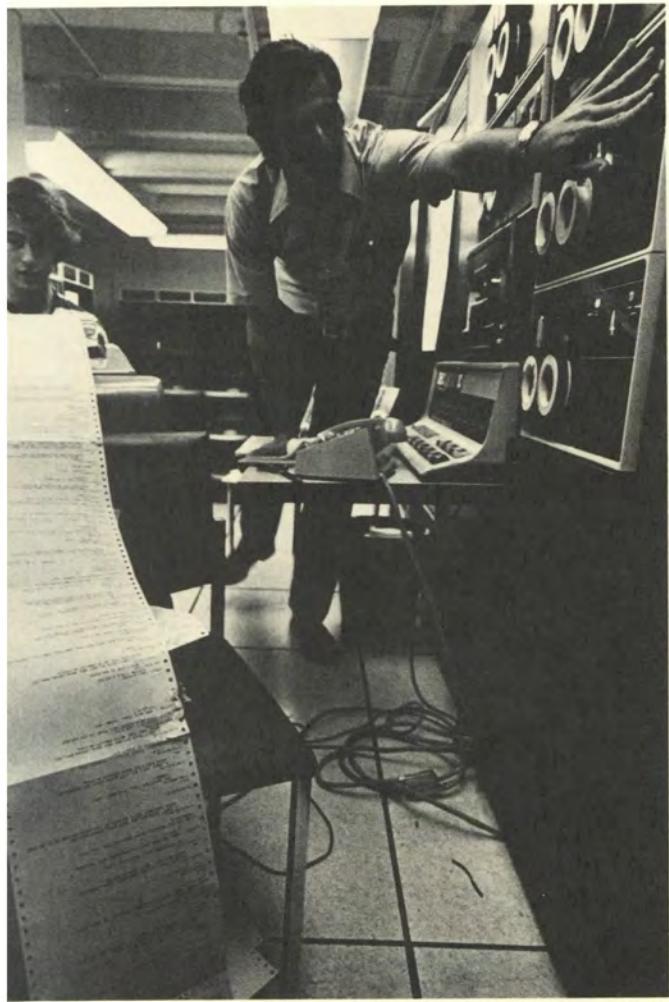
An Introduction to Pitzer College

Let us tell you something about ourselves: who and what we are and what we do. Pitzer College is a

small, independent liberal arts college in which human concerns and values — the social and behavioral sciences — are emphasized. Many among its faculty practice pure arts and sciences, and the college recognizes that they have real and potentially useful effects on the lives in the communities that foster them. You should know at the outset that degree work — concentrations — although tailored to fit the needs of the individual student, is no snap; standards are high, and much will be expected of you. At the same time, Pitzer demands even more from itself through its faculty and advisors. It provides you with good people, proper tools, instruction from a highly qualified faculty, and a most agreeable environment. No stumbling blocks are put in your way to prevent you from making the most of your under graduate education. Here, with the proper motivation, you can accomplish just about anything you wish. ■ About the environment. We can skip the obvious attractions of Southern California with its beaches, mountains, and desert, all of which are nearby. Pitzer is part of one of the most stimulating educational centers in the country. We refer to The Claremont Colleges. The group is made up of a graduate school and five undergraduate institutions on contiguous campuses, where combined resources — academic programs, services, libraries, cultural events, social activities, entertainment — resemble those of a medium-size university. As a student on one of the Claremont campuses, you have the best of both worlds; you enjoy the benefits of small college one-to-one relationships, and, if you like, you become a part of the larger whole, both academically and socially. The choice is yours. ■ Our experience with college-bound young persons is that they are most perceptive. Not all, however, have made up their minds what sort of person they are or what they want to become. You may be one of them. Whether or not you are, Pitzer can help you attain your goals and discover new ones. Pitzer, you will find, goes out of its way to help you in any way it can. ■ Personal concern for your intellectual growth and development is one of the hallmarks of the Pitzer experience. It is difficult to convey such

an impression in writing. The best we can do at this distance is to suggest that you talk to people who know Pitzer, preferably graduates, listen to your counselor, and by all means study the catalog. ■ Under the curriculum section, for example, you will discover that Pitzer is very flexible in its approach to achieving academic goals — your goals, not just those of the college. You have almost unlimited options. You may elect to follow the traditional pattern in selecting courses, or you may break out of the established mold, and, with faculty advising, design an unusual program of study more suited to your temperament, abilities, and interests. The goal in either case is the same; your personal intellectual development. ■ It is worth noting, too, that in preparation for a career, for one of the professions, or for graduate study, Pitzer provides you with many opportunities to participate in a variety of educational ventures apart from normal course offerings. Many have profited from the college's special programs with semesters abroad, in its summer programs, or in independent study. Here, again, the choice is yours. We can say truthfully that as a Pitzer student, you may be taxed to the limit of your capabilities, but you will never be pushed in a direction that you don't want to go. ■ Before you get involved in the body of the catalog, here are some highlights about Pitzer: □ Size. The college enrolls about 725 students, approximately 40% male, 60% female. □ Origins. Students come from all parts of the United States; about 50% from California; 15% from the Atlantic Seaboard; 20% from the Midwest; 15% from other areas. □ Ethnic. The ethnic makeup of the student body is about 10% Black, 8% Mexican-American, 5% Asian-American, 77% other. □ Calendar. We operate on the semester system: first semester, early September to mid December; second semester, mid-January to May. □ Facilities. On Pitzer's own campus there are three modern coeducational dormitories, and five academic and administrative buildings. □ Science. Pitzer shares a modern Joint Science Center with Claremont Men's College and Scripps College. □ Other. In addition to university-type facilities shared by The Claremont Colleges, Pitzer provides a variety of special facilities on its own campus: Social Science Laboratory, computer facilities, audio-visual materials, a television studio and equipment, a residence hall study-library. □ Library. The Honnold Library System, with many special collections, contains over 1 million volumes and is open to every student; it also has thousands of periodicals, and a large collection of U.S. Government publications. □ Claremont. Students in all The Claremont Colleges number about 5,000 and there are about 500 faculty members. The town itself, some 35 miles east of Los Angeles, is a pleasant residential community of about 25,000. It harbors not only the six Claremont Colleges but also other educational institutions and research centers, making it a rich environment for intellectual stimulation. ■ Now for aspects of Pitzer's academic side. □ Requirements. For graduation, the college requires successful completion of a concentration in at least one area of study. Outside of the major, you may, with approval of your faculty advisor, take a variety of courses. □ Advisor. You will be assigned a freshman advisor and will subsequently choose a faculty advisor in your concentration to guide you in the remainder of your academic career. In addition, all freshmen have upperclass students as advisors. □ Concentrations. Subjects you may take singly or in combination include 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. □ Others. Additional concentrations — music, drama — are available by arrangement with other Claremont Colleges. You may also design special interdisciplinary concentrations. □ Degree. Bachelor of Arts, usually requiring four years. ■ In this rundown of Pitzer, we are purposely ignoring two very important things; college life — the clubs and organizations, the cultural pursuits, recreational activities, and athletics you may join, take part in, and incorporate or combine with study — and what it all costs. These are things that are better left to full descriptions in their separate sections. College, after all, becomes your home for a significant portion of your life; it is essential that you understand fully what sort of a community you have elected to become a part of during your formative years. And when it comes to finances, not only you but members of your family as well will want to know in some detail what the costs are, how they can be met and minimized, and what the opportunities are for financial assistance. ■ Speaking of opportunities, choosing a college is one of the most satisfying opportunities you will ever have. You have free choice in this decision, which, unlike so many human endeavors, will stay with you for a lifetime. Make the most of it. If you think Pitzer may be the place for you, we will be pleased to hear from you.— *The Pitzer Community*



Table of Contents

11 The Curriculum	65 Psychology
11 General Academic Information	68 Sociology
12 Special Academic Programs	73 Spanish
18 Concentrations and Courses of Study	74 The Study of Woman
18 Freshman Seminars	76 Preparation for Careers and Graduate Study
19 American Studies	
19 Anthropology	
22 Art	79 Regulations
25 Asian Studies	79 Academic Regulations
53 Biology	82 General Regulations
53 Chemistry	
28 Chicano Studies	85 Life on Campus
29 Classics	85 Orientation
31 Economics	85 Career Planning
34 English	86 Student Housing and Residential Life
39 Environmental Studies	88 Cultural Events, Recreation, Sports
41 European Studies	90 The Claremont Colleges
41 Film Studies	95 Claremont
42 Folklore	95 Southern California
43 French	
44 German	97 Admission to Pitzer College
45 History	97 Instructions to Applicants
53 Human Biology	100 Basic Charges
49 Latin American Studies	102 Admission and Financial Aid Calendar
49 Linguistics	103 Financial Aid
51 Mathematics	
58 Organizational Studies	109 Trustees, Administration, and Faculty
59 Philosophy	121 Pitzer College Calendar
53 Physics	124 Map of The Claremont Colleges
60 Political Studies	126 Index



The Curriculum

General Academic Information

The educational objectives of Pitzer College will be fulfilled in a graduate who combines a broad awareness of the world and a mastery of a particular discipline with self-knowledge and independence of judgment. 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. The spirit and techniques of inquiry may be developed through such avenues as lecture courses, seminars, and independent studies, or through internships and external studies.

Moreover, the College acknowledges the wide diversity of student interests, abilities, needs, and styles. Therefore, it imposes no uniform liberal arts requirements. We expect, however, that each student, together with faculty advisors, will create a program of study which possesses breadth of knowledge as well as depth in one or more fields.

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.

The Class Schedule. The Claremont Colleges have agreed upon a common class schedule, and most courses have been arranged to fit into it. Therefore, only the opening hour is listed for all classes so arranged: for example, a class which meets from 8 to 8:50 on Monday, Wednesday, and Friday is listed as MWF 8. The schedule follows:

MWF 8-8:50	MW 2:45-4:00
MWF 9-9:50	TTh 8:20-9:30
MWF 10-10:50	TTh 9:40-10:50
MWF 11-11:50	TTh 1:15-2:30
MW 1:15-2:30	TTh 2:45-4:00

Classes, such as science laboratories, which meet at irregular hours are listed in the Catalog with both the opening and closing hours.

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, Chicano Studies, 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 Academic 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; 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.

New Resources students enroll in regular Pitzer courses and courses at the other Claremont Colleges. They may attend on a full or part-time basis, although they are encouraged to plan their course loads with a realistic appraisal of their family and job commit-

ments in mind. They have priority in enrolling in New Resources courses and may, under faculty supervision, develop an Experiential Learning Project based on their past experiences, for up to four courses of academic credit.

Many students may benefit from a variety of available services designed to facilitate and enrich the college re-entry process. The Continuing Education Advisor and Counselor provides general counseling, evaluative testing, workshops and seminars centered upon study skills improvement, and such services to the larger community as educational counseling aimed at placing a prospective student in the academic institution best suited to his or her needs. Further information about the program may be obtained from the Office of the Vice President, Avery Hall.

The following courses have been developed especially for New Resources students under a grant from the National Endowment for the Humanities:

English 104a. Chaucer and Joyce: Introduction. (Not offered in 1978-79)

English 104b. Chaucer and Joyce. Geoffrey Chaucer, in a period of the Middle Ages which has been described as the "age of crisis," established the dialect which informed the mainstream of English literature. In the age of crisis which followed World War I, James Joyce began the disassembling of that language. This seminar will compare the works of Chaucer and Joyce, concluding with an analysis of *The Canterbury Tales* and *Ulysses*.

The skills requisite for the reading of Middle English will be taught then. In teaching both Chaucer's and Joyce's works, we will devote considerable attention to developing techniques of critical reading which should prove useful in a wide variety of disciplines. Fall, m. 7, B. Sanders and A. Wachtel.

History 18. Men and Women in History: Explorations in Psychohistory and Biography. The course will focus on the lives of famous men and women in the light of psychoanalytical theory. Lives studied will include those of such men as Wilson, Hitler and Nixon, and of women such as Queen Victoria, George Sand and Madame Curie. Subjects will include not only statesmen and rulers, but also writers and artists. The seminar will explore ways in which infancy, childhood and adolescence affect the public lives and actions of our subjects as adults. It also will study changing child-rearing modes in different ages and cultures.

A special attempt will be made to apply psychoanalytical concepts to an understanding of a mature sense of identity in famous women. The basic concepts used will be Freud's, but contemporary authors who have modified orthodox psychoanalytical theory will be considered, particularly Erik Erikson with his emphasis on the importance of later life stages including adulthood and middle age. Spring, m. 7, W. Warmbrunn.

English 19. 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. Spring, t. 7, B. Houston.

In addition the following entry-level course has been designed for New Resources students:

English 11. "No! In Thunder." Education requires courage; this class will provide students with some training in taking risks. First, New Resources students will be able to arm themselves with basic skills: close reading, critical analysis, and clean, simple writing. Second, we will read literature in which characters have asserted themselves by shouting at the world, "No! In Thunder." Each character has declared to himself that, in e. e. cummings' word, "There is some s. I will not eat." Readings include: Camus's *The Rebel*, Freud's *Civilization and Its Discontents*, Melville's *Bartleby the Scrivener*, Virginia Woolf's *Mrs. Dalloway*, Twain's *Huckleberry Finn*, Gardner's *October Light*, Ralph Ellison's *Invisible Man*, Gerald Haslam's edition of *Okie Short Stories*, and selected poetry. Fall, w. 7, B. Sanders.

NABW/Pitzer Program. Pitzer College, in cooperation with the National Association of Bank Women, Inc., offers a Bachelor's Degree Program with concentrations in Organizational Studies or Economics. The program provides six intensive two-week courses held each June and January devoted to such subjects as organizational behavior, economics, statistics, mathematics, and accounting, although some work in the humanities and social sciences is included. In addition, students may earn academic credit by enrolling in regular Pitzer courses and independent studies, transferring coursework taken at other accredited colleges and universities, or completing an Experiential Learning Project based on prior learning. Although the program has been de-

signed especially for women in banking, it is open to a limited number of men and women New Resources students in related fields.

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 Pitzer College 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.

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. Semester in London. Students may spend a semester in London studying at Goldsmiths' College, University of London. They attend classes in the Arts, Education, Music, Social Sciences, and Science with British students. The program is designed for mature and well-motivated students wishing to integrate themselves into the academic, cultural and social life of a British institution of higher learning. Students room and board in a College Hall of Residence with British students. Pitzer contact: Jim Jamieson. Time period: Fall or Spring semesters. Credit: must enroll in a minimum of four courses. Prerequisites: a) completed two years of college work by the time they begin their studies at Goldsmiths' College, b) 3.0 Grade Point Average or better, c) recommendation of two faculty members, d) approval of External Studies Committee, e) approval of Goldsmiths' College.

2. Semester in Rome. Students live and study in Rome. Courses, designed specifically for this program and taught by faculty from Rome, include: *The City of Rome* (the art and architecture, art history and archaeology of Rome from its beginning to the present day); *Italian Politics Since World War II* (a study of major Italian political institutions, political movements, and leaders); *Roman History* (an exploration of the Roman Republic and empire from the founding of the city through the age of Constantine); *The Socio-Economic Structure of Post-War Italy* (topics discussed in-





clude public education, the family, decentralization of economic production, the work force, and social security and housing); *Italian Language* (beginning, intermediate and advanced sections). The courses will be conducted in English, except for the 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. Pitzer contact: Jim Jamieson. Time period: Fall semester. Credit: up to four courses. Prerequisites: a) consent of academic advisor, b) approval of faculty selection committee, c) preference given to students who have studied the Italian Language.

3. Semester in France. Students take one French language or literature course at a level appropriate to their proficiency and one seminar designed to provide an introduction to some aspect of French culture. Typical topics for this seminar are "Art and Architecture of Paris," "Political and Social Aspects of France," or the "History of Paris: 1789 to the Present." In addition, students pursue one or two tutorials in conjunction with a university lecture course or specially designed tutorials on individually tailored subjects. Tutorials are supervised and evaluated by qualified French scholars. Students live either with Parisian families or in student residences, according to individual preference. Pitzer contact: Harry Senn. Time period: Spring semester. Credit: up to four courses credit. Prerequisites: a) two years of college level French, b) approval of advisor, 3) approval of External Studies Committee.

4. Semester in Nepal. Program 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.

5. Washington Semester. Participants intern in congressional offices, executive agencies or the offices of lobbyists in Washington, D.C. Pitzer contact: Jim Jamieson. Time period: Fall and Spring semesters. Prerequisites: a) recommendation of academic advisor, b) consent of Program Director, and c) approval of External Studies Committee.

6. Fieldwork in Psychology. Students who have a strong commitment to a career in the helping professions may apply through Pitzer for placement as trainee at Five Acres, a residential treatment center for emotionally disturbed children in Altadena, California. Trainees work thirty-six hours a week doing activity therapy and tutoring under the supervision of Five Acres professional staff. Related readings and independent studies are arranged with the program director. Program Director: Richard Tsujimoto. Time period: Fall or Spring semesters. Credit: one to three courses. Prerequisites: a) a broad coursework background in psychology including Psychological Statistics, a course in child development, and Abnormal Psychology, b) junior or senior status, c) consent of Program Director, d) consent of academic advisor, e) consent of Five Acres' training coordinator.

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

art field group or environmental studies field group.

8. Tuscarora Project: Art-Studio Seminar. Students live in Tuscarora, Nevada, an old mining town with a permanent population of fourteen, and reside in a 19th century rooming house, "The Hotel," organizing and sharing all the necessary chores including cooking for themselves. Students use the facilities of the Tuscarora Pottery School and 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: a) approval of advisor, b) approval of art field group, c) approval of the External Studies Committee.

9. 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 and other fields listed below. 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.

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: Allen Greenberger and Stanleigh Jones. Time period: full academic year. 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. Semester in Israel. Participants enroll in courses at the University of Haifa. Founded in 1963 and situated on the heights of Mount Carmel, above Haifa proper, the University is the principal center in the North of Israel for higher education in humanities and the social sciences. Program Director: Rabbi Beliak. Time period: Fall semester. Credit: four courses, one of which is a course in the Hebrew Language. Prerequisites: a) approval of advisor and program director, b) approval of External Studies Committee.

Exchange Programs

12. Pitzer College-American University in Cairo Exchange Program. The American University in Cairo (AUC) and Pitzer College have developed a student exchange program which allows Pitzer students to spend a year studying in Cairo. Founded in 1919, the AUC is located on the main square of downtown Cairo, a city of nearly 8 million people and one of the principal cultural and intellectual centers of the Middle East and Africa. Although 80 percent of its 1,500 students are Egyptian, the AUC undergraduate program follows a modified liberal arts pattern and the language of instruction is English. AUC, similar to Pitzer College, offers a wide variety of courses in the social and behavioral sciences. Students live with Egyptian families or in student hotels. Program Coordinator: Glenn Goodwin. Time period: full academic year. Credit: up to eight courses for the year. Prerequisites: a) approval of advisor and program coordinator, b) approval of External Studies Committee.

13. 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 exchange places with Colby students for one semester only. Program Director: Margie Shurgot. Time period: Fall and Spring semesters. Credit: appropriate courses completed at Colby are transferable. Prerequisites: a) approval of advisor, b) approval of External Studies Committee.

Summer Programs

14. Summer in London. The program enables participants to utilize the richness of London to examine and compare British and American political and economic institutions. A student earns two courses credit for the suc-

cessful completion of two courses: "The International Economy" and "British and American Society." Courses are taught by Professor Harvey Botwin and will meet at facilities of the London School of Economics. In addition to trips in and around London, the program will include a trip to the European Economic Community headquarters in Brussels and to O.E.C.D. headquarters in Paris. Program Director: Harvey Botwin. Credit: two courses. Time period: Summer, 1978 and 1979.

15. Natural Resource Ecology and Management Program. A background of basic ecological principles will be developed in order to understand the constraints of ecosystem function. The class will then travel throughout the west to view, study and discuss such natural resources as soil, water, timber, range, minerals, fish and game and outdoor recreation. Experiencing various ecosystems and their components, hearing resource and management specialists, and evaluating what is seen, said, and done in view of ecological principles, is the goal of this course. Program Director: Clyde Eriksen. Credit: one course. Prerequisites: a) Introductory Biology, Ecology (or certain readings), b) permission of the program director, c) approval of the External Studies Committee.

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

It is hoped that students will develop the capacity to plan and execute projects of their own conception and

will acquire a competence in original research and writing beyond that required by the regular courses of instruction.

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

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

Internship Programs

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

Michael L. Goldstein, Assistant Professor of Political Studies



Courses of Study and Concentration Requirements

This section describes the courses offered by the Pitzer College faculty and the concentration requirements in each field. 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.

Courses are numbered according to the level of preparation expected of the student. Courses numbered 1 to 199 are undergraduate courses. Generally speaking, those numbered below 100 are introductory courses designed for freshmen and sophomores or students with no preparation in the field. Certain field groups may choose to further differentiate their offerings by designating certain series as general education courses for students who are not necessarily concentrating in the field. Courses numbered 100 or above are more advanced courses, generally designed for juniors and seniors or for those with sufficient preparation in the field. Please note that some field groups may make no distinction between the level of preparation necessary to its courses and, thus, may designate courses by a simple consecutive numbering system. Students should consult the introductions which preface each field group's course offerings to determine individual variations within these parameters.

A semester course or one semester of a year sequence is credited as a full course unless there is a notation that it is a half-course.

A semester course is indicated by a single number. Two semester courses may be indicated either by consecutive hyphenated numbers (37-38) when credit for the course is granted only upon completion of both semesters or by the letters "a,b" when credit for the course is granted for either semester.

Courses not offered this year, but offered at least once in every four years, are listed by title but do not include the course description.

The letter 'G' after a course number indicates an undergraduate course taught by a member of the Claremont

Graduate School faculty for undergraduates which is open to all students in The Claremont Colleges. Students should check the course listings each semester for additional 'G' courses. Students should also consult the relevant field group to determine the level of preparation necessary for any individual course.

The letters 'CC' after a course number indicate an intercollegiate course open to all students in The Claremont Colleges. Any restrictions on enrollment other than the level of preparation required are stated in the course description.

Some courses may be designated parenthetically with an additional course number (formerly 22). This refers to a former course numbering system and is provided for informational purposes only.

Freshman Seminars. Strategies of Literacy.

The primary goal of the Freshman Seminar program is to encourage the development of each student's potential for becoming a more literate person who reads and writes with competence and discrimination.

While each Freshman Seminar has a different instructor, topic, and body of reading, the common focus is on getting the most out of one's reading, developing one's thoughts, and articulating those thoughts clearly in writing. Techniques utilized in the Seminars range from close analysis of texts through the writing of short critical papers to imaginative writing and the design of research papers. These techniques are generally relevant to all disciplines.

Students enrolling will be expected to write frequent papers. Those with serious writing problems should consider taking Basic Writing (English 2) instead. Basic Writing and a Freshman Seminar may not be taken concurrently.

Enrollment will be limited to 12 students in each section. If space permits, sophomores may be admitted. Not open to cross-registration.

1. Anatomy of Poetry. The class will concentrate on the basic techniques of poetic analysis: meter, rhyme, poetic form, and so forth. This class is especially recommended for those who want to spend time on close reading. Principal text: a dictionary. Fall, m.w.f. 9, B. Meyers

2. The Process of Schooling and Learning in Higher Education. An analysis of a variety of issues dealing with higher education and learning. Emphasis will be on the nature of education and learning, the social psychological impact of colleges on students, and students' definitions of

the learning process. One objective of the course is to develop in students an analytical and critical approach to their college experience. Fall, m.w. 1:15, P. Nardi.

3. The Quest for an Ecological Ethic. An ethic has usually been regarded as a principle by which humans regulate their conduct towards one another. In recent years, however, humans have become troubled about their relationship with the natural environment, and various human writers have called for a "new" ethic to guide human conduct towards the non-human world. Yet such questions as "Why save the California condor?" are still not easy to answer. This seminar will explore some of the answers that writers such as Aldo Leopold and Garrett Hardin have offered, as well as some of the answers that may lie implicit in our own experience. Fall, m.w.f. 9, J. Rodman.

4. What is Human? An exploration of the ways in which we identify and understand ourselves as members of the species *Homo sapiens* and as individuals within that species. Readings will focus on the defining distinctions between mankind and other entities (animals, machines, biological creations), as well as identity within the species (male/female, cultural, historical). Fall, t.th. 1:15, S. Snowiss.

5. The Impact of Change. We in the United States talk glibly about change, often as though it were equivalent to progress. But is change always good? What impact does it have on us as human beings? How do we respond differently to change depending on our age, our sex, our upbringing? Western culture has brought rapid change to many Third World societies. Do people in other cultures respond to change as we do? By comparing their responses with ours, perhaps we can find an underlying human pattern basic to us all, and perhaps we can learn to deal with change in our own lives more effectively. Fall, m.w.f. 11, S. Miller.

6. Fictional Views of American Politics. What perspectives do novels provide to our understanding of American politics? Students will read and analyze novels by such writers as Henry Adams, Mark Twain, Henry James, John Dos Passos, John Steinbeck, Robert Penn Warren, Edwin O'Connor, and Wilfred Sheed. Fall, t.th. 2:45, L. Marquis.

7. Dimensions of Mythological Thought in the Post-Existentialist World. In contrast to existentialism which regards the individual as isolated and totally self responsible, with no pre-ordained reason for living, mythological thought views the individual as a member of a collectivity — cultural, religious, or ethnic; the actions taken in the name of that collectivity are manifestations of a "blueprint" which has its origin in an ages-old or even divinely inspired set of truths. Tribal societies refer to the

heroic/ecstatic deeds of their ancestors, which deeds live again in periodic ritual. In technological societies the myth dimensions are represented by "charismatic gifts," psychoanalysis, evolutionary teleology, structuralism, and myth literary criticism. Spring, t.th. 9:40, H. Senn.

American Studies. A concentration in American studies requires satisfactory completion of 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, 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. During the senior year students must pass a comprehensive examination and those of superior ability may prepare an honors thesis, with the approval of the American Studies advisor. For further information see M. Jimenez.

Anthropology. A concentration in anthropology requires a minimum of nine courses.

A concentrator must take:

Introduction to Archaeology and Biological Anthropology (Anthropology 1)
Introduction to Social and Cultural Anthropology (Anthropology 2)
Primitive Society (Anthropology 30)
Research Methods (Anthropology 101 or 102)
History of Anthropological Theory (Anthropology 130)
Senior Seminar (Anthropology 190)
One course in anthropological linguistics (Linguistics 50 or 51, Anthropology 110 or 111 particularly recommended)
Two additional courses in Anthropology

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 completed the Research Methods requirement.

1. Introduction to Archaeology and Biological Anthropology. (Formerly Anthropology 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. 12 S. Miller.

2. Introduction to Social and Cultural Anthropology. (Formerly Anthropology 11.) An introduction to the basic concepts, theories, and methods of social and cultural anthropology. An investigation of the nature of socio-cultural systems using ethnographic materials from a wide range of societies. Fall, t.th. 9:40, L. Munroe. Spring, t.th. 9:40, F. Myers.

10. Hunters and Gatherers. (Formerly Anthropology 89.) F. Myers. (Not offered in 1978-79)

12. Native Americans and Their Environments.

(Formerly Anthropology 175.) 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 m.w. 12, S. Miller.

13. Black Africa. (Formerly Anthropology 84.) (Not offered in 1978-79)

14. Peoples and Cultures of India. (Formerly Anthropology 86.) (Not offered in 1978-79)

15. Seminar on Nepal. An introduction to the peoples, history and geography of Nepal. Required for participation in the Pitzer semester in Nepal. Spring, t. 2:45, D. Brenneis, A. Greenberger and S. Seymour.

20. The Culture of the Americans. (Formerly Anthropology 90.) Contemporary culture of the United States viewed as one case in the sample of world societies. Cross-cultural perspective gained through study of model and extreme patterns around the world and through location of American culture in the world distribution. Particular attention given to cross-cultural generalizations and to attempts to apply these to the United States. Fall, t.th. 12, L. Munroe.

30. Primitive Society. (Formerly Anthropology 107, Social Organization.) Social organization in small-scale societies, including family, kinship, and lineage group systems. The course will consider problems of theory and method through the study of ethnographic classics. Prerequisite: Anthropology 2 or consent of instructor. Fall, m.w.f. 10, F. Myers.

35. Anthropology of Law and Conflict. (Formerly Anthropology 122, Anthropology of Politics, Law and Conflict.) D. Brenneis. (Not offered in 1978-79)

41. Symbols and Politics. (Formerly Anthropology 47.) F. Myers. (Not offered in 1978-79)

49. Seminar: Female Biology and the Cultural Roles of Women. S. Seymour. (Not offered in 1978-79)

50. From Ape to Angel? The Evolution of Human Behavior. The hunting hypothesis. Aggression. Territoriality. Competition. Sharing. Sexual dimorphism. Mating strategies. Parenting. Socialization. Language, symbolism, art, and ritual. The course looks at the biological and evolutionary development of human behavior patterns. Takes theory and data from sociobiology, primate ethology, human paleontology, archaeology, cultural anthropology. Fall, t. 7, S. Miller.

55. Animal Communication and Human Language. The nature of communication. Signs, symbols, and naming. Theories of language evolution. The neurological basis of language. The physiological requirements of speech. The "split-brain" phenomenon, or hemispheric specialization. Handedness and language in humans. Body language. Language-learning experiments in apes. Language development in children. Spring, t. 7, S. Miller.

66. Man-Environment Relationships in Prehistory. Mankind's cultural development has taken place in a variety of environments. Human control over the environment has been said to increase through the course of prehistory, concomitant with cultural progress. But is this really true? The investigation of this question is central to the course. Spring, t.th. 12, S. Miller.

70. Culture and Personality. (Formerly Anthropology 106.) An investigation of the effects of culture on the formation, structure, and expression of personality. Major theoretical approaches and methods will be considered. Specific topics to be discussed will include comparative effects of socialization practices, the relationship of culture to sex roles and sex identity, culture and mental illness, and the effects of socio-cultural change on the organization of personality. Spring, t.th. 1:15, S. Seymour.

71. Culture and Education. (Formerly Anthropology 109.) S. Seymour. (Not offered in 1978-79)

75. Dreams and Other Altered States of Consciousness. (Formerly Anthropology 127.) S. Seymour. (Not offered in 1978-79)

80. Religion and World View. (Formerly Anthropology 100.) 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. 2:45, F. Myers.

81. Cultural Crises and Revitalization Movements. (Formerly Anthropology 37.) The study of cargo cults, messianic movements, prophets, and millenarian movements in a variety of cultural areas and historical periods has produced new insight into the dynamic nature of human social life. This course will examine several movements — among these, the Reformation, the Ghost Dance, the Peyote Cult, Melanesian cargo cults, Black Power — to explore the varying characteristics of the revitalization phenomenon. Prerequisite: an introductory course in history or the social sciences. Spring, m.w.f. 10, F. Myers.

85. Culture, Meaning, and Society. This course will treat cultures as interpretable “meaning-systems”, emphasizing the perspective of human beings as symbol-users. Ethnographic case studies, native literature, and theoretical material will be combined to demonstrate the applicability of this approach in both ritual and nonritual aspects of social life. Not open to freshmen. Fall, t. 2:45, F. Myers.

90. Folklore in Context. (Formerly Anthropology 113.) 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, function, and social implications. Spring, m.w.f. 9, D. Brenneis.

91. Music in Culture. This course will examine the forms and uses of music in a variety of western and non-western cultures. Ability to read music strongly recommended. Spring, m.w. 1:15, D. Brenneis.

101. Theory and Method in Archaeology. S. Miller. (Not offered in 1978-79)

110. Language in Society. (Formerly Sociolinguistics.) Systematic methods for the study of language in the speech community; techniques for the observation, recording, elicitation and analysis of natural speech. Relationship of patterns of language use to social structure, particularly to stratification; creative and competitive use of language in social interaction. The nature of standard languages, creoles

and pidgins, problems of bilingualism and multilingualism. Consideration of the ethnographic significance of sociolinguistic perspective — how a consideration of communicative behavior enhances our understanding of social life. Spring, m.w.f. 11, D. Brenneis and R. Macaulay.

111. Language and Culture. (Formerly Anthropology 104.) D. Brenneis, R. Macaulay. (Not offered in 1978-79)

121. Classical Mythology. (See Classics 121.) Fall, t.th. 1:15, S. Glass.

152. Seminar: Verbal Performance. D. Brenneis. (Not offered in 1978-79)

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 the social sciences or consent of instructors. Fall, t.th. 1:15, L. Munroe and R. Munroe.

161. Greek Art and Archaeology. S. Glass. (Not offered in 1978-79)

190. Senior Seminar in Anthropology. (Formerly Anthropology 195, Social and Cultural Anthropology.) A critical examination for advanced students of important problems and issues in contemporary anthropology. The significance and interrelationships of the major subdisciplines of anthropology will be considered. Fall, w. 7, S. Seymour.

199. Senior Thesis in Anthropology. May repeat for credit. By invitation of Anthropology faculty. Arranged, staff.

Courses Offered at Other Claremont Colleges at Pomona College

65. Primate Social Behavior. J. McKenna, Fall

105. Methods in Anthropological Inquiry. L. Thomas, Fall

110. Human Ethology. J. McKenna, Spring

122. Theory in Anthropology. L. Thomas, Spring

125. Cognitive Anthropology. L. Thomas, Spring

140. Societies and Cultures of Asia. L. Thomas, Fall

at the Chicano Studies Center

80CC. Peoples of Pre-Colombian Mexico. An introductory survey course of the migration to the New World and resulting cultural adaptation to new ecological systems.

Course will focus on the early cultures of Northwest and Central Mexico. Focus will be placed on studying cultural development up to the time of the Spanish Conquest. Study will be based on archaeological and ethnohistorical works. Fall, t.th. 9:40, L. Apodaca.

88CC. Changing Roles of Women and Men in the Chicano Community. A survey course on the changing socio-cultural roles of Mexican and Chicano women and men. Emphasis will be placed on understanding the variables that have conditioned the roles of women and men in Mexican and Chicano communities. Study will focus on use of ethnographic, ethnohistorical, and sociological materials. Fall, t.th. 1:15, L. Apodaca.

150CC. Mexican Immigration into the United States. Mexican immigration into the United States is studied in order to gain understanding of the variables which have conditioned the socio-cultural change of the Mexican community in the United States. The sociology and economics of immigration are studied in order to gain an understanding of the effects of immigration on Mexican, Chicano, and non-Chicano people. Spring, to be arranged, L. Apodaca.

163CC. Sociological Models as Applied to Chicanos. Analysis of the sociological models used to explain Chicano status and behavior. Emphasis will be placed on the validity of such models in defining the Chicano community. Conditions in the Barrio, the role of education, and the role of racism will be studied in order to judge the validity of such models. Finally such concepts as internal colonialism, cultural nationalism, culture of poverty, culturally deprived, acculturation, and assimilation will be studied. Spring, to be arranged, L. Apodaca.

170CC-B. Advanced Seminar in Anthropology/Sociology: Marxist Theory. A survey of the major points of the dialectical historical method. Emphasis will be placed on the use of Marxism as a method of analysis and social change for the Chicano community. Study will focus on the theory of knowledge, politics, revolution, and economics. Fall, w. 7, L. Apodaca and M. Mosqueda.

Archaeology (See Anthropology)

Art. A concentration in art requires nine 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 Practice 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 Tuscarora Program, 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 Practice 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. Since a broad knowledge of art history will be essential, at least two courses in Art History and/or Philosophy are required. A project in a major medium presented as an exhibition will be required in the spring semester of the senior year to complete the concentration.

Students interested in art are encouraged to consider joint concentrations with one of the social and behavioral sciences through consultation with appropriate faculty representatives.

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

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.



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. Prerequisite: consent of instructor. Lab/course fee \$20. Credit/No credit. May repeat for credit. Enrollment limited to 15. Spring, t.th. 1:15-4, 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 will be placed upon drawing. Attention will be given to the development of both technique and individual expressiveness. Open to all students; may be repeated for credit. Additional meetings or labs; lab/course fee \$20. Enrollment limited to 15-17 students. Fall, w. 7-10 and arranged, J. Hayakawa.

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. Course fee \$25. Enrollment limited to 15. Spring, t.th. 9-11, D. Furman.

80. Ceramic 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. Course fee \$25. Fall, t.th. 9-11, J. Hayakawa.

100. Glassblowing. Students will be involved in the maintenance of the glass studio and related equipment, glass furnaces, annealing ovens, work benches, etc. General instruction given in off-hand freeblown glass as well as molds, prints work theories, contemporary and historical attitudes toward glass as an art medium. Limited enrollment; written consent of instructor required; may be repeated for credit. Course fee \$25. Both semesters, w. 1-3 and to be arranged, Fall, R. Williams; Spring, D. Furman.

101. Further Work in Glassblowing. A glass blowing class for students who have had a year of Glass 100. Opportunity for the more advanced student to develop specific projects and advanced techniques by working on an individual and group basis with the instructor. Enrollment limited; written consent of instructor required; may be

repeated for credit. Course fee \$25. Both semesters, t. 7-10, and arranged, Fall, Staff; Spring, D. Furman.

106. Further Work in Ceramics. A class for students who have had two semesters in ceramics (Art 65 and 80), and are ready for a more in-depth involvement. There will be more time for the student and instructor to discuss ideas and advanced techniques on an individual basis. Enrollment limited to 15. Consent of instructor required; may be repeated for credit. Clay and laboratory fee \$25. Both semesters, t.th. 2-4; Fall, J. Hayakawa; Spring, D. Furman.

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. Course fee \$20. Class size limited to 15 at the discretion of the instructor. Prerequisite: consent of instructor. Spring, m. 1:15-2:15 and w. 1:15-4, C. Hertel.

123. Native American Art of the Ancient Southwest. A course investigating the art and architecture of traditional Native American cultures in the southwest. To include consideration of ancient architecture and rock art as well as the principal art forms of major indigenous cultures remaining in the southwest as they relate to the precolonial period. Lectures, discussions, museum and field work. Credit/No credit. Fall, m.w. 9, C. Hertel.

165. The Desert as a Place. An interdisciplinary investigation of the desert environment as a place with some emphasis upon the American Southwest. Correlations between natural and cultural forms, histories, materials, motives and adaptions will be studied. Topics to be considered will include structural and behavioral adaptions in the natural and cultural ecologies; climate, geomorphology and architectural form; taxonomy, desert flora and fauna and their cultural uses; and various ramifications of the interaction between the desert ecology and cultural consciousness in arid zones. A one week field trip at student expense during spring vacation will be required. Seniors and juniors or permission of instructors. Enrollment limited to 15 students. Credit/No credit. Spring, t.th. 10-1, C. Hertel and P. Shepard.

166. Further Work in Painting. A studio course in aqueous media with some emphasis upon landscape in the naturalistic and interpretive modes. For the student with some experience and serious intentions regarding painting. Designed to enhance development of techniques and aes-

thetic orientations centered around selected motives. Prerequisites, Art 55/105 or permission of instructor. Enrollment limited to 15 students. May repeat for credit. Course fee \$25. Fall, t. th. 1:15-4, C. Hertel.

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. Both semesters, time arranged, D. Furman and C. Hertel.

at the Black Studies Center

187CC. The Art of Black Cultures. (Formerly 99CC.) This course will trace the development of art within Black cultures with an emphasis upon the role of social factors in determining form and content. The subsequent influence of Black art styles upon the form concepts of non-Black artists will be discussed. Spring, w. 7-9:45, S. Lewis.

at the Chicano Studies Center

67CC. Contemporary Chicano Art and Its Antecedents. The uniquely Mexican muralism and contemporary art which depict the dramatic changes, both artistic and social, wrought by the revolution. Chicano art as an offspring with its own characteristic statement of self-identification and self-determination. Spring, to be arranged, M. Hernandez.

Intercollegiate Cooperative Course.

ID77. Renaissance Society and the Arts. Multi-disciplinary, inter-collegiate course considering contributions from the fields of science and technology, art history, history, literature, music, religion and sociology. Exhibition of sixteenth century Italian engravings, a concert of Renaissance music, a special symposium on Cervantes and a production of *Macbeth*. One course credit for lectures, three seminars, term paper, and final examination; one-half course credit for lectures and final examination. Lectures to be given by guest speakers, each of whom will provide syllabus and conduct a seminar. Fourteen Claremont faculty in Renaissance fields will attend lectures and seminars and evaluate papers and examinations. Fall, th. 8; seminars on f. 1:15, G. Geiger (Pomona).

Intercollegiate

110G. Sculpture. Fall, th. 1-4, M. Brewster (CGS).

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, Ms. Seymour, or Mr. Volti.

Asian Studies

- 15. Seminar on Nepal. Spring, t. 2:45, D. Brenneis, A. Greenberger and S. Seymour.
- 51. Social History of Modern China. Fall, m.w.f. 9, R. Volti.
- 60. Traditional Asia Fall, m.w.f. II, J. Dennerline, A. Greenberger and J. Gould.
- 61. Revolution and Social Change in Modern Asia. Spring, m.w.f. II; A. Rosenbaum and H. Smith.
- 65. The Asian American Experience. Fall, m.w. I:15, R. Tsujimoto.
- 141. India Since 1707. Spring, m.w. I:15, A. Greenberger.
- 176. Political Thought: East and West. Spring, m.w. 2:45, A. Greenberger and S. Snowiss.

Anthropology

- 15. Seminar on Nepal. Spring, t. 2:45, D. Brenneis, A. Greenberger and S. Seymour.

140. Societies and Cultures of Asia. Fall, to be arranged, L. Thomas (Pomona).

Art

- 52. Survey of Traditional Arts of Asia, Africa and Pre-Columbian America. Fall, to be arranged, S. Lewis (Scripps).
- 151. Japanese Art. Spring, to be arranged, S. Lewis (Scripps).
- 155. Contemporary Arts of Asia, Africa and Latin America. Fall, to be arranged, S. Lewis (Scripps).

Asian Languages

Chinese 1a,b. Elementary Chinese. Both semesters, to be arranged, M. Tsai (Pomona).

Chinese 11a,b. Intermediate Chinese. Both semesters, to be arranged, M. Tsai (Pomona).

Chinese 111a,b. Advanced Chinese. Both semesters, to be arranged, J. Dennerline (Pomona).

Chinese 131. Classical Chinese. Spring, to be arranged, J. Dennerline (Pomona).

Japanese 2a,b,G Elementary Japanese. Both semesters, to be arranged, S. Jones (CGS).

Japanese 102a,b,G Intermediate Japanese. Both semesters, to be arranged, M. Takata (CGS).

Japanese 112a,b,G Advanced Japanese. Both semesters, to be arranged, M. Takata (CGS).

Hindi-Urdu, Malay-Indonesia, Arabic, Sanskrit. All levels, both semesters, arranged, H. Ruyter (CGS).

Asian Literature in Translation

Asian Studies 109G. Pre-modern Japanese Literature in Translation. Fall, t.th. 1:15, S. Jones (CGS).

Asian Studies 110G Modern Japanese Literature in Translation. Spring, t.th. 1:15, S. Jones (CGS).

Chinese 141. Chinese poetry. Fall, to be arranged, M. Tsai (Pomona).

Chinese 184. Chinese Literature in Translation: An Historical and Generic Survey. Spring, to be arranged, M. Tsai (Pomona).

Economics

- 107. Economic Development. Spring, to be arranged, L. Hollerman (CMC).

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- 160. Economic Planning in Korea, Japan and China.** Spring, to be arranged, L. Hollerman (CMC).
- .192. Cultural Underpinnings of Japan's Economic Miracle.** Spring, to be arranged, L. Hollerman (CMC).
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History

- 60. Traditional Asia.** Fall, m.w.f. II, J. Dennerline, A. Greenberger and J. Gould.
- 61. Revolution and Social Change in Asia.** Spring, m.w.f. II, A. Rosenbaum and H. Smith.
- 141. India Since 1707.** Spring, m.w. 1:15, A. Greenberger.
- 144. Late Imperial China.** Spring, to be arranged, J. Dennerline (Pomona).
- 146. China: Intellectual Roots and Branches.** Fall, to be arranged, J. Dennerline (Pomona).
- 148. History of Southeast Asia.** Spring, to be arranged, H. Smith (Pomona).
- 163. The Chinese Revolution: 1840 to Present.** Spring, to be arranged, A. Rosenbaum (CMC).
- 174. Modern Japan.** Fall, to be arranged, A. Rosenbaum (CMC).
- 176. Political Thought: East and West.** Spring, m.w. 2:45, A. Greenberger and S. Snowiss.
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Political Studies

- 129. Comparative Asian Politics.** Fall, to be arranged, D. Elliot (Pomona).
- 154. International Relations of Asia.** Spring, to be arranged, D. Elliot (Pomona).
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Psychology

- 65. The Asian-American Experience.** Fall, m.w. 1:15, R. Tsujimoto.
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Religion

- 102. The Oriental Heritage I: Sacred Traditions of India.** Fall, to be arranged, M. Dornish (Pomona).
- 103. The Oriental Heritage II: Sacred Traditions of China and Japan.** Spring, to be arranged, M. Dornish (Pomona).
- 113. Transformation and Utopia.** Fall, to be arranged, M. Dornish (Pomona).
- 114. Enlightenment and Freedom.** Spring, to be arranged, M. Dornish (Pomona).

Sociology

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- 51. Social History of Modern China.** Fall, m.w.f. 9, R. Volti.
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External Studies

(See External Studies 4, Semester in Nepal and External Studies 10, Year in Japan)

Biology (See Natural Sciences)

Black Studies. The Black Studies Center is an integral part of each of the five undergraduate colleges of the Claremont cluster. Its courses and counseling office are part of the Colleges' curriculum and support services programs. The Center offers a strong academic program in which students of all The Claremont Colleges have the unique opportunity to study the cultural, historical, socio-economic, political and psychological experiences of people of African ancestry. Through its responsibility for the development and teaching of courses related to the Black experience, the Center helps to broaden and enrich the education of college students. Therefore, students are encouraged to participate in the courses offered at the Black Studies Center.

The Black Studies Center has a teaching staff composed of faculty members from the Claremont Colleges in the various academic disciplines of the social sciences and humanities.

Art

- 187CC. The Art of Black Cultures.** (Formerly 99CC.) Spring, w. 7, S. Lewis.
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Drama

- 148CC. Acting I.** Fall, to be arranged, J. King.
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Economics

- 118CC. Socialist Economic Theories and the Developing Nations.** Fall, to be arranged, staff.
- 125CC. Economic Problems of the Black Community.** Spring, to be arranged, staff.

Education

120CC. History of the Black Experience in Education I. Fall, to be arranged, staff.

121CC. History of the Black Experience in Education II. Spring, to be arranged, staff.

English

91CC. Introduction to Black American Literature I: Seventeenth Century to the Harlem Renaissance. Fall, t.th. 1:15, A. Jackson.

92CC. Introduction to Black American Literature II: From the Harlem Renaissance to the Present. Spring, t.th. 1:15, A. Jackson.

93CC. Introduction to African Literature. Fall, t.th. 1:15, L. Beard.

141CC. Beginning Expository Writing, Critical Reading, and Basic Research. Fall, t.th. 9:40, L. Beard.

142CC. Intermediate Expository Writing. Spring, to be arranged, staff.

160CC. People's Journalism: Theory. Fall, to be arranged, staff.

165CC. People's Journalism: Practice. Spring, to be arranged, staff.

191CC. Black Writers of the U.S.A. Spring, m.w. 12, A. Jackson.

192CC. Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. Fall, t. 2:45, A. Jackson.

193a,b,cCC. Topics in African Literature.

a. **The Literature of West Africa.** Fall, w. 1:15, L. Beard.

b. **East African Literature.** Spring, t.th. 1:15, L. Beard.

c. **Southern African Literature.** Spring, t.th. 1:15, L. Beard.

196CC. The Francophone/Anglophone Experience.

Spring, t. 2, L. Beard and M. Shelton.

French

1aCC. Introductory French. (Formerly 30abCC) Fall, m.t.w.th. 11, M. Shelton.

1bCC. Intermediate French. (Formerly 31CC) Spring, m.t.w.th. 11, M. Shelton.

160CC. Franco-African Literature. Fall, t. 1:15, M. Shelton.

History

50CC. Survey of Afro-American History (1600-1865). Fall, to be arranged, staff.

51CC. Survey of Afro-American History (1865-Present). Spring, to be arranged, staff.

65CC. Survey of African History to 1600. (Formerly 130CC) Fall, m.w.f. 10, L. Wilson.

66CC. Survey of African History 1600-Present. (Formerly 131CC) Spring, m.w.f. 10, L. Wilson.

160CC. Topics in Afro-American History. Spring, to be arranged, staff.

180CC. Topics in African History. Spring, to be arranged, staff.

Music

190CC. Jazz as Theater. Fall, to be arranged, J. King.

Political Studies

77CC. African Political Systems. Fall, to be arranged, staff.

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

153CC. Blacks in the American Political Process. Fall, to be arranged, L. Foster.

160CC. Politics of Education. Spring, to be arranged, L. Foster.

167CC. Pan-Africanism. Spring, to be arranged, staff.

197CC. The Political Economy of World Politics. Spring, to be arranged, staff.

Psychology

40CC. Social Psychology of Black Identity. Spring, to be arranged, J. Peterson.

50CC. The Myth of Prospero and Caliban. Fall, to be arranged, staff.

Chemistry (See Natural Sciences)

Chicano Studies. The academic program of the Chicano Studies Center offers a curriculum with a multi-disciplinary approach to the study, research, interpretation, and investigation of the Chicano experience. A concentration in Chicano Studies is offered. The courses are open to all students of The Claremont Colleges. In recognizing the

vital presence of Chicanos in the Southwest and increasingly in the entire nation, Chicano Studies provides significant preparation to students pursuing careers in education, social work, public policy, law, medicine, the business professions and scholarly research.

A concentration in Chicano Studies is designed to acquaint students with a breadth of knowledge covering the interdisciplinary nature of the field and exposure to theoretical and methodological approaches specific to this area study. Students need not be conversant in Spanish and will be guided in this flexible program by a faculty committee of the inter-collegiate department. All students will be asked to present a thesis, composed of a major exercise in research, analysis and writing. Departmental honors will be awarded when students meet specific requirements designed by the honors committee.

The student wishing to concentrate in Chicano Studies is asked to complete the following program:

Lower Division

20CC. Introduction to Chicano Studies

72CC. Audio-Lingual Communication Skills in Spanish

1. Prerequisite: 10CC and 11CC or equivalent competency to be tested by examination.
2. 72CC; may be waived by proficiency examination. It is important to emphasize that students who are not native speakers can enroll in and will be prepared by these courses.

68CC. The Chicano in the American Southwest and another course within this division.

Upper Division

170CC. Advanced Seminar in Selected Topics

172CC. Field Research & Methodology in Chicano Studies and two other courses within this division.

Anthropology/Sociology

80CC. Peoples of Pre-Colombian Mexico. Fall, t.th. 9:40, L. Apodaca.

88CC. Changing Roles of Women and Men in the Chicano Community. Fall, t.th 1:15, L. Apodaca.

150CC. Mexican Immigration into the United States. Spring, to be arranged, L. Apodaca.

163CC. Sociological Models as Applied to Chicanos. Spring, to be arranged, L. Apodaca.

170CC. "B" Advanced Seminar in Anthropology/Sociology: Marxist Theory. Fall, w. 7, L. Apodaca and M. Mosqueda.

Art

67CC. Contemporary Chicano Art and Its Antecedents. Spring, to be arranged, M. Hernandez.

Chicano Studies

20CC. Introduction to Chicano Studies. A survey of the Chicano experience. The review will range from the Chicano perspective on literature, art and drama to politics, economics, socio-cultural systems, psychology, problems and needs. Spring, to be arranged, staff.

155CC. The Intellectual Heritage of the Chicano. The course traces the history of the recurrent problems of the Chicano intellectual heritage and analyzes their structure. Emphasis falls on concentration between theoretical and practical components of a culture. Various models of expression (e.g., poetry, painting, music, literature, philosophy) will constitute raw material for the course. Fall, m.w. 2:45, M. Vazquez.

170CC. Advanced Seminar on Selected Topics. A. History, B. Anthropology/Sociology, C. Fine Arts, D. Political Science, E. Psychology, F. Spanish Language and Literature. The seminars provide an intensive investigation of a variety of Chicano topics from the perspective of history, anthropology-sociology, fine arts, political science, psychology, and Spanish language and literature. Both semesters, w. 7, L. Apodaca and M. Mosqueda.

172CC. Field Research and Methodology in Chicano Studies. Quantitative and qualitative research with emphasis on Chicano population, with attention to ethnographic and survey research. Individual or groups of students will do research projects from initial planning and literature review to complete report. Fall, t. 7, M. Buriel.

Education

151CC. Issues in Educational Psychology of the Chicano. Spring, to be arranged, M. Buriel.

English

25CC. Expository Writing. Both semesters, m.w.f. 9, staff.

126CC. Chicano Literature. Fall, m. 7, M. Villareal.

Folklore

70CC. Regional Dances of Mexico. Fall, th. 7, M. Hernandez.

History

- 68CC.** The Chicano in the American Southwest. Fall, m.w. 1:15, M. Balderrama.
- 69CC. History of Mexico.** Fall, m.w.f. 10, M. Balderrama.
- 143CC. History of the Southern California Chicano Community.** Spring, to be arranged, M. Balderrama.
- 146CC. The Mexican Revolution.** Spring, to be arranged, M. Balderrama.

Political Studies

- 75CC. Chicano Politics.** Fall, t.th. 2:45, M. Mosqueda.
- 132CC. The Politics of Urbanism and Urbanization and The Chicano.** Spring, to be arranged, M. Mosqueda.
- 149CC. Public Policy and the Chicano Community**
Spring, to be arranged, M. Mosqueda.
- 160CC. Political Economy of the Chicano Community.** Spring, to be arranged, M. Mosqueda.
- 170CC. "D" Advanced Seminar in Political Science: Marxist Theory.** Fall, w. 7, L. Apodaca and M. Mosqueda.

Psychology

- 84CC. Psychology of the Chicano.** Fall, m.w.f. 11, M. Buriel.
- 151CC. Issues in Educational Psychology of the Chicano.** Spring, to be arranged, M. Buriel.
- 171CCa,b Fieldwork in Psychology of the Chicano.** Fall, t.th. 9:40, M. Buriel.

Stephen L. Glass, John A. McCarthy Professor of Classics

**Spanish Language and Literature**

- 10CC. Spanish as a Native Language: Level I.** Fall, m.w.f. 11, M. Villareal.
- 11CC. Spanish as a Native Language: Level II.** Spring, to be arranged, M. Villareal.
- 72CC. Audio-Lingual Communication Skills.** Spring, to be arranged, M. Villareal.

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 comprehensive examinations 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, Neopos, and Ovid. Elementary Latin composition. Fall, m.t.w.th.f. 11, S. Glass; Spring, offered at Scripps.

- 100. Vergil.** (Not offered in 1978-79)
- 102. The Roman Letter.** S. Glass. (Not offered in 1978-79)
- 121. Classical Mythology.** A systematic examination of the traditional cycles of classical myth. Readings from ancient literature in English translation. Some attention is given to the problems of comparative mythology, ritual, and related areas of archaeology and history. Fall, t.th. 1:15, S. Glass.
- 161. Greek Art and Archaeology.** S. Glass. (Not offered in 1978-79)
- 175. Roman Satire.** S. Glass. (Not offered in 1978-79)
- 177. The Roman Historians.** A careful study of Roman historiography primarily through readings in Livy, Tacitus, and Sallust. Offered at Scripps in 1978-79.
- 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, to be arranged, 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, to be arranged, staff.
- 198. Special Readings in Classical Archaeology.** (Not offered in 1978-79)

External Studies

- 9. Classical Studies in Rome.** (See External Studies 9.)

See also :

- History 12.** The Ancient Near East and Greece to 350 B.C.

Courses Offered at Other Claremont Colleges

at Pomona College

- 51a,b. Elementary Greek.** Both semesters, m.w.f. 9 and th. 8:45, H. Carroll.
- 101a,b. Intermediate Greek.** Both semesters, m.w. 1:15, staff.
- 102a,b. Readings in Biblical Hebrew.** Both semesters, m.w. 1:15, W. Whedbee.
- 181b. Advanced Greek.** Spring, to be arranged, H. Carroll.
- ID 50. Intellectual History of Greece.** Fall, m.w. 2:45-3:35 and optional discussion section Friday, H. Carroll, S. Glass and A. Wade.
- ID 51. Intellectual History of Rome.** Spring, m.w. 2:45-3:35 and optional discussion section Friday, H. Carroll, A. Wade and staff.

- History 102. Rome.** Spring, t.th. 8:20, H. Carroll.
- Philosophy 110. Ancient Philosophy.** Fall, m.w.f. 11, F. Sontag.
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at Scripps College

- 8b. Elementary Latin.** Spring, m.t.w.th. 11 and 1 hour arranged, A. Wade.
- 104. Roman Drama,** Fall, to be arranged, staff.
- 110. Cicero.** Fall, to be arranged, A. Wade.
- 177. The Roman Historians.** Spring, t.th. 9:40, A. Wade.
- 178. The Roman Elegy.** Spring, to be arranged, staff.
- 181a. Advanced Greek.** Fall, to be arranged, staff.
- HLA 1-2. Intellectual History of Greece.** Fall, m.w. 2:45-3:35 and optional discussion section Friday, H. Carroll, S. Glass and A. Wade.
- HLA 3-4. Intellectual History of Rome.** Spring, m.w. 2:45-3:35 and optional discussion section Friday, H. Carroll, A. Wade and staff.
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Drama.

A joint program offered by Pitzer, Scripps, Claremont Men's, and Harvey Mudd Colleges.

- 150a,b. History of the Theatre and the Drama.** Theatre and its development in relation to the other arts and to society. The study of significant plays from the Greek period to modern times. Emphasis on the theatre as a reflection of the thought and behavior of society. Both semesters, to be arranged, staff.
- 153. Introduction to Acting.** A basic exploration of sensory awareness, concentration, and theatrical expression. Development of emotional and imaginative capabilities through spatial and rhythmic exercises, improvisation, and scene study. Class work will culminate with workshop presentations of scenes of short plays. Permission of instructor. Fall, to be arranged, staff.
- 155a,b. Performance and Technical Production.** Credit may be obtained for satisfactory participation, as an actor or technician, in workshop or major production. Those interested in Technical Theatre will gain experience in aspects of design, construction, and lighting with the option of concentrating on one or more areas. Both semesters, to be arranged, staff.
- 157. Advanced Acting I.** (Not offered 1978-79)
- 191. Directed Readings in Drama.**

192. Independent Study in Drama.

at the Black Studies Center

148CC. Acting I. Will include an introduction to the actor and various acting techniques to include the use of sensory training, improvisation, scene study and analysis, character analysis. Student will prepare and present scenes employing techniques taught for student project at the end of the semester. Fall, to be arranged, J. King.

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.

15. Seminar in Contemporary Economic Issues.

H. Botwin. (Not offered in 1978-79)

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. Palmer.

20x. Principles of Economics: Macroeconomics.

H. Botwin. (Not offered in 1978-79)

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, m.w.f. 10, W. Naylor.

35. Introduction to Accounting. A study of fundamental functions, principles, and practices of accounting. Emphasis is placed on the construction, significance, and limitations of financial statements. Students acquire experience in the analysis of business transactions and in the performance of the steps in the accounting process. The course includes the study of accounting for individual proprietorships, partnerships, and corporations engaged in service, mercantile, and manufacturing operations. Published reports of various sizes and types of business are used to illustrate current applications of the practices studied. Fall, th. 7-10 p.m., S. Yoss (HMC); Spring, to be arranged, staff (Pitzer).

91. Statistics. (Formerly Economics 30) (See Political Studies 91.) Fall, m.w.f. 9, K. Pulling.

101. Industrial Organization. A study of the structure of U.S. industry and the influence of that structure on market

conduct and performance. Public policies toward business will be subjected to economic analysis. Prerequisite: one year of Principles of Economics or consent of instructor. Spring, t.th. 9:40, K. Pulling.

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 1979 External Studies program in London, H. Botwin.

120. Economic Development. H. Botwin. (Not offered in 1978-79)

121. Problems of Middle Eastern Development. W. Naylor. (Not offered in 1978-79)

130. Comparative Economic Systems. A comparative study of the economic organization and institutions of nations. Emphasis will be given to economic planning and to market allocation and the role of each in achieving social and economic goals. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, m.w.f. II, K. Pulling.

140. History of Economic Thought. H. Botwin (Not offered in 1978-79)

143. Alternative Economic Analyses. A survey of non-mainstream modes of economic analysis, including Marxism, Institutionalism, and the economics of the New Left. Critiques of orthodox economic analysis will also be surveyed. Prerequisite: one year of Principles of Economics or consent of instructor. Spring, t.th., 12, K. Pulling.

145. Public Finance. W. Naylor. (Not offered in 1978-79)

152. Money and Finance. (Formerly Monetary Theory and Policy) Introduction to the role of financial institutions in market economies. Survey of monetary theories and recent empirical work. Evaluation of monetary policies as allocative and stabilizing mechanisms. Prerequisite: one year of Principles of Economics or consent of instructor. Enrollment limited to 25 students. Fall, t.th. 9:40, W. Naylor.

160. Economic Theory: Macroeconomics. Advanced analysis of the determination of national income, employment, and prices. Survey of National Income Accounting methods, and theories of Consumption, Investment, and Trade. Investigation of Post Second World War performance of the U.S. Economy with emphasis on the effectiveness of Federal government stabilization policy. Criticism of

current policies, including The Economic Report of the President 1979, and short-run forecasting of the U.S. economy will be undertaken. Prerequisite: one year of Principles of Economics and Mathematics 18 or its equivalent; Economics 161 recommended. Spring, t.th. 1:15, W. Naylor.

161. Economic Theory: Microeconomics. Advanced analysis of price and allocation issues. Survey of recent theoretic contributions. Application to current issues of industrial organization, taxation, and regulation. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, t.th. 2:45, K. Pulling.

191. Seminar Analysis of Current Issues of Political Economy. This course will apply the concepts and techniques of Political and Economic analysis to selected policy problems. Problems of both domestic and international interest will be considered. For example in 1978-79, likely topics include: Energy, Water, Health, and Education. Readings will be chosen from both disciplines; egalitarian participation by all members of the seminar is anticipated. Enrollment limited to 25 students. Prerequisites: Principles of Economics, Political Studies 10, and upper-class standing. (For Political Studies students: this course will count as an International Relations course. For Economics students: a full year of Economic Theory is required.) Spring, m.w. 2:45, W. Naylor and J. Sullivan.

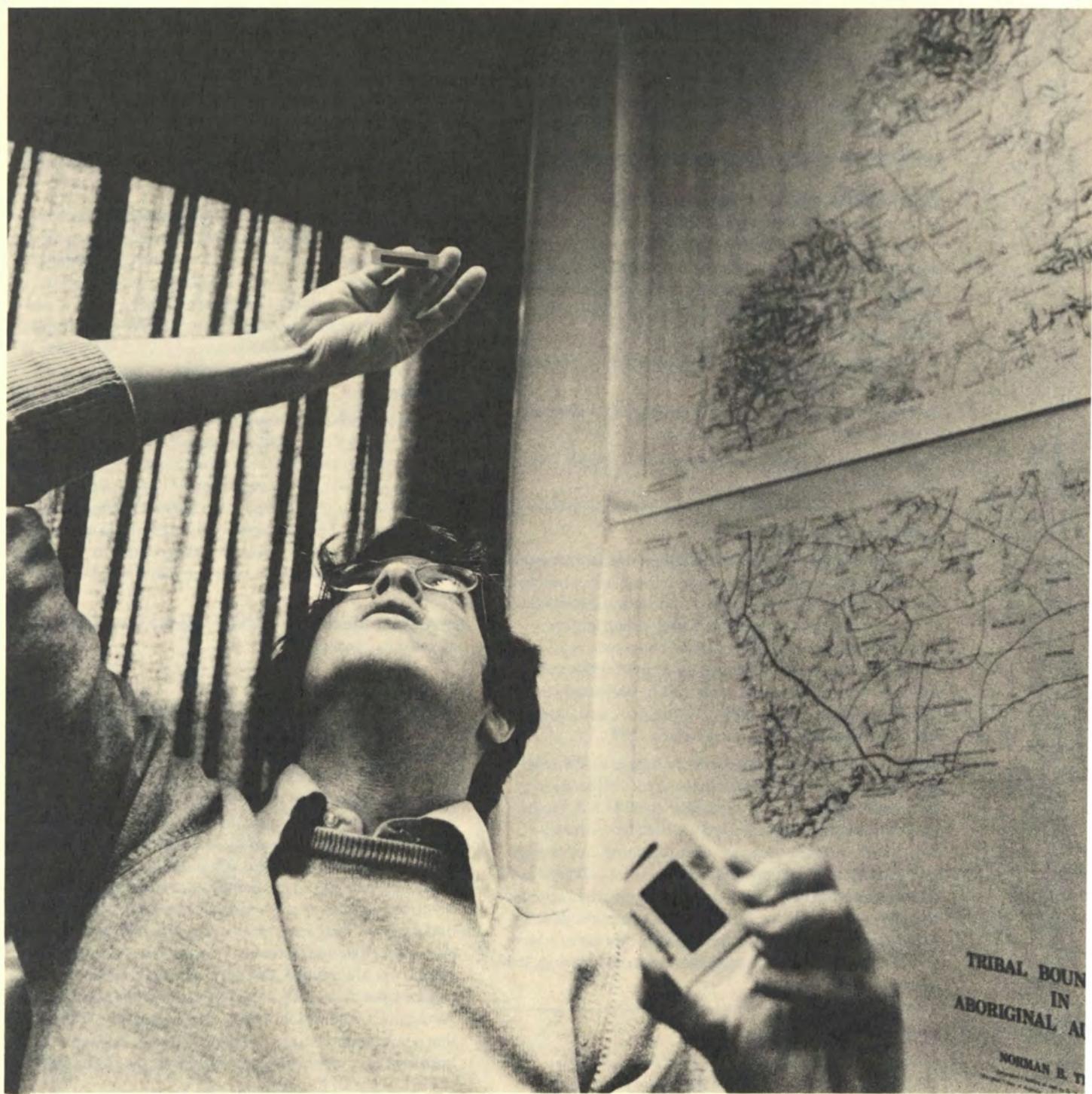
External Studies

Summer in London. (See External Studies 14.)

at the Black Studies Center

118CC. Socialist Economic Theories and the Developing Nations. 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, to be arranged, staff.

125CC. Economic Problems of the Black Community. An examination of macroeconomic and microeconomic levels of factors causing the general condition of economic exploitation and oppression in the Black community. A consideration of both general and specific manifestations of this condition such as unemployment, slum housing, poor health and crime. An analysis of relationships between the general condition of the Black community and the political economy of capitalism. Spring, to be arranged, staff.



TRIBAL BOUNDARIES
IN
ABORIGINAL AUSTRALIA

NORMAN R. TIDWELL

Intercollegiate

143G. Foundations of Aggregative Economic Analysis. Fall, t.th. 8:20, J. Speaks (HMC).

162G. Adv. Microeconomic Analysis. Fall, t.th. 1:15, E. Bradford (Pomona).

Education Pitzer College does not offer a program of pre-professional training for teachers or a regular concentration in education. Students interested in studying education as a social process should consult Ruth Munroe, Peter Nardi, or Susan Seymour. Students interested in teaching as a possible vocation should also consult the Office of Career Planning for further information.

Anthropology 71. Culture and Education. S. Seymour. (Not offered in 1978-79)

Environmental Studies 138. Developmental Human Ecology. Spring, t.th. 2:45, P. Shepard.

Sociology 34. Sociology of Education. P. Nardi. (Not offered 1978-79)

at the Black Studies Center**120CC. History of the Black Experience in Education**

I. An historical study of education in the Black community. A study of the impact of European educational systems on slave and post-slave communities. Beginning with traditional African forms of education, the course explores Greco-Roman, Judeo-Christian, and exploitative economic influences on the twentieth century. The philosophies of Black educators, e.g., DuBois, Washington, and Woodson, will be considered. Fall, to be arranged, staff.

121CC. History of the Black Experience in Education

II. The rise of public miseducation. A reconsideration of the nature and purpose of education in the U.S.A. from 1900-1976 and its relationship to the Black community. Topics include trade training, mass education, and college preparation, and such procedures and issues as IQ testing, financing remedial preparation, tracking systems, segregation, desegregation, teacher preparation, and the development of ethnically oriented curricula. The future of education in the Black community will be projected. Spring, to be arranged, staff.

at the Chicano Studies Center**151CC. Issues in Educational Psychology of the Chicano.** A survey of the educational psychology of

Chicanos. Attention will critically focus on the overall educational situation of Chicanos followed by a consideration of selected psychological issues that potentially explain the scholastic performance of this group. The impact of bilingual/bicultural programs on the educational achievement of Chicanos will be a major emphasis of the course. Spring, to be arranged, M. Buriel.

Intercollegiate**115G. Introduction To Early Childhood Education.**

An overview of historical and contemporary philosophies of early childhood education with a focus on various program models and activities. Emphasis will be on programs for infants through early elementary school years. Lecture and discussion. Enrollment limited to 20. Permission of instructor and laboratory preregistration required. Fall; lecture, w. 2:45-4:45; lab arranged, 3½ hrs. per week, 8:45-12:15, II:45-3:15, or 12:45-4:15, M. Keller-Douglass (CGS).

169G. Research and Practice in Early Childhood

Education. An examination of current research related to the growth, development, and education of young children. The focus will be on infants to children in primary grades. Lectures and discussion. Enrollment limited to 20. Permission of instructor and laboratory preregistration required. Spring; lecture, w. 2:45-4:45; lab arranged, 3½ hrs. per week, 8:45-12:15, II:45-3:15, or 12:45-4:15, M. Keller-Douglass (CGS).

170G. Introduction to Public School Teaching Spring, m. 6-8 p.m., staff (CGS).

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."



Honnold Library

English and American Literature Program

Students concentrating in the discipline of English and American Literature 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 10a 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 general literature program requires ten courses, seminars, or independent studies, including English 10 a and b. The remaining courses may be chosen from any of the current offerings in literature, in the original language or in translation. Students who select the literature program are also strongly urged to acquire a reading ability in at least one other language and to do substantial work in another related field.

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

2a,b,c. Basic Writing. (Formerly English 99a,b,c) An introduction to the fundamental techniques of expository prose. Credit for Basic Writing 2a,b,c is not granted to students who have completed another introductory expository writing class at The Claremont Colleges. Basic Writing courses do not count toward either track of the English major. They are graded on a Credit/No Credit basis except by arrangement with the instructor. Enrollment limited to 20 students.

- a. Fall, t.th. 8:20, B. Palmer.
- b. Fall, t.th. 12, B. Palmer.
- c. Spring, m.w. 12, B. Palmer.

2d. Basic Writing. (Formerly English 99d) An introduction to the fundamental techniques of expository prose. Spring, m.w.f. 9, B. Sanders.

4. Basic Writing for Juniors and Seniors. (Formerly English 99e) Designed primarily for upperclassmen, the course will stress writing assignments co-ordinated with papers students are writing for other classes. Class sessions will cover general writing problems while much of the students' time will be spent in individual conferences. Basic Writing courses do not count toward either track of the English major. They are graded on a Credit/No Credit basis except by arrangement with the instructor. Enrollment limited to 20 students. Spring, t.th. 8:20, B. Palmer.

6. The Research Paper. (Formerly English 99d) The course is specifically directed to those students who need help with their current research paper assignments. Work on organization, paraphrase, and documentation will be stressed in coordination with the required research papers in other courses. Limited to 15 students. Half course. Second half of both semesters: Fall, m.w. 12 and Spring, t. 12, B. Palmer.

8. Advanced Writing Seminar. (Formerly English 198) A course designed for those students whose writing is adequate but not excellent. We will work on problems of complex organization, style, sophisticated research technique, etc. Enrollment limited to 12. Fall, t.th. 12, E. Ringler.

10a,b. Introduction to Literature. (Formerly English 101a,b) A two-semester course required of English majors, covering representative works from eight periods of British literature. The works will be studied according to traditional methods of literary analysis. 10a is a prerequisite for 10b. Fall, t.th. 9:40, B. Sanders. Spring, t.th. 12, E. Ringler.

14. Anatomy of Poetry. (Formerly English 102) (See Freshman Seminar 1) Fall, m.w.f. 9, B. Meyers.

17. Anatomy of the Novel. An introduction to extended works of prose fiction, with examples drawn from different periods and from a variety of writers of English. Along with works from such authors as Jane Austen, D.H. Lawrence, Emily Bronte, James Joyce, William Faulkner, Henry Fielding, Charles Dickens, Henry James, Jerzy Kosinsky, Joseph Conrad, Herman Melville, Doris Lessing, Thomas Hardy, Virginia Woolf, and Vladimir Nabokov, readings will include basic critical documents dealing with the novel. Spring, w. 7, W. Lowery.

19. History and Aesthetics of Film. (Formerly English 107) 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: \$20. Spring, t. 7, and w. 2:45 or w. 5:45 B. Houston.

32. The Mediterranean. (See Political Studies 32) Spring, t.th. 2:45, L. Marquis.

35. Central Women in Novel and Film. (Formerly English 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. Course fee: \$20; enrollment limited to 20 students. Fall, w. 2:45-5:30, B. Houston.

103. Great Twentieth Century Women. This course will explore the life histories of women from a variety of fields: politics, science, literature, the arts. Among the women we will study will be Rosa Luxemburg, Emma Goldman, Dorothy Day, Simone de Beauvoir, Margaret Mead, Maya Angelou, Mary McCarthy, and Isadora Duncan. We will use

biography, autobiography, and the written works of these women to determine the common ground of what it means to be an outstanding woman in this century. Spring, t.th. 9:40, E. Ringler and I. Bell.

104a. Chaucer and Joyce: Introduction. (Not offered in 1978-79)

104b. Chaucer and Joyce. (Formerly New Resources English 180a,b) (See also New Resources 104b) Geoffrey Chaucer, in a period of the Middle Ages which has been described as the "age of crisis," established the dialect which informed the mainstream of English literature. In the age of crisis which followed World War I, James Joyce began the disassembling of that language. This seminar will compare the works of Chaucer and Joyce, concluding with an analysis of *The Canterbury Tales* and *Ulysses*.

The skills requisite for the reading of Middle English will be taught then. In teaching both Chaucer's and Joyce's works, we will devote considerable attention to developing techniques of critical reading which should prove useful in a wide variety of disciplines. Fall, m. 7, B. Sanders and A. Wachtel.

105. The Prophetic Tradition: England and America. Selections from Christopher Smart, William Blake, Walt Whitman, and Allen Ginsberg. Close readings, lectures, discussions. Enrollment limited to English majors. Spring, m.w.f. 11, B. Sanders.

108. Seminar in Stylistics. (Formerly English 128) (See Linguistics 128) An introduction to the linguistic analysis of literary texts, exploring the different approaches that have been suggested for the linguistic investigation of style in both prose and poetry. Restricted to juniors and seniors. Spring, t. 2:45, B. Houston and R. Macaulay.

125. Science and Poetry in the Seventeenth Century. (Formerly English 120) Developments in 17th century science (such as those of the alchemists) revolutionized the way people perceived the world and the way they wrote about it. To get clear about what happened, we will examine carefully both the science and the poetry of the age. Readings will include Donne and Hermes Trismagistus. Fall, m.w. 2:45, B. Sanders and R. Rubin.

127. Eighteenth Century Literature. (Formerly English 134) 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. Fall, t.th. 9:40, B. Houston.

132. The Great Tradition (19th century British novel). (Formerly English 146) A study of the nineteenth century novel. An exploration of the themes, conditions and artistry which contributed to the richest flowering of the English novel. The class will read such works as *Emma*, *Wuthering Heights*, *Jane Eyre*, *Great Expectations*, *Middlemarch*, *Tess of the D'Urbervilles*, etc. One of our major problems will be to understand what the "great tradition" of the English novel signifies. Freshmen and sophomores with permission of instructor. Fall, t.th. 2:45, E. Ringler.

144. The Damned and the Divine (18th & 19th century America). 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. Freshmen and sophomores with permission of instructor. Fall, m.w. 12, E. Ringler.

146. Six American Poets. (Formerly English 156) Whitman, Dickinson, Frost, Stevens, Eliot, Williams. Their poetry and prose. Discussions, exams. Fall, m.w.f. 11, B. Meyers.

147. Contemporary American Poetry: Roethke to the present. (Formerly English 150) A survey of schools and individual voices, including significant foreign influences in translation. Discussion, exams. Spring, w. 1-4, B. Meyers.

148. Definitions of Self in the Modern American Novel. (Formerly English 159) Analytical reading of selected novels (one by each of ten or so writers from 1920 to the present) to explore some assumptions and problems of *being*, including being "an American." Some lectures, class discussion, essay examinations, papers, reading and reporting on critical essays. Especially for juniors and seniors. Fall, m.w.f. 10, A. Jackson.

174a. Shakespeare: Poems, Comedies, and Histories. (Formerly English 117a) (Not offered in 1978-79)

174b. Shakespeare: Tragedy and Beyond. (Formerly English 117b) 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: a college level course in English literature and consent of instructor. Fall, m.w. 1:15, A. Wachtel.

176. Milton. (Formerly English 125) A careful study of the major works (*Paradise Lost*, *Paradise Regained*, and *Samson*

Agonistes) and most of the minor English poems, together with enough of Milton's prose to establish the intellectual and cultural context in which the artist worked. Recurrent themes: the poet as revolutionary; poetry as a means of changing people's values; the poetic craft. Fall, to be arranged, W. Lowery.

186a. Creative Writing: Fiction. (Formerly English 186) The basic elements of fiction writing will be explored individually and in concert. Students will be expected both to write fiction and to criticize the fiction of their classmates. Enrollment limited to 15. Fall, t.th. 8:20, A. Wachtel.

187a. Creative Writing: Poetry Workshop. Open to anyone seriously interested in trying to write poetry. An introduction to the technical problems involved in expressing oneself poetically. Enrollment limited to 15. Fall, m. 7, B. Meyers.

187b. Creative Writing: Advanced Poetry Workshop. Open to anyone seriously interested in trying to write poetry. An introduction to the technical problems involved in expressing oneself poetically. Prerequisite: 187a or permission of instructor. Enrollment limited to 15 students. Spring, m. 7, B. Meyers.

199a. Seminar: Critical Visions. (Formerly English 185a) The course will explore the ideas of the major literary critics such as Aristotle, Coleridge, Bradley, Eliot, Frye and others, with emphasis on current theories such as archetypal and structuralist criticism. Recommended for juniors and seniors; others by permission of the instructor. Fall, t.th. 1:15, B. Houston.

199b. Advanced Study. (Formerly English 185b) Tutorial, Spring, to be arranged, staff.

at the Black Studies Center

91CC. Introduction to Black American Literature I: Seventeenth Century to the Harlem Renaissance.

Reading and analysis of selected works in short and long fiction, poetry, drama, autobiography, and the essay. This course will examine the written records of oral literature — i.e., folktales, lyrics of early Black song (Spirituals and Blues), and slave narratives. In written literature, authors to be studied include Horton, Hammon, Wheatley, Douglass, Harper, Chesnutt, Dunbar, Washington, DuBois, and James Weldon Johnson. To develop critical thinking and to cultivate human understanding, the course includes lectures, class discussion, paper writing, essay examinations, and some library research. Especially for freshmen and sophomores. Fall, t.th. 1:15, A. Jackson.

92CC. Introduction to Black American Literature II: from the Harlem Renaissance to the Present. A con-

tinuation of 91CC. This course will explore the writings of representative authors including, for example, McKay, Cullen, Hughes, Thurman, Bontemps, Petry, Wright, Ellison, Brooks, Baldwin, Baraka, Margaret Walker, Evans, and Clifton. Spring, t.th. 1:15, A. Jackson.

93CC. Introduction to African Literature. Reading and analysis of selected works in fiction, poetry, drama, and autobiography. This course is an introduction to the literature of the entire continent and will include Portuguese, Arabic, and French works, in translation, as well as translations of works originally written in the African vernacular languages. Authors to be studied include Dib, Boudjedra, Fagunwa, Achebe, Armah, Awoonor, Beti, Kane, Laye, Ngugi, Ogot, Okara, Soyinka, Abrahams, Mphahlele, La Guma, Head, Tutola, P'Bitek, Rubadiri, Rive, Nkosi, Brutus, Mofolo, and Gatheru. Fall, t.th. 1:15, L. Beard.

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. 9:40, L. Beard

142CC. Intermediate Expository Writing. A continuation of English 141CC. This course concentrates on the refining of expository style. Emphasis on writing the long research paper. Spring, 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, to be arranged, staff.

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. A detailed study of the press will be made. Fieldwork on local publication is required. Ability to type is recommended. Class limited to 10. Spring, to be arranged, staff.

191CC. Black Writers of the U.S.A. Readings in the essay, poetry, fiction, and drama. Early materials include Spirituals, David Walker's *Appeal*, and DuBois's *Souls of Black Folk*. Emphasis on selected works by modern authors

including Hughes, Wright, Ellison, Baldwin, and Baraka. Especially for juniors and seniors. Spring, m.w. 12, A. Jackson.

192CC. Special Studies in Black Literature in the U.S.A. This course may be repeated with different content, for credit. Generally, the course provides for intensive study of a specific author, genre, theme, period, or movement among Black writers within the U.S.A. The course this year will focus on the following: Women Fiction Writers. An historical survey from 1892 to the present of 12 to 15 representative selected works in the novel and the short story, including some by Faust, Larsen, Hurston, Margaret Walker, and Alice Walker. Especially for juniors and seniors. Fall, t. 2:45-5:30, A. Jackson.

193abcCC. Topics in African Literature. This course may be repeated, with different content for credit. Generally, the course provides for intensive study of a specific author, genre, theme, period, or movement among African writers. For juniors and seniors; others by consent of instructor: enrollment limited to 20. Fall, w. 1:15-3:30; Spring, t.th. 1:15-3:30, L. Beard.

196CC. The Francophone/Anglophone Experience. An analysis of the literature which resulted from the colonial experiences. The course will focus on West African & Caribbean writers and will be team taught by a member of the English Department and a member of the French Department. Prerequisite: a previous course in literature. Spring, t. 2-4, L. Beard and M. Shelton.

*Paul H. Shepard, Avery Professor
of Natural Philosophy and Human Ecology*



at the Chicano Studies Center

25CC. Expository Writing. Intensive, supervised practice in writing effective prose and in developing a logical, analytical style and sound sentence structure. Special emphasis will be given to the writing problems of bilingual persons. Both semesters, m.w.f. 9, staff.

126CC. Chicano Literature. Reading analysis of selected contemporary Chicano literary pieces. Emphasis on literary theory and its application to Chicano literature. Readings of Rivera, Vasquez, R. Sanches, Alurista, L. Valdez, and others. Lectures, essay writing, and research. Designed for students interested in Chicano expression as manifested in poetry, narrative, and drama. Fall, m. 7, M. Villareal.

Intercollegiate Cooperative Course

ID 77. Renaissance Society and the Arts. Multi-disciplinary, inter-collegiate course considering contributions from the fields of science and technology, art history, history, literature, music, religion and sociology. Exhibition of sixteenth century Italian engravings, a concert of Renaissance music, a special symposium on Cervantes and a production of *Macbeth*. One course credit for lectures, three seminars, term paper, and final examination; one-half course credit for lectures and final examination. Lectures to be given by guest speakers, each of whom will provide a syllabus and conduct a seminar. Fourteen Claremont faculty in Renaissance fields will attend lectures and seminars and evaluate papers and examinations. Fall, th. 8; seminars on f. 1:15, G. Geiger (Pomona).

Intercollegiate Course

132G. Literature of the 17th Century. Spring, t.th. 9:40, M. Whigham.

chosen so as to include some work in each of three areas:

- A. Human ecology (courses numbered 30-49 and 130-149, and normally including ES 30 or 138);
- B. Environmental science (courses numbered 50-69 and 150-169, and normally including ES 64);
- C. Environmental policy (courses numbered 70-89 and 170-189, and normally including ES 170).

Concentrators should also include in their programs some provision for field work, which may be done through such External Studies programs as Studies in Environmental Arts, the Washington Semester, or Natural Resource Ecology and Management (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, Carl Hertel and Sheryl Miller (at Pitzer); Robert Feldmeth and Daniel Guthrie (at Joint Science).

30. The Man-Nature Confrontation. P. Shepard. (Not offered in 1978-79)

31. The Quest for an Ecological Ethic. (See Freshman Seminar #3) Fall, m.w.f. 9, J. Rodman.

32. From Ape to Angel?: The Evolution of Human Behavior. (See Anthropology 50) Fall, t. 7, S. Miller.

33. Population and Society. (See Sociology 33) Spring, m.w. 1:15, A. Stromberg.

35. Man-Environment Relations in Prehistory. (See Anthropology 66) Spring, t.th. 12, S. Miller.

36. Native Americans and Their Environments. (See Anthropology 12) Spring, m.w. 12, S. Miller.

37/137. Environments Workshop. (See Art 52/102) Spring, t.th. 1:15-4, C. Hertel.

40. Topics in Political Philosophy: Political Philosophy and the Ecological Crisis. (See Political Studies 70) Fall, m.w. 1:15, J. Rodman.

61. Applications of Science. (See Natural Sciences 61) Half-courses, some of which deal with environmental topics. Both semesters, to be arranged, staff.

62. Environmental Science: Human Ecology. (See Natural Sciences 62) Fall, m.w.f. 11, D. Guthrie and staff.

64. Introductory Biology: Organisms, evolution, ecology. (See Biology 44) Spring, m.w.f. 9; laboratory t.w.th., to be arranged, C. Eriksen and staff.

67. Energy and the Environment. (Formerly Environmental Studies 55) Examination of the options available for meeting energy requirements of this century. Consideration

40

Environmental Studies

of resources and consumption patterns, thermodynamic limitations, immediate and long-range engineering options, analysis of energy resource modeling, environmental consequences. Topics include fossil fuel, nuclear, geothermal, and solar energy systems. (Joint course with Harvey Mudd College. For non-technical students.) Fall, t.th. 9:40, R. Phillips.

71. Seminar in Contemporary Economic Issues. H. Botwin. (Not offered in 1978-79)

72. Principles of Economics: Microeconomics. (See Economics 21) Spring, m.w.f. 10, W. Naylor.

133. Animal Rights. (See Philosophy 179 and Political Studies 179) Spring, m.w. 12, J. Rodman and R. Rubin.

134. Landscape Painting. (See Art 120) Spring, m. 1:15-2:15, w. 1:15-4, C. Hertel.

135. Aspects of Environmental Design. C. Hertel. (Not offered in 1978-79)

136. Animals and the Imagination. P. Shepard. (Not offered in 1978-79)

138. 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. Spring, t.th. 2:45, P. Shepard.

139. The Desert as a Place. An interdisciplinary investigation of the desert environment as a place with some emphasis upon the American Southwest. Correlations between natural and cultural forms, histories, materials, motives and adaptions will be studied. Topics to be considered will include structural and behavioral adaptions in the natural and cultural ecologies; climate, geomorphology and architectural form; taxonomy, desert flora and fauna and their cultural uses; and various ramifications of the interaction between the desert ecology and cultural consciousness in arid zones. A one week field trip at student expense during spring vacation will be required. Seniors and juniors or

permission of instructors. Enrollment limited to 15 students. Credit/No credit. Spring, t.th. 10-1, C. Hertel and P. Shepard.

142. The Pre-history of Consciousness. P. Shepard. (Not offered 1978-79)

145. Energy and Energy Crises in Historical Perspective. This course focuses on the fundamental role of energy in man's rise to civilization. Beginning with the use of fire in pre-historic time, the course traces the Promethean gift up to the 1970s. Energy will be treated on three levels at particular points in history: sources of energy and the technologies to develop and utilize them; the role played by energy in the society or culture; and the environmental impact of the exploitation and utilization of energy. Dependence on energy has brought energy crises in history, and the course identifies and analyzes the making — and unmaking — of previous energy crises. (Joint course with Harvey Mudd College. No technical background required.) Spring, to be arranged, D. Houndsell.

150. Ecology. (See Biology 146) Spring, t.th. 9:40, laboratory, f. 1:15-5:15 and arranged, C. Eriksen.

151. Freshwater Ecology. (See Biology 133) Fall, t.th. 9:40, laboratory, t. 1:15-5:15, R. Feldmeth.

152. Evolution. (See Biology 145) Fall, m. 1:15-4:30, D. Gutrie.

170. The Politics of Ecology. (See Political Studies 133) Fall, t.th. 2:45, J. Rodman.

171. The Politics of Water. (See Political Studies 142) Spring, t.th. 12, J. Rodman and J. Sullivan.

173. Political Community: Regional and International Perspectives. (See Political Studies 140) Fall, m.w. 12, J. Sullivan.

176. Seminar: Analysis of Current Issues of Political Economy. (See Economics 191, Political Studies 191) Spring, m.w. 2:45, W. Naylor and J. Sullivan.

See also:

at Pitzer College:

Anthropology 1 (Introduction to Archaeology and Biological Anthropology), **10** (Hunters and Gatherers), **55** (Animal Communication and Human Language)

Art 123 (Native American Art of the Ancient Southwest)

Natural Sciences 14-15 (Basic Principles of Chemistry), **31** (General Physics), **43** (Introductory Biology I)

Political Studies 119 (Congress and the Executive), 129
(Policy Analysis)

Sociology 22 (Sociology of Health and Medicine), 25
(Technology, Organization, and People)

at Pomona College:

Biology 10 (Human Biology), 15 (Field Classification of Flowering Plants), 61 (General Biology: Evolution and Ecology), 62 (General Biology: Organisms), 102 (Vertebrate Ecology—Not offered 1978-79), 104 (Plant Ecology), 106 (Aquatic Biology), 108 (Principles of Evolution and Systematics)

Geology 1 (Introduction to Geology), 53 (Earth History)

Government 138 (The Politics of Energy Policy)

Sociology 152 (Population and Human Ecology)

European Studies. European studies is an interdisciplinary concentration with an area focus. Concentrators must complete satisfactorily at least ten courses or their equivalent, approved by the European studies advisor, choosing from among the following fields courses which deal wholly or at least substantially with Europe (or part of Europe): anthropology, art history, classics, economics, history, linguistics, literature, philosophy, political studies, religion, sociology.

A concentrator's program should be designed to emphasize knowledge and thought in depth of (a) a particular period — e.g., the Middle Ages, the Enlightenment, or the Twentieth Century; or (b) a particular nation, state or area — e.g., England, the Holy Roman Empire, or Scandinavia; or (c) a particular synthesis of these. Students emphasizing modern Europe should take at least one course each in classical and in medieval studies for background. Students interested primarily in the classical period should concentrate in classics.

In their senior year concentrators will write a lengthy paper on a topic approved by the concentration advisor. Superior students may be invited to honors candidacy and write a senior honors thesis, for which independent study credit will be given.

A semester or a year of study abroad in Europe is recommended. Proficiency in a European language must be achieved by the beginning of the junior year.

For further information see Mr. Marquis.

Film Studies. Through cooperation with Claremont Men's and Pomona 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; 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.

70. Sociology of Communications. P. Nardi. (Not offered 1978-79)

108. Images of Women in Film. B. Houston. (Not offered in 1978-79)

182aCC. The Grammar of Film An introduction to film making utilizing the super 8mm format. Each student will complete several brief silent film exercises and will plan, shoot and edit one complete film with accompanying audio taped sound track. Additional objectives include student development of critical film analysis and a theoretical understanding of 16mm film technology. Equipment/supplies. Course fee \$30. Class limited to 15 students. Fall, to be arranged, staff.

182bCC. Independent Film Making. This course in-

cludes preproduction script development and budgeting; production lighting, sound, and camera; and post production editing and dealing with the commercial lab. Each student will complete a short 16mm black and white film with magnetic film sound-track to be viewed in inter-lock. Equipment/supplies. Lab fee \$30. Prerequisite: 182aCC or equivalent. Spring, to be arranged, staff.

183abCC. Advanced Film Making. (Not offered in 1978-79)

199CC. Advanced Independent Studies in Television or Film. Individual or group production in super 8mm or 16mm film or ½" video tape. Scope of these projects is more complex than work completed in prerequisite courses. Post production should be begun before enrollment and basic technology and theory should be mastered. Both semesters, to be arranged, staff.

at the 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, to be arranged, B. Woodberry.

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 II or Sociolinguistics IIO
- 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. Spring, m.w.f. 12, D. Cressy.

90. 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. Spring, m.w.f. 9, D. Brenneis

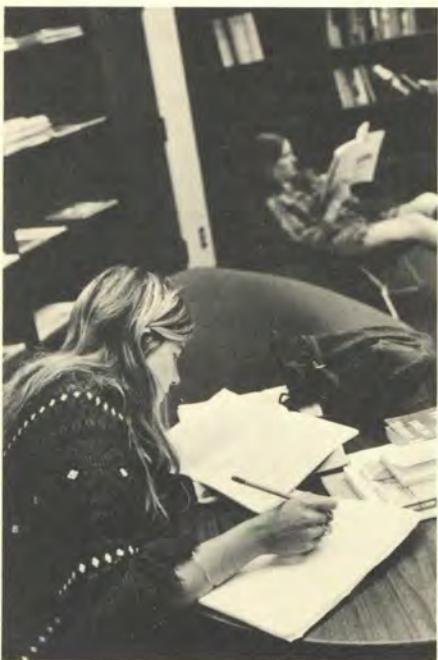
91. Music in Culture. This course will examine the forms and uses of music in a variety of western and non-western cultures. Ability to read music strongly recommended. Spring, m.w. 1:15, D. Brenneis.

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. Fall, t.th 1:15, S. Glass.

152. Verbal Performance. D. Brenneis. (Not offered in 1978-79)

at the Chicano Studies Center

70CC. Regional Dances of Mexico. An introduction to Mexican folk dance in its most traditional manners. A practical study of choreography for the Sones, Jarabes, and



Huapangos from principal folk regions of Mexico. Includes history and meaning of dances, reading assignments, and research paper. Fall, th. 7, M. Hernandez.

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. Although Pitzer students normally enroll in courses at their own college, they may 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. Enrollment limited to 22 students. Fall: at Pitzer, m.t.w.f. II, H. Senn; at Scripps, m.t.w.th. II, M. Chefedor or m.t.w.th. II, M. Fucaloro.

1b. Introductory French. Second semester continuation of 1a. Prerequisite: French 1a. May repeat for credit. Enrollment limited to 22 students. Fall: at Scripps, m.t.w.th. II, M. Eversole; at CMC, m.w.f. 10 and 1 hr. arranged, M. Shelton. Spring: at Pitzer, m.t.w.f.II, H. Senn.

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. May repeat for credit. Enrollment limited to 22 students. Fall: at Pitzer, m.w. 10, t.th. 9:40, H. Senn; at Scripps, m.t.w.th. 10, D. Krauss or m.t.w.th. 10, M. Fucaloro. Spring: at CMC, to be arranged, M. Shelton.

105. French Society and Culture. A study of French society from several perspectives: literature, art, the history of ideas, folk culture, anthropology. The aim of the course is to arrive at an understanding of the French character, seen as the result of the combined influence of the above forces. Projects will focus on a folk custom, an event in French history or an institution and its importance to the civilization. Prerequisite: French 70. Fall, m.w.f. 12, H. Senn.

107. Exile and the Kingdom: the Absurd in 20th Century Literature. H. Senn. (Not offered 1978-79)

167. Politics and Literature in France: Machines and the Cultural Revolution. H. Senn. (Not offered 1978-79)

at the Black Studies Center Languages

1a,CC. Introductory French. (Formerly 30abCC) Classroom and laboratory practice to develop necessary reading and writing skills. Conversation groups to be arranged. Fall, m.t.w.th. II, M. Shelton.

1b,CC. Intermediate French. (Formerly 31CC) Study of more advanced structures of French grammar. Reading and

writing through intensive practice. Laboratory and conversation groups to be arranged. Spring, m.t.w.th. II, M. Shelton.

160CC. Franco-African Literature. (taught in French) An advanced survey. Analysis and readings of selected works of fiction, poetry and drama representing the most important trends of French-African and French-Caribbean literature from the colonial period to the present. Especially recommended for juniors and seniors. Fall, t. 1:15-3:30, M. Shelton.

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.

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

1a. Introductory German. Instruction in basic grammar and vocabulary supplemented by extensive readings and conversation on German life and culture. Emphasis on mas-

try of oral communication as well as use of written language. Laboratory work arranged. Fall, m.t.w.f. 11, J. Poynter (CMC); m.w.th.f. 9, R. Burwick (Scripps).

1b. Intermediate German. Second semester level. Intensive practice of the fundamental skills through conversation, reading and writing. Laboratory work arranged. Fall, m.w.f. 9 and m. 4:15, D. Yale; Spring, m.t.w.f. 11, J. Poynter (CMC); m.w.th.f. 9, L. Dormer (Scripps).

15. German for Reading Knowledge. Designed for students in the natural and social sciences, as well as in the humanities, for learning German as a research tool. A concentrated course with emphasis on grammar and translation. Conducted in English. Open to all students. Fall, m.w.f. 11, D. Yale.

25. Reading German: Advanced. Students will refine reading skills and increase speed in comprehending scholarly texts. Intensive practice in the classroom plus individual projects in the student's specific field of study. Prerequisite: German 15 or one year of college German or equivalent. Spring, m.w.f. 11, D. Yale.

54. Advanced German. Review of grammar. Conversation, composition, and readings based on literary sources. Concentration on syntax, style, and idiomatic phrases. Laboratory work arranged. Fall, m.w.f. 9 plus 1 hr. arranged, J. Poynter (CMC); Spring, m.w.f. 9 plus 1 hr. arranged, J. Poynter (CMC).

70. Introduction to German Literature. Interpretation of literary selections with main emphasis on explication of texts. Introduction to literary theory and history of genres. Given in German. Prerequisite: German 54 or equivalent. Fall, m.w.th. 11, E. Potter (Scripps); Spring, m.w.f. 11, L. Dormer (Scripps).

Advanced German courses available at the other Claremont Colleges

at Claremont Men's College

125. 19th Century German and Austrian Drama. Spring, m.w. 1:15, J. Poynter.

at Pomona College

101. Introduction to Literary Analysis. Fall, m.w.f. 9, R. Sheirich.

132. Sturm und Drang. Fall, th. 7-9:30, R. Sheirich.

137. Goethe und Schiller. Spring, th. 7-9:30, R. Sheirich.

140a,b. Literature of the 19th Century. Both semesters, m. 7-9:30, D. Brueckner.

MEL 181. Kafka, Hesse, Mann (in Translation). Spring, w. 7-9:30, staff.

at Scripps College

111c. Masterpieces of 20th Century German Literature. Fall, m.w. 1:15, E. Potter.

127. Modes of Irony. Spring, t. 7-9:30, R. Burwick.

History. For a 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.

In addition to the specific requirements for the concentration in history, the history faculty encourages its concentrators to acquire a broad background in the liberal arts.

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. S. Glass and D. Cressy. (Not offered 1978-79)

11. The Rise of Modern Europe. Spring, t.th. 9:40, W. Warmbrunn and staff.

12. The Ancient Near East and Greece to 350 B.C. A careful examination of the birth of riparian societies in the Near East, the problems of the Aegean Bronze Age, the evolution of Classical Greece to the rise of Alexander the Great. Special attention is given to primary source material with extensive readings from Homer, Herodotus, Thucydides, the dramatists, and Plutarch. Some time is devoted to the specialized strengths and inevitable weaknesses in the historical investigation of classical antiquity. Fall, m.w.f. 10, S. Glass.

18. Men and Women in History: Explorations in Psychohistory and Biography. The course will focus on the lives of famous men and women in the light of psychoanalytical theory. Lives studied will include those of such men as Wilson, Hitler and Nixon, and of women such as Queen Victoria, George Sand and Madame Curie. Subjects will include not only statesmen and rulers, but also writers and artists. The seminar will explore ways in which infancy, childhood and adolescence affect the public lives and actions of our subjects as adults. It also will study changing child-rearing modes in different ages and cultures. A special attempt will be made to apply psychoanalytical concepts to an understanding of a mature sense of identity in famous women. The basic concepts used will be Freud's, but contemporary authors who have modified orthodox psychoanalytical theory will be considered, particularly Erik Erikson with his emphasis on the importance of later life stages including adulthood and middle age.

The course is designed as an Entry Course for New Resources students to introduce them to current thought at the intersection of humanities and the social sciences. Spring, m. 7-10, W. Warmbrunn.

20. Europe from the Middle Ages to the Reformation. An introduction to the development of Europe from the fall of the Roman Empire to the Reformation. Topics will include feudalism, medieval Catholicism, humanism, the spread of Protestantism and the rise of the Nation State. Primarily for freshmen and sophomores. Fall, t.th. 9:40, G. Kates.

32. The Mediterranean. (See Political Studies 32) Spring, t.th. 2:45, L. Marquis.

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. Spring, m.w.f. 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, m.w.f. 10, D. Cressy.

55,56. United States 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. United States History, 1620-1877. Fall, m.w.f. 11, M. Jimenez.

56. United States History, 1877-present. Spring, m.w.f. 11, M. Jimenez.



60. Traditional 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, m.w.f. II, J. Dennerline, A. Greenberger and J. Gould.

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

124. The Social History of Early Modern Europe. A study of social change and social structure in Europe from the end of the middle ages to the industrial revolution, with special emphasis on England and France. Topics to be explored include historical demography, education, witchcraft, and social stress. Spring, t. 7, w. 4, D. Cressy.

131. The French Enlightenment. This Seminar will study the writings of the French philosophers including Voltaire, Montesquieu, Rousseau, Diderot, d'Alembert and Condorcet. Our emphasis will be on the social context in which their ideas were debated and the extent to which their thought can be viewed as the ideological origin of the French Revolution. Primarily for juniors and seniors. Fall, t.th. 2:45, G. Kates.

133. British Empire and Commonwealth. The rise of the British Empire after the American Revolution, its growth in Africa, Oceania, and Southeast Asia, the development of the Dominions in South Africa, Canada, Australia and New Zealand, and the beginnings of nationalism in the dependent empire will be discussed. The emphasis will be on intellectual and social developments; the reasons for British expansion, its effect on domestic institutions, different methods of rule based upon different ideologies, and the different effects of British rule on the various parts of the Empire. Fall, m.w. 2:45, A. Greenberger.

136. The Age of Democratic Revolutions 1760-1815. The period from 1760 to 1815 witnessed the eruption of the first wave of revolutions which introduced the practice of democracy in the modern world. Through a comparative study of several of these revolutions, including the American and French, we will explore common patterns and differences in such areas as political theory, technological change, the rise of the working class, and the ways in which these revolutionary movements determined future de-

velopments in Western Europe and the Americas. Primarily for juniors and seniors. Prerequisite: History II or consent of instructor. Spring, t.th. 1:15, G. Kates.

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.

152. Ethnic and Racial Pluralism in American History. This course will consider the experience of ethnic and racial sub-groups in the American population from 1800 to the present. Groups to be discussed include European immigrants as well as Blacks and Chicanos. Differences in the processes of assimilation among various groups and reasons for these differences will be analyzed. Fall, m.w. 1:15, M. Jimenez.

155. Early American Social History: The Colonial Period to 1820. This course will focus on patterns of change in the early American social system, with a special emphasis on demography, family structure, and religious values. The social causes and effects of the American Revolution will be considered. Spring, m.w. 2:45, M. Jimenez.

156. The Rise of Social Welfare in America Since 1700. This course will focus on the historical antecedents of current welfare policies, with special emphasis on the history of poverty and of insanity. Changing attitudes toward deviant groups, which resulted in the rise of social welfare institutions, will be traced. Spring, t.th. 9:40, M. Jimenez.

176. Political Thought: East and West. (See Political Studies 176) Spring, m.w. 2:45, A. Greenberger and S. Snowiss.

190. The Diaspora. A study of the Diaspora through an analysis of various Jewish communities in different historical periods and in different geographical and cultural settings. Enrollment limited to 20 students. Fall, t. 2:45-5:15, A. Greenberger.

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, t.th. 2:45, W. Warmbrunn.

at the Black Studies Center

50CC. Survey of Afro-American History (1600-1865). 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 systems in the Americas, the Afro-American's function in and resistance to that system; and the development of Black communities in urban areas in the mid-Atlantic, New England, and southern cities of the United States. Fall, to be arranged, staff.

51CC. Survey of Afro-American History (1865-Present).

This course focuses on the Afro-American experiences since the American Civil War. Particular emphasis will be given to the period of Reconstruction, the rise of such men as Booker T. Washington, W.E.B. Dubois, and Marcus Garvey. The migration of Blacks out of the south into the north and the mid-west is another important phase of the Afro-American experience which will be discussed. Finally this course will attempt to cover other important topics such as Blacks in the military, Blacks in the "Great Depression," the Civil Rights Movement and the meaning of Watts 1965. Spring, to be arranged, staff.

65CC. Survey of African History to 1600. (Formerly 130CC) The history of the African continent from earliest man at Olduvai Gorge to the fall of the last great Western Sudanic Kingdom of Songhai. Special attention is given to the methodology used by the Africanist, the development of Egyptian civilization and its interaction with the rest of Africa. Fall, m.w.f. 10, L. Wilson.

66CC. Survey of African History 1600-Present. (Formerly 131CC) This course will begin by analyzing a variety of African states during the centuries before the imposition of colonial rule. Considerable emphasis will then be given to the state of African societies on the eve of colonial rule, followed by discussions of colonial rule itself and the roles played by Africans during this era. Some of the other topics which will be discussed are the rise of nationalism, independence and after, the liberation movements, contemporary African institutions and the importance of Southern Africa in modern Africa. Spring, m.w.f. 10, L. Wilson.

180CC. Topics in African History. Special themes in African History. Spring, to be arranged, staff.

160CC. Topics in Afro-American History. Special themes in Afro-American history. Spring, to be arranged, staff.

at the Chicano Studies Center

68CC. The Chicano in the American Southwest. A survey of the historical development of the character, economy, social structure, politics, culture, and ideas of the Spanish-speaking people of Indo-Hispano-Mestizo-Mulatto descent in the United States from settlement until the present. Fall. m.w. 1:15, M. Balderrama.

69CC. History of Mexico. The course surveys the history of the Mexican nation from conquest until the present. Mexican history is viewed within the context of other Latin American nations and the world. Attention is also given to Mexico's impact upon Mexicans and Chicanos in the United States. Fall, m.w.f. 10, M. Balderrama.

143CC. History of the Southern California Chicano Community. The southern California Chicano community serves as a case study for determining patterns of class stratification, occupational and residential mobility, community growth, family structure and social adaptation from settlement until the present. Spring, to be arranged, M. Balderrama.

146CC. The Mexican Revolution. The Mexican revolution of 1910, the first revolutionary movement of the twentieth-century, is analyzed and evaluated in terms of contemporary Mexico, the Chicano community, Latin America, and the world. Spring, to be arranged, M. Balderrama.

Intercollegiate

124G. From Roosevelt to Roosevelt. Fall, m.w.f. 10-II, M. Niven (Pomona).

140G. Amer. Const. Hist. I. Fall, t.th. 1:15-2:30, M. Levy (Pomona).

141G. Amer. Const. Hist. II. Spring, t.th. 1:15-2:30, M. Levy (Pomona).

153G. Modern Germany. Fall, m.w. 1:15-2:25, M. Gibbons (Pomona).

155G. The Habsburg Monarchy, 1618-1918. Spring, m.w. 1:15-2:25, M. Gibbons (Pomona).

177G. 19th Cent. Am. Intell. & Cult. Hist. Fall, t.th. 9:40-II, M. Dawidoff (CGS).

178G. 20th Cent. Am. Intell. & Cult. Hist. Spring, t.th. 9:40-II, M. Dawidoff (CGS).

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.

Art

155. Seminar in the Contemporary Arts (including Latin and South America). Spring, m. 2:30-5, S. Lewis (Scripps).

Folklore

70CC. Regional Dances of Mexico. Fall, th. 7, M. Hernandez (CSC).

History

69CC. History of Mexico. Fall, m.w.f. 10, M. Balderrama (CSC).

135. The Background of Modern Latin America. Fall, m.w.f. 9, M. Herbold (Pomona).

146CC. The Mexican Revolution. Spring, to be arranged, M. Balderrama (CSC).

167. Social and Economic History. Fall, m.w. 1:15, P. Koldewyn (CMC).

International Relations

167. U.S. and Developing Nations. Spring, t.th. 2:45, M. Herbold and M. Tugwell (Pomona).

Latin American Literature

104. Political and Social Literature in Latin America. Spring, m.t.w.f. 9, P. Koldewyn (CMC).

106. The Mexican Woman: The Image in the Mirror. Fall, m.w.f. 12, H. Sheldon (Pitzer).

116. Order, Revolt and Realism in Hispanic Literature. Fall, m.w. 2:45, M. Soldevilla (Scripps).

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

127. Latin American Novel in Transition. Fall, m.w.f. 10, M. Olivares (Pomona).

155. Selected Masterpieces of Hispanic Literatures. Fall, t.th. 1:15, M. Little (Scripps).

159. Latin American Fiction II. Spring, t.th. 1:15, M. Little (Scripps).

175. Modernism and Vanguardism. Spring, m.w. 2:45, M. Soldevilla (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

50

Linguistics

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. Both semesters, m.w.f. 9, R. Macaulay and K. Kossuth.

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 contempo-

rary society. Prerequisite: Linguistics 50 or consent of instructor. Spring, m.w. 1:15, K. Kossuth.

103. Phonetics. R. Macaulay. (Not offered in 1978-79)

105. Syntax. Staff. (Not offered in 1978-79)

108. Phonology. An introduction to the principles of modern generative phonology. The methods and theory of phonological analysis: abstractness, rule ordering, naturalness, and the phonetic basis of phonology. Prerequisite: Linguistics 50 and 51 or consent of instructor. Spring, t.th. 1:15, R. Coppeters.

110. Language in Society. (Formerly Sociolinguistics.)

Systematic methods for the study of language in the speech community, techniques for the observation, recording, elicitation, and analysis of natural speech. Relationship of patterns of language use to social structure, particularly to stratification; creative and competitive use of language in social interaction. The nature of standard languages, creoles and pidgins, problems of bilingualism and multilingualism. Consideration of the ethnographic significance of sociolinguistic perspective — how a consideration of communicative behavior enhances our understanding of social life. Prerequisite: Linguistics 50-51 or consent of instructor. Spring, m.w.f. II, D. Brenneis and R. Macaulay.

111. Language and Culture. (Formerly Linguistics 104.) R. Macaulay and D. Brenneis. (Not offered in 1978-79)

121. Learning and Teaching a Second Language. R. Macaulay. (Not offered 1978-79)

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, m.w.f. II, R. Macaulay.

125. Linguistic Field Methods. A language unfamiliar to members of the class will be analyzed from data elicited in class from an informant. The class will attempt to gain as full a picture as possible of the language, with particular emphasis on syntax. The language will vary from year to year; in 1975 it was Quechua. Prerequisite: Linguistics 50 or consent of instructor. Fall, m.w. 2:45, K. Kossuth and R. Coppeters.

128. Seminar in Stylistics. An introduction to the linguistic analysis of literary texts, exploring the different approaches that have been suggested for the linguistic investigation of style in both prose and poetry. Restricted to juniors and seniors. Spring, t. 2:45, R. Macaulay and B. Houston.



Joint Science Center

- 130. Germanic Linguistics.** K. Kossuth. (Not offered 1978-79)
- 135. Romance Philology.** R. Coppelters. (Not offered 1978-79)
- 140. Comparative Indo-European.** K. Kossuth. (Not offered 1978-79)
- 145. Semantics.** An introduction to the study of meaning, including such topics as: signification, reference, semantic fields, semantic relations, the structure of the lexicon, deixis and modality. Prerequisite: Linguistics 50 or consent of instructor. Fall, m.w. 1:35, R. Macaulay.
- 150. The Development of Linguistic Theory.** R. Macaulay and K. Kossuth. (Not offered 1978-79)
- 152. Verbal Performance.** D. Brenneis. (Not offered 1978-79)
- 153. Philosophy of Language.** J. Atlas. (Not offered 1978-79)
- 155. Seminar in Generative Grammar.** R. Macaulay. (Not offered 1978-79)
- 185. How to Do Things with Words.** J. Atlas. (Not offered 1978-79)
- 186. Language and Thought: Seminar in Psychology of Language and Thought.** The seminar will be concerned with how language is processed, with emphasis on semantic analysis. Theories of the organization of semantic information in memory will be reviewed. Prerequisites: Psychology 160 or 162 (Pomona) or consent of instructor. Spring, m.w. 1:35, D. Burke.

190. Senior Seminar in Linguistics. Open to and required of seniors; open to others by permission. Spring, to be arranged, staff.

191. Senior Thesis. Open to concentrators by invitation only. Spring, to be arranged, staff.

193. Comprehensive Examinations. For concentrators not invited to write a thesis. Spring, to be arranged, staff.

199. Reading and Research in Linguistics. By permission of instructor only. May repeat for credit. To be arranged, staff.

Intercollegiate

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

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

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 4, Mathematics 18, 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.)

Pitzer College and the Claremont Graduate School offer combined programs leading to both a Bachelor of Arts Degree and a Master of Arts Degree 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 pro-

grams should consult with the Mathematics faculty early in their undergraduate years.

18. Analytic Geometry and Elementary Functions.

(Formerly Mathematics 20) Brief review of high school algebra, inequalities, and the Cartesian coordinate system. Polynomial, trigonometric, exponential, and logarithmic functions with applications. Conic sections. Prerequisites: three years of high school mathematics, two years of algebra and one year of geometry, and placement examination or Mathematics 4. Enrollment limited to 25 students. Both semesters, m.w.th.f. II, 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 18 or a satisfactory score on the placement examination. Enrollment limited to 25 students. Fall, m.w.f. 10 (two sections), B. Beechler and M. Jones; Spring, m.w.f. 1:15, C. Coleman.

31. Calculus II. Continuation of Mathematics 30. Prerequisite: Mathematics 30. Enrollment limited to 25 students. Spring, m.w.f. 10, B. Beechler.

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

81. Introduction to Music. A direct experience of music based on listening designed to stimulate the students' abilities of perception and independent judgment. An emphasis on the development of a vocabulary descriptive of responses to a wide range of musical styles. Interdisciplinary approaches including art, literature, history, and philosophy emphasized through integrated studies drawn from the Humanities core list of composers, artists, and writers. Both semesters, t.th. 9:40-10:50, M. Lamkin.

173a,b. Concert Choir. A study through rehearsal and performance of choral music selected from the sixteenth century to the present. Opportunity is made to perform larger choral compositions with instrumental ensembles and to tour (in alternating years). Membership is obtained by audition normally in first semester. Advanced singers may also participate in Chamber Singers group. Half course credit per semester. Both semesters, m. 4:15-6 and w. 6:45-9, M. Lamkin.

174a,b. Chamber Choir. A study of choral music from 1500

to the present, with emphasis on those works composed for performances of a choral chamber nature. Singers will be accepted into the class on the basis of a successful audition. Half course credit per semester. Both semesters, to be arranged, M. Lamkin.

at the Black Studies Center

190CC. Jazz as Theater. Discussion of the impact of modern forms of Afro-American music upon the American society and the general overview of the source and content. Lectures, slides, records, and personal appearances by some performers will be the methodology used to teach the course. Fall, to be arranged, J. King.

Intercollegiate

MSI72G. Collegium Musicum. Both Semesters, m. 7-10, F. Traficante (Scripps). (by permission of instructor variable credit)

MSI76G. Intro. to Ethnomusicology. Fall, to be arranged, H. Smith (CGS).

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. Pre-medical and environmental emphases through the above concentrations are two particular strengths of the Joint Science Program. For students interested in the biological bases of behavior, a special concentration in Psychobiology is available. This concentration is especially suitable for pre-med students with strong interests in psychology. For more information, contact M. Mathies. 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 senior research thesis. However, biology 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: 30, 31 (or 33, 34), 43, 44, 14, 15, plus eight additional courses in biology two of which may be a senior thesis (189, 190). The courses must include one laboratory course each at the cellular, organismic, and population or community levels and are chosen in consultation with the biology faculty from among the courses offered by the Joint Science Program, Pomona College, and Harvey Mudd College.

Courses required for the human biology concentration: (1) Biology 43, 44 and Chemistry 14, 15; (2) four additional semesters of advanced work in biology; (3) an introductory course in each of the following areas: anthropology, psychology, sociology; and (4) four additional semesters from at least two of the behavioral science 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): 30, 31 (or 33, 34), 14, 15, 116, 117, 121, 122, 124, 125, 187, 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, 110, 121, 122, 124, 125, 187, 190, plus two 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, (or 33, 34), 14, 15, 101, 104, 121, 124, 187, 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 Physics): 33, 34, 14, 15, 101, 104,

113 (HMC), 121, 122, 124, 125, 187, 190, mathematics 31, 32, III, and one advanced physics course chosen in consultation with the physics staff.

60. The Physical Evolution of the Natural World.

The physical basis for the development of complex systems will be discussed. Topics will include the generation of stars and planetary systems, forces between bodies, optics, earth structures, the electrical matter of nature, the structure of chemical substance and the relationships of structure to function, the industrial applications of these principles and the nature of self-replication systems. Three hours lecture per week and one afternoon of lab every other week. Lab fee \$15. Fall, m.w.f. 9; laboratory m.t. 1:15-4:15, F. Bovard and L. Dart.

61. Applications of Science. A collection of half semester seminars dealing with the role of science in our world.

Possible topics include astronomy, brain mechanisms, science policy, recent scientific theories and their philosophical implications, genetic engineering, drugs, environmental pollution, energy options, and world food problems. 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 half semester. Prerequisite: individual sections may require permission. Both semesters, to be arranged, staff.

62. Environmental Science: Human Ecology. A course in human ecology dealing with human origins, biological characteristics including population growth, and behavior. Major emphasis is given to the interactions of humans with their 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 and staff.

63. Human Life Science. Primarily for non-science majors, this course will cover basic biological principles as they apply to the human body. Topics to be covered will include human heredity, reproduction and contraception, mechanisms of disease, nutrition, basic physiology of organ systems, and the immune response. Three lectures per week and one laboratory every other week. This course may not be taken by students who have had Biology 43, and is not normally acceptable as a prerequisite for advanced biology courses. Laboratory fee \$15. Spring, m.w.f. 9; Laboratory, m.t. 1:15-4:15, M. Cooley-Matthews and W. Geary.

Biology

43. Introductory Biology. This course covers the basic

principles of cellular and chemical biology. These are then used as background for a discussion of genetics and physiology. May not be taken by students who have had Nat Sci 63. Laboratory fee \$15. Fall, m.w.f. 9; laboratory t.w.th. 1:15-5:15, M. Mathies and staff.

144. Introductory Biology. This course complements Science 43. Topics discussed include structure and function of plant and animal forms, evolutionary theory, animal behavior, and the principles of ecology. Laboratory fee \$15. Spring, m.w.f 9; laboratory t.w.th., 1:15-5:15, C. Eriksen and staff.

126. Artificial Intelligence. S. Klein. (Not offered 1978-79)

131. Human Physiology. Lectures and laboratory exercises will illustrate the fundamental principles of body function. Topics to be covered include circulation, respiration, regulation of extracellular water and electrolytes, reproduction, the senses, the nervous and endocrine systems. Enrollment limited to 24 students. Prerequisite: Science 43, 44, 14, 15. Laboratory fee \$15. Fall, t. th. 8:20; laboratory, t. 1:15-5:15, Fall, M. Cooley-Matthews.

133. Freshwater Ecology. A lecture and laboratory course which covers the origins and physical features of aquatic systems. Plant and animal communities and how they are affected by physical and chemical factors will be considered. Major emphasis will be given to problems resulting from the manipulation of freshwater systems, such as the impact of dams, sewage treatment effluents, and industrial wastes. Enrollment limited to 24 students. Prerequisites: Science 43, 44 and 14, 15 or permission of instructor. Laboratory fee: \$15. Fall, t.th. 9:40; laboratory, th. 1:15-5:15, R. Feldmeth.

140. Invertebrate Biology. C. Eriksen. (Not offered 1978-79)

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: Science 43 and 44. Enrollment limited to 24 students. Laboratory fee \$15. Spring, t. th. 8:20; laboratory, t. 1:15-5:15, 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. Enrollment limited to 24 students. Prerequisites: Science 43, 44, and 14, and permission of instructor. Laboratory fee \$15. Spring, t. th. 9:40; laboratory, th. 1:15-5:15, R. Feldmeth.

143. Genetics. A course giving an overview of the mechanisms of inheritance at the molecular, cellular, and population levels. Prerequisites: Science 43, 44, 14, 15 and permission of instructor. Fall, m.w.f. 8, M. Mathies.

145. Evolution. This course attempts to give students further understanding of the modern theory of evolution and of the status of our research in evolutionary studies. The course is run as a seminar, with students discussing assigned reading with the instructor in class meetings and preparing papers for class discussion. Student paper topics have ranged from study of Teilhard de Chardin to examination of the evolution of behavior, the role of isolating mechanism, and the importance of zoo-geography in the evolution of certain groups. Prerequisite: Science 43, 44 or consent of instructor. Fall, m. 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: Science 43, 44, 14 and permission of instructor. Enrollment limited to 18 students. Laboratory fee \$15. Spring, t.th. 9:40; laboratory, f. 1:15-5:15 and arranged, C. Eriksen.

147. Microbiology. A discussion of microorganisms 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, 14, 15 or permission of instructor. Organic chemistry recommended. Enrollment limited to 24 students. Laboratory fee \$15. Spring, m.w.f. 11; laboratory, m.w. 1:15-3:15, M. Mathies.

151. Mammology. D. Guthrie. (Not offered in 1978-79)

152. Independent Study in Science. (See specific description at end of science section.)

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: Science 43, 44, 14, 15 and permission of instructor. Enrollment limited to 24 students. Laboratory fee \$15. Fall, m.w. 1:15-4:45, W. Geary.

160. Immunology. M. Mathies. (Not offered in 1978-79)

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. Enrollment limited to 24 students. Prerequisite: Science 43, 44, some advanced work in biology or consent of instructor. Course fee \$5. Fall, lectures w. 1:15-4:45, C. Eriksen.

169. Topics in Marine Biology. R. Feldmeth and G. Troyer. (Not offered 1978-79)

175. Topics in Developmental Biology. D. Sadava. (Not offered 1978-79)

177. Biochemistry. A study of structure and function in living systems at the molecular level. Discussion centers on intermediary metabolites, cellular control mechanisms and energy flow with particular emphasis on how this information is developed. Prerequisite: Science 43, 44, 116, 117 or consent of instructor. Spring, to be arranged, W. Geary.

178. Biophysics. (See physical sciences section.)

189. Senior Program in Biology. Seniors may apply to do laboratory or field investigation with a faculty member.

The topic should be chosen by the end of the junior year. In this course library and lab materials are developed, research begun, and seminar discussion held with faculty and students in the field of concentration. (This is the first course for students doing a 2-semester senior project.) Prerequisite: consent of instructor. Laboratory fee: \$15. Fall, to be arranged, staff.

190. Senior Thesis in Science. Project research is culminated and results are summarized in a written thesis and oral presentation. (Students doing a 2-semester thesis take this as second semester; those doing a one-semester library thesis register only for 190.) Prerequisite: consent of instructor. \$15 fee if laboratory. Both semesters, to be 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 \$15 per semester. Both semesters, m.w.f. 8; laboratories, Fall, m.t.w.th.f. 1:15-5:15, A. Zanella and staff; Spring, t.w.th.f. 1:15-5:15, F. Bovard and staff.

30,31. General Physics. A first year general physics course introducing mechanics, heat, light and wave motion, electricity, and structure of matter. The course is designed for science majors in fields other than physics and engineering or non-science majors with a strong high school physical science background. A calculus course is not a prerequisite, but topics in calculus are developed as required. Laboratory fee \$15 per semester. Both semesters, m.w.f. 11; laboratories, Fall, m.t.w. 1:15-4:45; Spring, m.t.w.th. 1:15-4:45, 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 the course and one year of high school physics, or permission of instructor. 33 is prerequisite to 34. Students may take this course concurrent with first year calculus only with permission of instructor. Course should be taken freshman year by students in the physics major — alternative 2 program. Laboratory fee: \$15 per semester. Both semesters, m.w.f. 11-12; laboratory, Fall, m.t.w. 1:15-4:45; Spring, m.t.w.th. 1:15-4:45, J. Merritt.

101. Theoretical Mechanics. The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators. Numerical analysis, Lagrangian methods and non-linear approximation techniques will be used. Prerequisites: Science 33 and Calculus II. Laboratory fee \$15. Enrollment limited to 18 students. Fall, t.th. 9:40; laboratory, t. 1:15-4:15, staff.

104. Electronic Instrumentation. Theory and practice of electronics in scientific instrumentation, developed through the use of the Malmstadt-Enke text and equipment. Half course credit. Prerequisite: Science 34 or permission of the instructor. Laboratory fee \$15. Spring, w. 1:15-4:15, J. Merritt.

110. Analytical Chemistry. Topics in classical and instrumental methods of quantitative analysis will be covered including equilibria, electrochemistry, gravimetric and volumetric methods, spectrophotometric methods, and separations. Lectures will cover concepts in detail, and the laboratory will involve applications of the principles of analysis. Emphasis will be placed on problem solving, analyzing data, and writing reports. Prerequisite: Science 15. Laboratory, m. 1:15-5:15, A. Zanella.

116, 117. Organic Chemistry. The chemistry of organic compounds developed from considerations of bonding, structure, synthesis, and mechanisms of reaction. Selected application of those principles to biological systems. Prerequisite: Science 15 or equivalent. Laboratory fee \$15 per semester. Both semesters, m.w.f. 10; laboratory, w.th.f. 1:15-5:15, R. Pinnell.

121, 122. Principles of Physics-Chemistry. A course designed to investigate physico-chemical systems through classical thermodynamics, statistical thermodynamics, kinetics, quantum mechanics and spectroscopy. Prerequisites: Science 15, 31 (or 34), and Calculus III (which may be taken concurrently with Science 121). Both semesters, t.th. 9:40, A. Fucaloro.

124, 125. Advanced Experimental Techniques. A. Zanella. (Not offered 1978-79)

152. Independent Study in Science. (See specific description at end of science section)

177. Biochemistry. (See biological sciences section.)

178. Biophysics. A study of the action of various living systems such as the eye, ear, muscle, nerve, etc., from the point of view of mechanics, thermodynamics, and electrical theory. Some discussion of instrumentation in the study of structure will also be included. Prerequisite: Science 43, 44, 30, 31, or consent of instructor. Spring, m.w.f. 9, L. Dart.

187. Senior Program in Physical Science. Seniors may apply to do laboratory or field investigation with a faculty member. The topic should be chosen by the end of the junior year. In this course library and lab materials are developed, research begun, and seminar discussion held with faculty and students in the field of concentration. (This is the first course for students doing a 2-semester senior project.) Laboratory fee: \$15. Fall, to be arranged, staff.

190. Senior Thesis in Science. Project research is culminated and results are summarized in a written thesis and oral presentation. (Students doing a library thesis register only for 190.) \$15 fee if laboratory. Both semesters, to be arranged, staff.

Chemistry courses offered in cooperation with Harvey Mudd and Pomona Colleges

161. Advanced Physical Chemistry. Prerequisite: Science 121-122. Half course. Fall, first half, m.w.f. 8, A. Campbell.

162. Advanced Physical Chemistry. Prerequisite: Science 121-122. Half course. Fall, second half, m.w.f. 8, G. Van Hecke.

163. Advanced Physical Chemistry. Prerequisite: Science 121-122. Half course. Spring, first half, to be arranged, W. Sly.

164. Advanced Physical Chemistry. Prerequisite: Science 121-122. Half course. Spring, second half, to be arranged, A. Fucaloro.

165. Organometallic Chemistry. Prerequisite: one year Organic Chemistry. Fall, second half, t.th 3:15, M. Kubota.

166. Industrial Chemistry. Prerequisite: junior or senior standing. Half course. Spring, first half, to be arranged, G. Van Hecke.

171. Advanced Organic Chemistry. Prerequisite: one year of organic chemistry. Half course. Fall, t.th. 9:40, G. Daub.

172. Structure Determination. Prerequisite: one year Organic Chemistry. Half course. Fall, t. 9:40, W. Allen and R. Pinnell.

173. Advanced Organic Chemistry. Prerequisite: one year Organic Chemistry. Half course. Spring, first half, to be arranged, G. Daub.

174. Physical Bio-organic Medicinal Chemistry. Half course. Spring, to be arranged, M. Hansch.

176. Advanced Organic Chemistry. Prerequisite: one year Organic Chemistry. Half course. Spring, first half, to be arranged, P. Myhre.

192. 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. \$15 fee if laboratory. 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.
 - M. Cooley-Matthews:** Reproductive biology, endocrinology, small mammal research.
 - L. Dart:** Biophysics, general physics.
 - C. Eriksen:** Physiological ecology, natural resource ecology and management, limnology
 - R. Feldmeth:** Physiological tolerance of extreme environments, thermal pollution, marine biology.
 - A. Fucaloro:** Physical chemistry, especially the spectroscopy of biologically-significant compounds.
 - W. Geary:** Biochemistry, cell biology.
 - D. Guthrie:** Paleontology, evolutionary studies, human and field ecology, ornithology, mammalogy.
 - A. Hirshfield:** Endocrinology, reproductive and molecular biology, mammalian physiology, contraception.
 - *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 1978-79.*

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 to 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.

Organizational Studies concentrators will take seven required courses and four elective courses. Concentrators will be expected to take the core interdisciplinary course (Organizational Studies 10), to 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 to participate in two courses of practicum. This latter requirement may be met by successful completion of one of the following courses: Public Policy Fieldwork (Political Studies 101), Fieldwork in Psychology (Psychology 186, 187), or Organizational Studies 101 (a specially arranged internship program).

In addition, concentrators will be expected to complete their required courses in three of the following five conceptual areas:

- A. Individuals and Organizations - Psychology 135, Organizational Psychology or Sociology 23, Women at Work.
- B. The Group and Organizations - Sociology 150, Bureaucracy
- C. Interactions among Organizations - Economics 21, Microeconomics
- D. Society and Organizations - Political Studies 148, U.S. Foreign Policy
- E. Governments and Organizations - Political Studies 119, Congress vs. the Executive or Political Studies 46, International Politics.

The remaining four electives will be selected from the offerings in the Social Sciences by each student in conjunction with his/her advisor. These electives should fall within the three conceptual areas selected by each student.

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

Pitzer College and the Claremont Graduate School offer a combined program leading to both a Bachelor of Arts Degree and a Master of Business Administration with an emphasis upon Organizational Studies. Normally, the program takes five years to complete at which time both degrees are awarded. For further information, see Mr. Sullivan.

10. Organizational Studies: An Interdisciplinary Approach. This course, integrating various perspectives on organizations, deals with group and organization formation and processes. The class will study bureaucracies and or-

ganizations from theoretical and empirical points of view and will examine simulations of organizations. Limited to 40 students. Spring, 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. Prerequisite: Organizational Studies 10 or equivalent and consent of instructor. Both semesters, m. 4-5, J. Hartmann.

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 or she 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. Fall, m.w.f. 1:15, W. Holly.

2. Introduction to the Literature of Philosophy. (Formerly Philosophical Classics) An introduction to philosophical methods through a reading of traditional philosophical texts. Fall, m.w.f. 10, R. Rubin.

4. Introduction to the Literature of Philosophy. (Formerly Philosophical Classics) A course similar to Phi-

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

losophy 2. Students may take either Philosophy 2 or Philosophy 4, but no one should take both. Spring, m.w.f. 10, W. Holly.

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. Spring, m.w.f. 9, R. Rubin.

101. Philosophy of Society. An examination of some concepts — such as the concepts of human rights, liberty, and punishment — that we employ when thinking about societies. Prerequisite: one introductory course in philosophy or a logic course or consent of instructor. Fall, t.th. 9:45, W. Holly.

114. Philosophical Psychology: The Emotions. A philosophical study of emotions such as guilt, shame, embarrassment, jealousy, envy, anger, rage, resentment, pity, and boredom. Prerequisite: one introductory philosophy course or a logic course or consent of instructor. Fall, t.th. 1:15, R. Rubin.

116. Ancient Philosophy. A study of some selected topics in ancient philosophy. Readings from Plato and Aristotle. Prerequisite: one introductory course in philosophy or a logic course or consent of instructor. Spring, m.w.f. 11, C. Young.

125. Seventeenth Century Science and Poetry. (See English 125.) Fall, m.w. 2:45, R. Rubin and B. Sanders.

127. Contemporary Philosophy: Wittgenstein. A reading of some of Wittgenstein's later works, including *The Philosophical Investigations*. Prerequisite: one introductory course in philosophy or a logic course or consent of instructor. Spring, t.th. 2:45, W. Holly.

151. Minds and Machines. Can machines think or feel? What conditions would need to be satisfied in order for predicates such as "tiredness" to apply to a machine? A graduate course open to advanced undergraduates with consent of instructor. Spring, w. 3-5 and arranged, W. Holly.

179. Animal Rights. It is generally agreed that some animals (humans) have rights. On what grounds are rights attributed to human animals? Does the case for human rights extend to other animals? Which rights? Which animals? What about trees and rocks? Where does the rights line fall, and what difference does it make? The course will examine critically the contemporary philosophical literature on the concept of rights, the relationship between rights and obligations, and the arguments for and against "animal rights." Spring, m.w. 12, J. Rodman and R. Rubin.

Physics (See Natural Sciences)

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 a 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 macroeconomics. 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.

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



John D. Sullivan, Associate Professor of Political Studies

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.

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, and political philosophy. While this is not a course in current events, topics of current interest will be examined by instructors in Political Studies and Economics. This course will serve as a prerequisite to more advanced courses in Political Studies and also as a more general course for those who are interested in the study of politics. Fall, t.th. 9:40 and a one hour tutorial, f. 12 or 1, L. Marquis.

16. Fictional Views of American Politics. (See Freshman Seminar 6) Fall, t.th. 2:45, L. Marquis.

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.

32. The Mediterranean. An interdisciplinary liberal arts course which will examine the geography, politics, and

societies of the Mediterranean in light of some key themes in the history, politics, literature, and religious movements of the area. Spring, t.th. 2:45-4, 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, t.th. 8:20, J. Sullivan.

70. Topics in Political Philosophy. An introduction to political philosophy organized around a central theme — the ecological crisis. Readings are drawn from both traditional and contemporary sources in order to illustrate three distinctive ways of thinking about our situation — in terms of "survival" (Hobbes, Garrett Hardin, the Club of Rome), "the quality of life" (Aristotle, Rousseau, Mill, Maslow, Wm. Leiss), and "rights" (Locke, Christopher Stone, and others). Fall, m.w. 1:15, J. Rodman.

91. Statistics. This course will introduce students to the quantitative analysis of political, economic, and social phenomena. Emphasis will be given to such statistical concepts as association and correlation and an intuitive approach to statistical inference will be developed. The presentation of statistical notions will focus on the application of these notions in the study of politics, economics and society rather than on the mathematical theory which underlies statistics. Students will also have an opportunity to learn rudiments of interactive computing. A computer laboratory session will be arranged. Credit/No Credit. May repeat for credit. Fall, m.w.f. 9, K. Pulling.

106. Political Parties: The U.S. and California Experience. This course will examine the nature, structure, and functions of political parties within the American political system. The party as a political institution will be examined in light of its traditional roots, its historical evolution, and its present role in American government. Special emphasis will be placed on the California party system, the relationship between the national party and state parties, recent movements toward party reform, and the role of political parties in the 1978 elections. For comparative purposes, campaigns in California districts and those in other states will be examined and evaluated. Fall, m.w. 1:15, S. Jeffe.

118. Race Politics. M. Goldstein. (Not offered 1978-79)

119. Congress and the Executive: The Development of National Policy. (Formerly 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, and to examine whether each institution fulfills that role in the American governmental process. The two institutions will be examined in the light of their constitutional tradition, their historical evolution, and their functioning within the political environment in which national policy is formulated. Particular attention will be paid to the comparative politics of Congress and the Presidency, the role of leadership in shaping each institution, and the evolution of the modern Congress with special emphasis on the impact of the "post-Watergate" climate on institutional structures and policies. Fall, m.w.f. II, S. Jeffe.

123. The Communication of Politics. This course will examine how political ideas and concepts are communicated in both the electoral and legislative processes. Included will be a survey of the history and literature of political communication and of the techniques and tools used to communicate within the political and governmental areas. Special attention will be paid to the relationship between the news media and politics, the use of modern advertising and media techniques in shaping campaign strategy, and the impact of these techniques upon public policy formulation. Spring, t. 7 p.m., S. Jeffe.

124. Women and Politics. This course will analyze the role of woman as political animal, examine the problems, issues, and adjustments faced by women and men in the political arena, and identify the approaches available to women to succeed in government and politics. Particular attention will be paid to the political behavior and participation of women, the theoretical underpinnings of woman's role in politics, and to political issues of importance to the women's movement. Spring, t.th. 12, S. Jeffe.

129. Seminar: Policy Analysis. This course will deal with the causes and consequences of public policies, with special attention given to the analysis of the role of interest groups and of the political environment in shaping public policy. The course will examine the formulation of these policies on the national, state, and local level. Primary focus will be placed on policies of social import with special emphasis on the study of the formulation and administration of health care policy. Spring, t.th. 2:45, S. Jeffe.

133. The Politics of Ecology. This course offers an orientation to the basic structure and process of environmental policy-making in the U.S. and an opportunity for each student to do research in depth on a case study in the general area of wilderness preservation or endangered species protection. There will be workshops on designing research

papers and using the Government Documents section of the library. One objective of the course is to help students become able to carry out independent research and activity on environmental policy-making. Fall, t.th. 2:45, J. Rodman.

135. Politics of the European Left. This course will be concerned with the theory and practice of the European Left, specifically in Italy, France, Germany, and Spain. Attention will be given to the writings of Marx and such neo-Marxists as Antonio Gramsci. Prerequisite: A course in Comparative Politics or consent of the instructor. (Cross-listed at Pomona College, Government 123.) Spring, m.w. 1:15, L. Marquis and E. Crighton.

137. Political Behavior: A Comparative Perspective. J. Sullivan. (Not offered 1978-79)

138. Ghettos and Modernization. M. Goldstein. (Not offered 1978-79)

140. Political Community: Regional and International Perspectives. Over the centuries, political elites have speculated about and made efforts to create communities which would transcend the nation-state. This course will examine the process of political integration in which supernational entities develop. Attention will be given to the factors which encourage community development and factors which work against it. Considerable attention will be given to the European case. In addition, we will examine various aspects of international law as it relates to community building. Fall, m.w. 12, 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 the U.S. Stress will be placed upon the evaluation of political and economic institutions. Summer 1979 External Studies Program in London, H. Botwin.

142. The Politics of Water. The impact of water on politics and of politics on water. Topics will be drawn from among the following: flood, drought, irrigation, hydroelectric power generation, water allocation, water conservation, wild river preservation, the politics of water districts, control of international water ways, and issues in ocean politics such as territorial waters, international fisheries, whaling, and seabed mineral resources. (Also listed as Environmental Studies 171.) Spring, t.th. 12, J. Sullivan and J. Rodman.

152. Research Seminar: The Politics of Agriculture. J. Jamieson. (Not offered in 1978-79)

166. The Year 2000: Utopia or Oblivion? S. Snowiss. (Not offered in 1978-79)

170,171. History of Political Philosophy. 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, m.w. 1:15, S. Snowiss.

173. Contemporary Political Philosophy. S. Snowiss. (Not offered in 1978-79)

176. Political Thought: East and West. A comparative study of Eastern and Western political philosophy. Among the authors and schools to be considered are Plato, Confucius, Machiavelli, Kautilya, Descartes, the Buddha, Augustine, the Anarchists, and the Legalists. Spring, m.w. 2:45, S. Snowiss and A. Greenberger.

178. The Nature of Revolution. An examination of the concept of revolution as seen and developed by writers living in revolutionary times, including historical figures such as Galileo and Locke, as well as contemporary writers such as Fanon and Marcuse. Prerequisite: consent of instructor. Fall, m.w. 2:45, S. Snowiss.

179. Animal Rights. It is generally agreed that some animals (humans) have rights. On what grounds are rights attributed to human animals? Does the case for human rights extend to other animals? Which rights? Which animals? What about trees and rocks? Where does the rights line fall, and what difference does it make? The course will examine critically the contemporary philosophical literature on the concept of rights, the relationship between rights and obligations, and arguments for and against "animal rights." Spring, m.w. 12, J. Rodman and R. Rubin.

191. Economic and Political Analyses of Current Issues. This course will apply the concepts and techniques of Political and Economic analysis to selected policy problems. Problems of both domestic and international interest will be considered. For example in 1978-79, likely topics include: Energy, Water, Health, and Education. Readings will be chosen from both disciplines; egalitarian participation by all members of the seminar is anticipated. Enrollment limited to 25 students. Prerequisites: Principles of Economics, Political Studies 10, and upper-class standing. (For Political Studies students: this course will count as an International Relations course. For Economics students: a full year of Economic Theory is required.) Spring, m.w. 2:45, W. Naylor and J. Sullivan.

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, to be arranged, staff.

at the Black Studies Center

77CC. African Political Systems. An examination of the historical evolution of African political systems, surveying early concepts and structures with primary focus on post-World War II developments, the impact of Pan-Africanism: (1) The rise of Nationalism and Liberation Movements. (2) An analysis of the role of the superpowers influencing the processes of Africa's political and social developments. Fall, to be arranged, staff.

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 and theories of imperialism shaped by the establishment of a colonial empire in Africa. Fall, to be arranged, staff.

153CC. Blacks In the American Political Process. The role of Blacks in the American political process, with emphasis on strategies used by Blacks to gain political power and influencing political decision making: politics related to Blacks in the southern and urban setting. Fall, to be arranged, L. Foster.

160CC. Politics of Education. This course is designed to deal with national and local political structures with emphasis on minority education and political socialization. Spring, to be arranged, L. Foster.

167CC. Pan-Africanism. This course focuses on the historical evolution of the Pan-African concept and its political, social and economic implications for the African and Afro-American people. Discussion and research will include early and contemporary Pan-Africanists. Spring, to be arranged, staff.



197CC. The Political Economy of World Politics. The purpose of this *seminar* is to study power conflicts, and the causes of wars at the international and national levels, with specific emphasis on their impact on the structures and processes of modernization in developing nations, particularly those of Africa, Latin America, and the Middle East. Spring, to be arranged, staff.

at the Chicano Studies Center

75CC. 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 factors such 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, t.th. 2:45, M. Mosqueda.

132CC. The Politics of Urbanism and Urbanization and the Chicano. The processes of urbanization in the Western world with an emphasis on the United States urban context. We will be principally concerned with the presentation of alternative theoretical and methodological approaches for the study of Urbanism and the Chicano, and the relationship between urbanization and social and political change. We will attempt to construct a comprehensive theory of urbanism incorporating such elements as (1) political and economic factors outside the city and the foundations of the city; (2) urbanism as a way of life; (3) the

function of the present day. Spring, to be arranged, M. Mosqueda.

149CC. Public Policy and the Chicano Community. An analysis of the impact and rationale of federal, state and local public policy decision-making. Key areas to be examined included education, poverty, labor, and the law. We will explore these areas (and others) through existing models and possible alternatives for the future. Spring, to be arranged, M. Mosqueda.

170CC-D. Advanced Seminar in Political Science:

Marxist Theory. A survey of the major points of the dialectical historical method. Emphasis will be placed on the use of Marxism as a method of analysis and social change for the Chicano community. Study will focus on the theory of knowledge, politics, revolution, and economics. Fall, w. 7, L. Apodaca and M. Mosqueda.

Intercollegiate

226. Communist World I. Fall, m.w.f. 11-11:50, F. Neal (CGS).

227. Communist World II. Spring, m.w.f. 11-11:50, F. Neal (CGS).

244. Interdisciplinary Approaches to the Study of International Relations. Spring, t. 1-3:30, J. Zawodny (CGS).

246. Bureaucracy & Social Change Spring, t. 10, M. Goodall (CGS).

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, 154*, 192(S)*.
- b. Personality, social, clinical, and developmental psychology. Courses offered at Pitzer College are 103, 105, 107, 108, 113, 135, 146, 147, 155, 162, 165, 166, 179, 181, 183*, 184, 185, 186, 187, 188, 194(S), 196(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.

Psychobiology

For students interested in the biological bases of behavior, a special concentration in psychobiology is available. This concentration is especially suitable for pre-med students with strong interests in psychology. For further information see M. Mathies in biology.

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

Section G will provide a general overview of the entire field of psychology. Enrollment in each section limited to 45. Not open to cross registration; Fall, t.th. 8:20, laboratory arranged. R. Munroe.

Section P will provide a general overview of the field with an emphasis on the study of personality. Cross registration by permission of instructor only. Enrollment limited to 45 students. Laboratory arranged. Fall, t.th. 9:40, R. Tsujimoto.

Section S will provide a general overview of the field with an emphasis on social psychology. Enrollment limited to 45 students. Laboratory arranged. Spring, m.w. 4:15, L. Ellenhorn

42. Psychology Before the Bar: Social Science Data and the Law. Research at the law-psychology interface is growing. This course will examine some of the legal processes and practices for which there is a body of empirical research. Among the areas covered will be Juror Decision Making, Juror Choice, Eyewitness Identification, Defendant Characteristics and Judicial Outcome, Effects of Pre-

trial Publicity, Insanity and Criminal Responsibility, The Role of the Expert Witness and Sex Differences in the Field of Criminal Behavior. Students will be responsible for collating material in a selected area and presenting it to the class. Trips to relevant sites will be arranged. Psychology concentration not necessary. Enrollment limited to 20. Fall, m.w.f. 10, R. Shomer.

52. Childhood. This course will examine major historical views of the child and current research in selected topics pertaining to childhood. Enrollment limited to 15 freshmen. Not open to cross-registration. Fall, t.th. 9:40, R. Munroe.

65. The Asian-American Experience. (Formerly Psychology 165) 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. Fall, m.w., 1:15, R. Tsujimoto.

72. The Psychology of Creative Behavior and Eminent. (Formerly Psychology 182) The course will examine major theories, issues, and research regarding the development and performance of creative behavior and the attainment of eminence. Enrollment limited to 25. Fall, t.th. 9:40, R. Albert.

91. Psychological Statistics. A pragmatic introduction to experimental design, 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. Open to all students. Enrollment in each section limited to 35. Fall, t.th. 9:40, K. Meiselman; Spring, m.w.f. 9, L. Light.

The following are middle level courses. All middle level courses have Introduction to Psychology (Psychology 10) 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 lectures, demonstrations, and laboratory. Prerequisite: Psychology 10; Psychology 91 strongly recommended. Fall, m.w.f. 11 plus 1 hr. laboratory arranged, L. Light and staff.

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, m.w. 12, staff.

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). Spring, t.th. 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 cognitive, social, emotional, and personality development are included. Prerequisite: Psychology 10. Spring, t.th. 12, R. Albert.

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.) Spring, m.w. 1:15, R. Tsujimoto.

108. Motivation. This course will survey the role that motivational concepts play in a variety of behavior theories. It will introduce students to motivational research and will focus on a few basic theoretical questions that have arisen in the field for motivation. Prerequisite: Psychology 10. Spring, t.th. 1:15, R. Shomer.

110. General Psychology-Advanced Level. This course will deal with current topics in general psychology and is intended to provide non-psychology concentrators breadth in psychology and preparation for upper level courses. This course is not open to those who have had Introductory Psychology. Spring, w. 1:30-4:30, R. Shomer.

123. Acquisition of Language. (See Linguistics 123.) Fall, m.w.f. 11, R. Macaulay.

135. Organizational and Industrial 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 in industrial settings. 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. Fall, m.w. 1:15, L. Ellenhorn.

145a. Small Group Processes. Special emphasis will be

placed upon theories of group development, interactional analysis, and communication in this half-course. 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.

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. Fall, t.th. 1:15, R. Munroe and L. Munroe.

160. Intermediate Statistics. This course will treat selected topics in the analysis of variance, correlation and regression, non-parametric statistics, and experimental design, in a non-mathematical fashion. Students will learn how to use the statistical packages available on the computer. Recommended for students who are engaged in Senior Thesis or other independent research. Prerequisite: an introductory course in statistics. Spring, m.w.f. 11, L. Light.

181. Abnormal Psychology. This course examines the causes and treatments of various kinds of psychopathology. Comparisons will be made between psychodynamic and learning theory approaches to abnormal behavior. Prerequisite: a middle level psychology course. Enrollment limited to 25. Spring, t.th. 2:45, K. Meiselman.

182. The Family and Cognition. Over the years psychologists and other social scientists have explored the role that individual family members, and the family as a group, have upon the child's intellectual development. Up to now this information has been scattered in the literature. This seminar will analyze and synthesize some of the basic research material regarding such development. Each student will be responsible for collating and presenting part of this literature. There will be a midterm examination and final paper required along with the class presentation. Prerequisite: Psychology 10 and one of the following Psychology courses: 105, 107, 108, or 154. Students who have taken

either Psychology 72 or Psychology 182 may not take this course. Enrollment limited to 15 students. Spring, t. 2:45-5, R. Albert.

183. The Study of Lives. A seminar on the study of individuals. Each student will write a life history on the basis of interviews with another person. Examination and supervision of interview techniques will be a focal point of the course. For juniors and seniors. Laboratory fee \$12. Enrollment limited. Prerequisite: Psychology 105 and 107 plus any of the following psychology courses: 181, 184, or 186; and consent of the instructor. Spring, w. 2:45-5, R. Albert.

185. Ego Psychology: Its Theory and Uses. The outgrowth of classical psychoanalysis, ego psychology offers a natural bridge between psychoanalysis and modern cognitive psychology. Ego psychology is an important theory and has a number of uses in child psychology, psychohistory, and psychotherapy. These uses will be examined. Prerequisite: Psychology 184 or consent of the instructor. Fall, t.th 12, R. Albert.

186,187. Field Work in Psychology. A limit of up to two course credits in 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, t. 4:15, K. Meiselman; th. 7:30, R. Tsujimoto.

2. Intensive Field Work in Psychology. This course offers field work experiences at the Five Acres in Altadena, California. See the External Studies section of this bulletin for a more complete description.

3. Occasionally, a student may arrange a field work experience that does not fall under either of the previous options. In this case, supervision of the experience may be undertaken by one of the psychology faculty members and by the student enrolling in an independent study.

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.

192. Seminar in Cognition. A survey of contemporary approaches to the experimental study of human memory. Topics will include attention, short-term memory, retrieval

from permanent memory, mnemonics, forgetting. Prerequisite: Psychology 91 and any of the following psychology courses: 100, 101, 108, or 123. Fall, m. 2:45-5:30, L. Light.

194. Seminar in Social Psychology. This semester's topic will be various social psychological theories. Spring, th. 7, L. Ellenhorn.

196. Seminar in Child Psychology. This semester's topic will be cognitive development. Aspects of perceptual development and the development of thinking in the physical domain (Piaget's theory) and the social domain (role-taking and moral judgment) will be covered. Implications for child-rearing and education will be discussed. Spring, t. 2:45-5, R. Tsujimoto.

at the Black Studies Center

40CC. Social Psychology of Black Identity. An introduction to the research in social psychology on the social behavior of Afro-Americans, with emphasis on determinants of group membership, racial identification, inter-group conflicts and achievement. Spring, to be arranged, J. Peterson.

50CC. The Myth of Prospero and Caliban. A consideration, first, of the psychopathology of white racism; second, of the various rules for perpetrating racism against Blacks and other non-whites; and third, of the culture of oppression and psychological dependency, as expressed in Moynihan's studies of the Black family and the genetic theories of Shockley and Jensen. Fall, to be arranged, staff.

at the Chicano Studies Center

84CC. Psychology of the Chicano. This course will examine a number of selected topics in psychology dealing with the affective and intellectual aspects of Chicanos' behavior. The psychological development of Chicanos will be evaluated against traditional psychological theories and variations in Chicanos' socio-cultural environment. Fall, m.w.f. II, M. Buriel.

151CC. Issues in Educational Psychology of the Chicano. A survey of the educational psychology of Chicanos. Attention will critically focus on the overall educational situation of Chicanos followed by a consideration of selected psychological issues that potentially explain the scholastic performance of this group. The impact of bilingual/bicultural programs on the education achievement of Chicanos will be a major emphasis of the course. Spring, to be arranged, M. Buriel.

171CCa,b. Fieldwork in Psychology of the Chicano. A multidisciplinary field approach to critical issues in the

Chicano community. Includes supervised experience in a variety of Chicano-oriented social settings such as mental health clinics, special school programs, administrative and business internship programs, delinquency programs, drug and alcohol rehabilitation programs and others. Fall, t.th. 9:40, M. Buriel.

Intercollegiate

120G. Psycholinguistics. Fall, t.th. 2:45-4, P. Coker (Pomona).

Religion.

127G. Jesus and His Interpreters. Fall, w. 7:30-10, J. Robinson.

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.

Social Sciences.

50. Introduction to the Social Sciences. L. Marquis. (Not offered 1978-79)

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. Course-work 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. *A student may select one of these courses to fulfill Category D course requirements described below.*

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.* Coursework 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.* 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. 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. Fall, m.w. 2:45, G. Goodwin; Spring, m.w.f. II, P. Nardi.

B. Topics in Sociology.

22. Sociology of Health and Medicine. 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. Stromberg.

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, t.th. 1:15, A. Stromberg.

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, m.w. 2:45, R. Volti.



26. Social Problems. This examination of social problems involves definitional and conceptual issues, methods of measurement, understanding causes and proposing solutions. Some of the specific social problems discussed include mental health, energy, environment, death and dying, family violence and child abuse, drugs, prostitution, suicide, etc. Spring, to be arranged, D. Gutknecht.

27-127. Great 20th Century Women. This course will explore the life histories of women from a variety of fields: politics, science, literature, the arts. Among the women we will study will be Rosa Luxemburg, Emma Goldman, Dorothy Day, Simone de Beauvoir, Margaret Mead, Maya Angelou, Mary McCarthy, and Isadora Duncan. We will use biography, autobiography, and the written works of these women to determine the common ground of what it means to be an outstanding woman in this country. May be taken for upper or lower division credit. Enrollment limited to 40. Spring, t.th. 9:40, I. Bell and E. Ringler.

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. 1:15, A. Stromberg.

34. Sociology of Education. P. Nardi. (Not offered 1978-79)

36. Deviance. Consideration of major sociological and social-psychological approaches to the study of deviance. Special attention will be given to an examination of such matters as the role of rule-makers in the creation of rule-breakers; the "normality" of deviance; and the social and social-psychological uses of "disturbing" persons and conduct. Fall, t.th. 2:45, L. Humphreys.

37. Stigmatized Sexual Behavior. Variations in sexual identity and adjustment: co-marital relations, prostitution, and other heterosexual varieties; homosexuality, collective and lone-wolf conduct, subcultures that feature sexual interest. Sexism, liberation movements, and changing norms. Enrollment limited to 40. Spring, t. 7, L. Humphreys.

41. Who Gets the Goodies? 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 50. Spring, m. 2:45-5; plus time to be arranged, I. Bell.

42. Organization of Health Care. An examination of the current trends and issues in the financing and organization of health care. Discussion focuses on recent developments in the United States, but some cross-cultural comparisons are made. Enrollment limited to 40; not recommended for freshmen. Spring, w. 7, A. Stromberg.

51. The Social History of Modern China. This course will examine 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. Fall, m.w.f. 9, R. Volti.

57. Marriage and the Family. This course examines the family as a social institution. Marriage and its alternatives will also be analyzed. Fall, to be arranged, D. Gutknecht.

C. Sociological Theories and Methodologies.

100. Introductory Statistics. This course will introduce the sociology student to the methods sociologists use in *analyzing* data: descriptive and inferential statistics, basic computer techniques, and interpreting data. Math 4 or its equivalent is highly recommended. Fall, t.th 9:40, P. Nardi.

101. Quantitative Research Methods. This course will introduce sociology students to the methods sociologists use in *collecting* data: research designs, survey methods, experimental designs, and observation methods. Sociology 100 is recommended. Spring, m.w. 1:15, 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. Fall, m.w.f. 10, L. Humphreys.

110. Sociological Theory: The Classic Tradition. This course will focus upon the writings of Karl Marx, Max Weber, Emile Durkheim, and Georg Simmel. In studying their seminal ideas and contributions, we shall observe how those ideas were the product of competing philosophical traditions which were themselves a product of social and historical forces. Enrollment limited to 35 students. Prerequisite: a course in introductory sociology or consent of the instructor. Fall, m.w. 1:15, G. Goodwin.

112. Contemporary Theory. An extension of Sociology 110, The Classic Tradition. Beginning with the early Americans, such as Sumner, Ward, Giddings, Small, we shall move into the Chicago school of Park, Burgess, Cooley, Thomas, Mead et al., and emerge with American functionalism (Parsons, Moore, Smelser, etc.). Finally, we shall look at C. Wright Mills as well as conflict theorists (Coser and Dahrendorf) as a response to Parsons. The theme of the course is consensus vs. conflict; is a synthesis possible? Enrollment limited to 30 students. Prerequisite: Sociology 110, or three courses in sociology, or consent of instructor. Spring, t.th. 1:15, G. Goodwin.

D. Advanced Subjects and Topics in Sociology.

120. Sociology and the Concept of Community. The community will be interpreted within the context of industrialization, with the specific purpose of demonstrating its seminal role in generating sociological theory. In addition to the conceptions of such thinkers as Comte, Spencer, Marx, Veblen, Durkheim, Redfield, and others, substantive areas such as social institutions and power will also be covered, focusing upon contemporary American society. Enrollment limited to 30 students. Prerequisite: one course in sociology or consent of instructor. Fall, m.w. 12, G. Goodwin.

125. Urban Sociology. Analysis of urbanization, including its causes and its consequences for communities, organizations, and individuals. We will explore various theoretical frameworks and methods used by urban sociologists for understanding the process of emerging forms of urban life. Selected topics will be examined, including such matters as emerging definitions of community, life styles in urban areas, social and spatial inequality, political behavior, power, urban problems, planning, and the future of cities. Spring, to be arranged, D. Gutknecht.

149. Self and Society. A social psychology course analyzing the interactions between individual behavior and social structure. Emphasis will be on theories and research in such areas as socialization, role theory, moral development, symbolic interactionism, and personality. Prerequisite: Sociology 1 or Psychology 10. Fall, t.th. 1:15, 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. Enroll-

ment limited to 25. Prerequisite: Sociology 1 or Organizational Studies 10. Fall, t. 7:30, R. Volti.

158. Subcultures and Occupations. How occupational specialties foster subculture, and vice versa. An exploration of the dynamic interaction between work, prestige, and value systems. Enrollment by consent of instructor. Spring, m.w. 2:45, L. Humphreys.

161. Inequality: A Cross-National Survey. An examination of social stratification in the United States, Great Britain, the Soviet Union, Japan, and the People's Republic of China. Emphasis will be placed on the structural and historical dimensions of stratification, and the extent to which inequality has been mitigated by revolutionary change. Prerequisite: Sociology 1 or 41. Spring, t.th. 9:40, R. Volti.

166. Seminar in Public Administration for Economic Development. A seminar in which the basic principles of public administration are presented in conjunction with an evaluation of their relevance to the needs of developing countries. Special emphasis will be placed on interrelated changes in culture, organizational structure, and technology. A major portion of the course will be devoted to the presentation of student research projects. Enrollment limited to 15 students. Prerequisite: Organizational Studies 10 or Sociology 150 and consent of instructor. Spring, th. 2:45-5, R. Volti.

167. On Death and Dying. The concepts of death and the process of dying will be discussed from a sociological viewpoint. The course will focus on how society defines death and dying and the mechanisms used to cope with them. Prerequisite: Sociology 1. Fall, to be arranged, D. Gutknecht.

170. Seminar: The Sociology of Sociology. The seminar will discuss what is left of the profession of sociology. Is it a profession or occupation? The course will turn the sociological perspective inward upon ourselves and discuss such themes as: value neutrality; myth or reality? pure vs. applied sociology; the emergence of a sociology of sociology; is radical sociology a contradiction in terms? Primarily intended for seniors. Enrollment limited to 15 students. Prerequisite: four courses in sociology or permission of instructor. Spring, t.th. 2:45, G. Goodwin.

171. Women, Health and Medicine. The first part of this research seminar will be devoted to the study of women's historical and contemporary roles as health care providers — midwives, nurses, physicians, and lay practitioners. The second part of the course will examine issues confronting women as health care clients. Topics may include the

doctor-patient relationship, control over birth, occupational diseases affecting female workers and their offspring, and the widespread use of hormones and surgery in therapy. Students are expected to present substantial original research papers. Prerequisites: a strong background in sociology or women's studies, preferably both, and permission of the instructor. Enrollment limited to 15 students. Spring, m. 7, A. Stromberg.

188. The Ruling Class. We will begin by looking at the American upper class as a collection of inter-related subcultures: 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 I is recommended. Enrollment limited to 25. Spring, t.th. 12, I. Bell.

193. Crime in Mass Society. The labeling of criminal behavior and so-called dangerous classes. Criminal behavior systems from organized to victimless crime. Violence and social control in the modern megalopolis. Prerequisite: Sociology I. Fall, t.th. 8:20, L. Humphreys.

E. Independent Projects in Sociology.

198. Independent Study. staff.

199. Senior Thesis. staff.

at the Black Studies Center

48CC. History of Black Sociological Thought. A study of writings of Black social observers, both academics and activists, examined from the perspective of Black critical analysis of American society. Among the writers discussed are DuBois, Frazier, Malcolm X, and Ladner. Fall, to be arranged, staff.

150CC. Community Organization: Theory and Practice. Designed to develop the skills and techniques necessary for effective community organization, this course includes field work and the creation of a community-based project (directed toward an adjacent community) that would improve conditions in, e.g., housing and education. Prerequisite: Economics 90CC, a basic course in sociology, or permission of instructor. Fall, to be arranged, staff.



197CC. Special Studies: Sociology of the Black Community. Analysis of the social structure of selected Black communities. Case studies to develop methods of viewing social dynamics of the Black community. Prerequisite: Economics 90CC, a basic course in sociology, or permission of instructor. Spring, to be arranged, staff.

at the Chicano Studies Center

80CC. Peoples of Pre-Colombian Mexico. (See Anthropology 80CC.) Fall, t.th. 9:40, M. Apodaca.

88CC. Changing Roles of Women and Men in Chicano Community. (See Anthropology 88CC.) Fall, t.th. 1:15, L. Apodaca.

150CC. Mexican Immigration into the United States. (See Anthropology 150CC.) Spring, to be arranged, L. Apodaca.

163CC. Sociological Models as Applied to Chicanos. (See Anthropology 163CC.) Spring, to be arranged, L. Apodaca.

170CC. "B" Advanced Seminar in Anthropology/Sociology: Marxist Theory. (See Anthropology 170CC. "B") Fall, w. 7, L. Apodaca and M. Mosqueda.

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. Although Pitzer students normally enroll in courses at their own college, they may register at any of the other four colleges, including Pomona College, when the specific course needed is not offered at Pitzer.

1a. Introductory Spanish. Instruction in basic grammar, supplemented by readings on Spanish and Latin American life and culture. Emphasis on oral communications as well as use of the written language. Laboratory arranged. Enrollment limited to 25 students. Fall, m.w.f. 9, t. 8:20, H. Sheldon (Pitzer); m.t.w.f. II, P. Koldewyn (CMC); m.w.th.f. 10, M. Soldevilla (Scripps).

1b. Introductory Spanish. In the fall this course will be a complete review of fundamental skills, emphasizing oral expression, reading, and writing. Laboratory arranged. Prerequisite: 1a or equivalent. Enrollment limited to 25 students. Fall, m.t.w.f. II, H. Sheldon, Spring, m.w.f. 9, t. 8:20, H. Sheldon (Pitzer); m.t.w.f. II, P. Koldewyn (CMC); m.w.th.f. 10, M. Soldevilla (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.t.w.f. 9, P. Koldewyn (CMC); Fall, m.w.th.f. 9, M. Little; Spring, m.w.th.f. 9, staff (Scripps).

70. Introduction to Hispanic Civilization and Literature. Study and discussion of selected texts concerning the literary, social, political, historical, and artistic aspects of Spain and Latin America. Development of correctness and style in student's oral and written expression. Prerequisite: Spanish 54 or equivalent. Fall, m.w.f. II, M. Soldevilla (Scripps).

100. Advanced Conversational Spanish. A course designed for students who wish to develop their proficiency in oral and written expression. Emphasis on idiomatic expressions and everyday spoken Spanish. Prerequisite: Spanish 54, 70, or 75 and permission of instructor. May repeat for credit. Enrollment limited to 15 students. Spring, m.t.w.f. II, H. Sheldon.

105. The Feminine Contribution to Latin American Literature in the Twentieth Century. H. Sheldon. (Not offered in 1978-79)

106. The Mexican Woman: The Image in the Mirror. A sociological and literary exploration of the role of woman in Mexico through essays, newspaper articles, plays and short stories; focusing on contemporary woman writers: Alegria, Castellanos, Garro and Poniatowska. Prerequisite: Spanish 70, 75 or 100. Fall, m.w.f. 12, H. Sheldon.

115. The Mexican Revolution Through Literature. H. Sheldon. (Not offered in 1978-79)

Courses Offered at Other Claremont Colleges:

at CMC

104. Political and Social Literature in Latin America. Spring, m.t.w.f. 9, P. Koldewyn.

at Pomona College

101. Introduction to Literary Analysis. Spring, m.w.f. II, M. McGaha.

102. Composition and Phonetics. Spring, m.w.f. 1:15, M. Olivares.

104. Spanish Play Production. Fall, m.w. 7, $\frac{1}{2}$ course credit. M. McGaha.

120a,b. Survey of Spanish Literature. Fall, t.th. 2:45, P. Young; Spring, m.w. 2:45, M. McGaha.

127. The Latin American Novel in Transition. Fall, m.w.f. 10, M. Olivares.

180. Special Topics, Spanish poetry. Spring, t. 7, P. Young.

184. Don Quixote in Translation. Fall, m.w. 2:45, M. McGaha.

at Scripps College

- 75. Literary Currents: Hispanic Literature.** Spring, m.w.f. II, M. Little.
- 116. Order, Revolt and Realism in Hispanic Literature.** Fall, m.w. 2:45, M. Soldevilla.
- 155. Selected Masterpieces of Hispanic Literature.** Fall, t.th. 1:15, M. Little.
- 159. Latin American Fiction II.** Spring, t.th. 1:15, M. Little.
- 175. Modernism and Vanguardism.** Spring, m.w. 2:45, M. Soldevilla.
- 195. Senior Seminar.** Spring, to be arranged, staff.
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at the 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 familiarity with Spanish language. Fall, m.w.f. II, M. Villareal.

11CC. Spanish as a Native Language: Level II. Brief review of grammar. Intensive practice in pronunciation and conversation. Reading of essays, short stories, and plays related to the Chicano culture. For students familiar with the Spanish language. Prerequisite: 10CC or permission of instructor. Spring, to be arranged, M. Villareal.

72CC. Audio-Lingual Communication Skills. Advanced course in Spanish with purpose of acquiring fluency in Spanish. Songs used to practice and memorize pattern drills, supplemented with lectures on morphology and syntax of Spanish. Lab work, discussion of contemporary topics, and weekly tests. Taught in Spanish for students with interest in developing their verbal skills in everyday Spanish. Language 11CC prerequisite or consent of instructor. Spring, to be arranged, M. Villareal.

The Study of Woman. The study of woman focuses on the nature and scope of feminine achievement. The concentration explores such areas as the changing role and conception of women; women in cross cultural perspective; and the participation of women in the major institutions of society. By challenging existing assumptions and

models in the social and life sciences and the humanities, this concentration proposes to correct the imbalance created by centuries of the study of man. Interested students may combine the study of woman with another concentration. See an advisor in the Study of Woman program to plan the best concentration for your needs.

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

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

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

Concentration advisors: Professors Bell, Mathies, Meiselman, Miller, Ringler, Seymour, Sheldon, Shepard, Snowiss, Stromberg, and Yale.

Study of Woman 26. Women's Studies: 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, m.w. 2:45, S. Seymour.

Natural and Life Sciences.

Natural Science 61. Applications of Science. Both semesters, arranged, staff.

Natural Science 63. Human Life Science. Spring, m.w.f. 9, staff.

Social Sciences.

Anthro./Psych. 155. Socialization and Personality in Cross-Cultural Perspectives. Fall, t.th. 1:15, L. Munroe and R. Munroe.

Anthro. 49. Female Biology and the Cultural Roles of Women. S. Seymour. (Not offered in 1978-79)

Anthro. 50. From Ape to Angel? The Evolution of Human Behavior. Fall, t. 7, S. Miller.

Anthro./Soc. 88CC. Changing Roles of Women and Men in the Chicano Community. Fall, t.th. 1:15, L. Apodaca.

Soc. 23. Women at Work. Fall, t.th. 1:15, A. Stromberg.

Soc. 27-127/English 103. Great 20th Century Women. Spring, t.th. 9:40, E. Ringler and I. Bell.

Soc. 37. Stigmatized Sexual Behavior. Spring, t. 7, L. Humphreys.

Soc. 41. Who Gets The Goodies. Spring, m. 2:45 and arranged, I. Bell.

Soc. 171. Women, Health and Medicine. Spring, m. 7, A. Stromberg.

History

History 18. Men and Women in History: Explorations in Psychohistory and Biography. Spring, m. 7, W. Warmbrunn.

English

English 35. Central Women in Novel and Film. Fall, w. 2:45, B. Houston.

English 192CC. Special Studies in Black Literature in the U.S.A.: Women Fiction Writers. Fall, t. 2:45-5:30, A. Jackson.

Spanish

Span. 106. The Mexican Woman: The Image in the Mirror. Fall, m.w.f. 12, H. Sheldon.



Swahili.

20a,b,CC. 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, production, and comprehension of translated speech. The lessons include selected topics of 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, to be arranged, staff.

21a,CC. Intermediate Swahili. Emphasis on advanced grammatical structures and idiomatic expressions. Essay writing focusing on selected topics and discussions in Swahili. A special effort is made to avoid literal translation from English into Swahili. Prerequisite: Swahili 20a,CC. 20b,CC. Fall, to be arranged, staff.

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 20a,CC, 20b,CC, 21a,CC or consent of instructor. Spring, to be arranged, staff.

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. Enrollment limited to 10 students. Course fee: \$15. Fall, to be arranged; laboratory f. 9-3, L. Malm.

115b. TV Studio 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. Enrollment limited to 10 students. Course fee: \$15. Spring, to be arranged; laboratory f. 9-3, L. Malm.

Preparation for Careers and Graduate Study

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 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 preprofessional 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 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, political studies, psychology, sociology, and organizational studies. Also available is a special five-year B.A.-M.B.A program offered jointly with the Claremont Graduate School. For further information, consult the Career Planning Office.

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

Social Science Laboratory The Social Science Laboratory provides classroom and research facilities for the social and behavioral sciences. One-way vision rooms may be used for observing children's behavior and social interactions in small groups and for monitoring 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 avail-

able 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 presentation. 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.

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.



College Regulations

Academic Regulations

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

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

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

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

Pre-Registration and Registration.

Pre-registration occurs toward the end of each semester for the following semester, and is subject to a review during registration for the following semester. Students should consult their faculty advisors during pre-registration and registration periods. Registration is complete when the student has filled out the necessary registration material, including a course list, and has paid tuition and other fees.

Enrollment in Courses Offered by Other Claremont Colleges.

Academic in-

terchange 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 student's academic advisor. 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. This surcharge is assessed during the Spring semester after the final date to drop classes without academic penalty and is non-refundable.

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.

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). Students should note that the WF is counted as an F in calculating the student's GPA. 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 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. An "Incomplete" grade 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.

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 class level is determined at the beginning of each semester on the following basis: a student who has successfully completed eight courses is classified a sophomore; sixteen courses, a junior; twenty-four courses, a senior. A student should file a completed "Application to be Considered a Candidate for a De-

gree" 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 Students and completing all other formalities, a student withdrawing or taking a leave of absence before the midpoint 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, less a pro-rated reduction of any financial aid held. A student who, before registration for courses, files a notice of withdrawal or leave because of illness and completes all other formalities may receive a full tuition refund, less \$200, and a full refund of the Student Activities Fee, upon receipt of a statement from a staff member of The Claremont Colleges Health Service or Counseling Center. There is no refund of tuition or Student Activities Fee for a student withdrawing or taking a leave after the midpoint 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 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.

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.

Residential Halls. Semester rental charges are only for the period when classes and examinations are scheduled. Residence halls are closed during the winter 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.

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.

Motor Vehicles. Every undergraduate student living on or off campus who plans to own or maintain an automobile, motorcycle, motor scooter, or motor-bike 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 gov-

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

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.



Life on Campus

Learning to identify opportunities and alternatives as well as to choose wisely among them are essential features of a Pitzer College education. Discerning students will find a large variety of educational, cultural and recreational resources here, nearby in the other Claremont Colleges, and elsewhere in Southern California.

Orientation. For all new students, Pitzer's education begins the moment they arrive on campus. During orientation, a period of several days before the beginning of classes in the fall, new arrivals are acquainted with academic as well as cultural and recreational possibilities that exist for them at the College. (There is a brief orientation for new students for the spring semester.)

One of the first people a new student meets is a faculty academic advisor — someone who is especially able to advise during the student's first year. Later, as the student moves toward a field of concentration, he or she may ask another faculty member to serve as concentration advisor. Also, through a series of presentations in the first few days, new students are able to discuss the various aspects of academic programming with representative faculty members and student concentrators from Pitzer's curricular areas. Through these discussions and 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 informally. Over the summer the Dean of Students' staff 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 resumes, 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. Through a personalized approach to decision-making based on the



essential worth of the individual, career planning 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. For further information, students should consult the Office of Career Planning.

Student Housing and Residential Life.

Pitzer College 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.

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 cat-walks, 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.

The residence halls enjoy relative autonomy and have different residential styles. Each one has a Hall Director; Holden Hall has a staff of four student Resident Advisors, Sanborn Hall has a staff of four Resident Advisors and Mead Hall has a staff of six Resident Advisors.

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 Arts Corridor is in its fourth year, the Food Cooperative in its fifth. 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.

Single rooms are claimed by upperclassmen, and new students are assigned doubles (and roommates) by the Dean of Students. 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.

Pitzer acquired a "new" old building: the twelve-room Zetterberg House. Built in 1902 during the height of what has been termed the Arts and Crafts Movement in America, it is an impressive architectural example of the California bungalow style of that period. Originally in the middle of an orange grove, it was moved to the Pitzer campus, to a location north of Mead Hall, where it will serve as an activities center. Students will be able to participate in its restoration over a period of several years.

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 bring an important dimension to the educational and intellectual life of the College. A complete description of the program may be found in the "Special Programs" section of this catalog.

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

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

proximately 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.

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, and Research and Development. 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. 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 special academic, cultural, artistic, musical and entertainment programs 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 sponsored by its Frederick J. Salathé, Jr., Fund for Music and the Cultural Arts, the National Issues Forum, Academic Convocations, Artist and Scholars Series, Community Resources Committee, the Office of the Dean of Students and the Office of the Dean of Student Activities.

Students who perform as members of the Four College Players of Pitzer, Scripps, Claremont Men's and Harvey Mudd Colleges or Pomona College Theater present about two dozen different plays in Claremont each year. A lively Improvisational Theater group has performed regularly 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 all qualified students.

The newspaper (formerly known as *The Collegian*) of the five undergraduate colleges in Claremont, has been reviewed and restructured during the past year. As a result, a new newspaper, *The Collage*, began publication in the spring. In addition, Pitzer publishes a community quarterly, *The Participant*; a poetry magazine, *Grove*; a weekly college calendar; a student handbook; a senior year book; and this year, a lively "grass roots" publication known as *The Experience* has emerged.

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. Both series are student-organized and run, and both charge a modest fee.

A number of faculty-sponsored clubs have functioned at Pitzer in recent years. These have included the Pitzer Chorus, a Basketball Club and a Gourmet Cooking Club. In addition a variety of intercollegiate organizations are open to Pitzer students.

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.

Intercollegiate Athletics. Pitzer College joins Pomona College to support a broad program of intercollegiate athletics for men and women. Pomona-Pitzer is a member of the Southern California Intercollegiate Athletic Conference, locally, and is associated nationally with the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, and the Association of Intercol-

legiate Athletics for Women.

Men's teams are fielded in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, track and field, water polo, and wrestling, while women's teams are sponsored in basketball, swimming, track and field, tennis, and volleyball. In addition, coeducational teams compete in both badminton and fencing, while competitive opportunities with greater student direction are encouraged through club sports teams in lacrosse, rugby, sailing, skiing, men's volleyball, and women's water polo.

Although the major emphasis of the Pomona-Pitzer intercollegiate athletic program is placed on competition within the local conference, College policy assures that all qualified individuals or teams are allowed to advance to their level of competition at regional or national play-offs and championships.





The Claremont Colleges: Shared Resources.

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 924,000 volumes and 7,000 periodical subscriptions are the Honnold Library and the adjoining Seeley Wintersmith Mudd Library. Most of the books Pitzer students need are centrally located in these two large buildings. Smaller, specialized collections reside in the Norman F. Sprague engineering and science library at Harvey Mudd College and in six departmental science libraries at Pomona College, in the Ella Strong Denison Library at Scripps College emphasizing humanities and fine arts, and in the curriculum library and the George C. Stone Center for Children's Books in the Educational Resource and Information Center in Harper Hall.

The Honnold Library possesses extensive holdings of journals and currently receives about 5,500 periodicals and 75 newspapers. Through Pomona College, the Honnold Library is a depository for publications issued by the United Nations, other international agencies, and Great Britain. The library has a large collection of materials in microtext format, including some 18,000 reels of microfilm and 475,000 sheets of other



forms of microtext. Included in these holdings are long runs of newspapers, early printed books from England and the United States, and the anthropological source materials in the Human Relations Area Files. The microtext room also houses about 2,000 sound recordings. Some 50,000 slides, 5,000 art prints and photographs, 4,500 sound recordings and 10,000 maps are housed in other academic buildings. The Honnold Library has a good collection of Oriental language materials in its Asian Studies Collection. There are numerous special collections in the library. Among 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. Closed for a two-year renovation, Bridges Auditorium opened again in October 1977.

Garrison Theater. Seating 725 people, Garrison Theater provides facilities for the Four College Players, the Pomona College Theater, and other activities of the colleges and the community. Garrison's backstage area can hold sets for as many as three productions at once.

Black Studies Center. The Black Studies Center organizes and coordinates a curriculum in Black



Studies taught by faculty members from the several colleges as well as by its own staff. In addition, the Black Studies Center provides counseling and tutoring activities of various kinds and serves as a center for Black social activities.

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

The Counseling Center. The Counseling Center is located at 735 Dartmouth, immediately south of the Pendleton Business Office. The staff consists of a psychiatrist, 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 three doctors and four nurses, Baxter is open from 9-12 and 1:30-5:00, Monday through Friday. 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. Pomona Valley Community Hospital, four miles from campus, is fully equipped to deal with serious illness or injury.

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 supplements 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, and is also available from Baxter.

Huntley Bookstore. Supplementing collections available at stores nearby, 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. The building contains chaplains' offices, a meeting room, meditation chapel, and library.

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.

Robert J. Bernard Biological Field Station of The Claremont Colleges. The ecological programs of Pitzer College, and all of The Claremont Colleges, are in the process of being strengthened considerably through the addition of a biological field station. This "station," made possible through the generosity of friends of The Claremont Colleges, is being developed in approximately 80 acres of land only several blocks walking distance from the campuses. The land contains units of oak chaparral and 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 scheduled for completion by 1978. The station is envisaged as meeting many ecological and environmental classroom and research needs of students and faculty alike.

The Faculty House. Pitzer shares with the other Claremont Colleges the Faculty House which the late Harvey S. Mudd and Mrs. Mudd and the Seeley W. Mudd Foundation gave to Claremont University Center for the use of the faculties of all the colleges at Claremont. Situated just south of the Honnold Library, the Faculty House provides a meeting and recreational center for faculty groups.

Rancho Santa Ana Botanic Garden. The Rancho Santa Ana Botanic Garden, affiliated with Pomona College and the Claremont Graduate School, is an independent, endowed institution devoted to the preservation of native California flora and to research and teaching in the fields of botany and horticulture. The Pomona herbarium and part of the Pomona botanical library are housed at the garden. The beautifully landscaped grounds of the garden are open to visitors throughout the year.

Other facilities. Other facilities contribute substantially to the smooth functioning of The Claremont Colleges and are important parts of its design: 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 Blaistell Institute (for world religions), Francis Bacon Library, The School of Theology at Claremont, 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 all major fields of the arts, humanities, social sciences, and natural sciences. The curriculum is designed to cultivate rigorous thought and esthetic sensibilities and to foster a comprehensive understanding of mankind and the universe.

Claremont Graduate School. Founded in 1925. Enrollment, 1550. 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.

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.

Scripps College. Founded in 1926. Scripps College is a women's college with an enrollment of 600. The college is noted for the special series of courses which compose its core Humanities curriculum and emphasize an interdisciplinary approach to learning. Scripps offers a Bachelor of Arts degree; concentrations are available in five fields: The Arts, Lan-

guages and Literature, Philosophy and Religion, Science and Social Studies.

Harvey Mudd College. Founded in 1955. Enrollment, 480. Harvey Mudd is a coeducational college of engineering and science stressing human values. Students major in engineering, 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.

94

Life on Campus

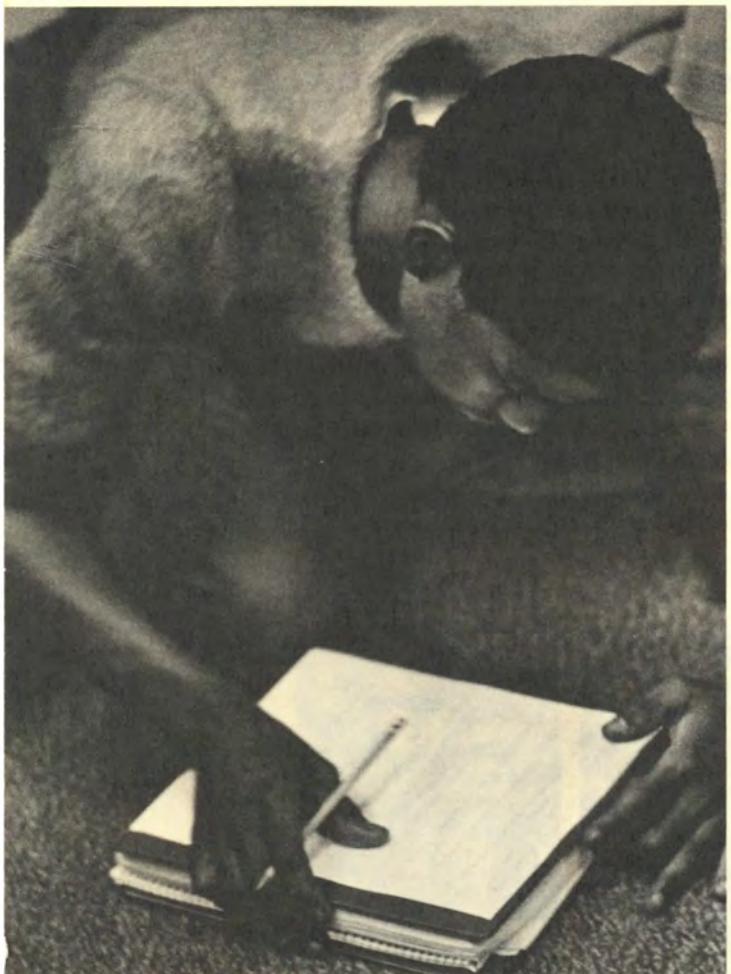


Claremont. Located at the foot of the San Gabriel Mountains, Claremont has grown up around the colleges which collectively take its name. Like those colleges, it is mostly residential, and its citizens have always sought to make it a pleasant and stimulating place to live and study. Because Claremonters 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 development, a

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

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





Admission to Pitzer College

Instructions to Applicants

The process by which students are admitted to Pitzer College is highly personal. Pitzer students, Pitzer faculty, and members of the admission staff all participate actively in the process of selecting the men and women who will enter the College each year, and they strive to judge fairly and thoroughly. They've come to feel that students will do best at Pitzer if they demonstrate strong academic ability, maturity, and independence, and they look for those qualities in every application. But because different people can show their strengths in different ways, they do not expect essays to be answered in the same way, nor do they expect students who will benefit from Pitzer to have the same background — the same course work, the same culture, the same geographic or ethnic or racial heritage. The College does not discriminate in making decisions regarding admission or financial assistance on the basis of sex, handicap, race, color, national origin, or ethnic origin. What you do to show that you and Pitzer College match each other well will count.

You may obtain an application form by writing to:

Office of Admission

McConnell Center

Pitzer College

Claremont, California 91711

Precise instructions for filling out the forms and dis-

tributing reference forms accompany the application. We prefer that applications reach us by February 1; you should plan on having the application and all supporting materials — transcripts, reference forms, etc. — in our hands by March 1. Every effort will be made to consider late applicants as long as space remains. Students who have submitted materials by the deadlines suggested above will be notified of the Committee's decision before April 15.

Students who wish to apply for financial assistance and who reside in California must take the Scholastic Aptitude Test (SAT) no later than December 2, 1978 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.

High School Preparation. The best preparation for college is rigorous academic 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;* The Admission 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 (including as many courses as possible which ask students to write extensively), at

least three years of social and behavioral sciences (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 ease, so third and fourth years of high school mathematics are highly recommended.) If your record demonstrates your interest, ability, and excitement, gaps in this outline will not prevent your being considered as 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.

References. Evaluations of your performance and your motivation add to our knowledge of you as an applicant, and we therefore ask you to have four references provided: one from a school official (counselor, principal, or headmaster); one from a teacher of an academic subject (if you wish to have a studio artist, a musician, a drama teacher, a debate coach, or a physical education instructor write in your behalf, you should have another teacher write in addition); one from a friend who knows you well, preferably one your own age; and one from yourself.

Tests. Together with three other factors — your application statement, your references, and your high school record — your scores on objective tests complete your application and will be evaluated by the Admission and Financial Aid Committee. The College requires that you submit scores on either Scholastic Aptitude Tests (SAT) or the American College Test (ACT), and we strongly recommend that you submit three Achievement Tests (ACH), one in English composition and two others of your choice. Your counselor can give you information about places and dates of administration. If your circumstances are unusual, you should get in touch with the Office of Admission.

Interviews. A personal interview is strongly recommended. Distance often makes it impossible for candidates to come to campus, but students who live a reasonable distance from Claremont should attempt to visit Pitzer and plan to spend two hours or more on

the campus. (An overnight visit, which can be arranged through the Office of Admission, will allow you to talk to staff, students and faculty, and will give you time to attend one or more classes.) An interview not only makes it possible for us to understand your strengths as a candidate, it also provides you the opportunity to gain further information about the College.

The Office of Admission is located on the second floor of McConnell Center. The Office is open for interviews every weekday (except holidays) and on Saturday before noon by appointment from Labor Day till March 1. On other Saturdays, interviews may sometimes be scheduled by special arrangement.

The staff prefers not to interview candidates between March 1 and April 15, but exceptions can be made for those who must travel great distances. In some cases, interviews may be arranged with alumni or alumnae. *Appointments for campus interviews and arrangements for alumni/ae interviews may be made by calling 714/621-8129, or by writing the Office of Admission.*

Early Decision. Students who are certain that Pitzer College is their first choice may apply for an early decision; they must submit the application and all supporting materials by December 15, and a decision will be sent before January 1. Students accepted at that time must send in commitment deposits by January 15 and they must agree to withdraw all applications pending at other institutions. Those not accepted at that time will be reconsidered with other applicants and will be notified before April 15.

Common Application. Pitzer College is one of a number of selective colleges throughout the United States which participates in the Common Application program. We will accept the Common Application form in lieu of our own application form, and we will — upon receipt of a common application — request that an applicant send us a small amount of additional material. You may find out if your high school is participating in the Common Application program by asking your counselor.

Transferring. In assessing transfer candidates, the Admission 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 they must take courses at Pitzer and other Claremont Colleges for at least two years to earn a Pitzer College degree. 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.

Early Admission. There are opportunities for outstanding high school juniors to gain early admission to Pitzer; 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 with a member of the admission office staff.

Deferring Entrance. 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 100. *These deposits cannot be refunded if you defer admission.*

Special Students. Students who are not currently pursuing a Pitzer College degree may seek admission as special students, 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.

New Resources. 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 by writing to: Office of the Vice President, Pitzer College.

Foreign Students. 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.)

Application Fee and Waiver. 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.

Advanced Placement/CLEP. 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.

Basic Charges

The 1978-1979 Comprehensive Annual Fee for resident students is \$6,410. This fee includes the following expenses:

Tuition	\$4,380
Student Activities	30
Room	1,000
Board	760
McConnell Center Fee	240

It does not include books, supplies, incidentals, travel, or room and board during Christmas and spring vacations. A single room, when available, costs \$1055, increasing the comprehensive fee to \$6465.

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 \$4,550; \$4,380 tuition, \$30 for student activities fee, and \$140 McConnell Center fee. (The McConnell Center fee is a campus-use fee levied against all students.)

Extended Payment Plans. New students and their parents may want to extend their payments for educational costs over a longer period of time than four years, or they may wish to prepay those costs in order to avoid interest charges. Through the auspices of the Richard C. Knight Insurance Agency, Inc., both services are available. The prepayment plan, involving no interest charges, is structured to enable parents to pay all fees before the beginning of the semester in which they are due. Interest is charged on the extended payment plans, which allow bills to be paid over a period of four years or longer. Details of both plans are available from the Office of Admission, Pitzer College. In addition, Pitzer College offers its own twelve-month payment plan for a nominal fee. Details are available from the Office of Admission.

Deposits and Miscellaneous Fees

Deposits for Entering Students

For freshmen entering in the fall:

- i. 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, \$200.00. This fee should be sent no later than May 1 to the Office of Admission. (Extensions may sometimes be granted in exceptional circumstances.) Of that sum, \$100 applies to fall semester tuition and \$100 applies to spring semester tuition. The entire tuition deposit will be refunded if a student withdraws before June 15; the spring semester portion (\$100) will be refunded if the student withdraws before November 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 entire tuition deposit is refundable if the student withdraws before July 1; the spring tuition deposit (\$100) is refundable if the student withdraws before November 15.

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 tuition deposit of \$200 is due from each returning student on March 15. The entire sum is refundable if the student gives notice of intention to withdraw or take leave of absence from the College by March 31; half the sum (\$100) is refundable if the student gives notice of

intention to withdraw or take leave of absence from the College by November 15. The \$200 tuition deposit guarantees a student an appropriate place in the College for the following year, permits registration both semesters, and entitles the student to room on campus both semesters. The deposit will not be credited to the student's account during the semester in which it is paid; instead, \$100 will be credited to the student's account *each semester* the following academic year.

The tuition deposit applies individually to each semester of the following year, and no portion of the deposit may be held over for application to a subsequent semester. Appropriate refunds for students whose plans change will be made according to deadlines listed above.

A student who has garnered sufficient credit to graduate from the College in January and who plans to graduate at that time will be required to submit a tuition deposit of \$100 by March 15 preceding her or his final semester. If he or she should subsequently decide to spend an additional semester at Pitzer College, he or she must pay an additional \$100 tuition deposit by November 15.

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.

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 non-refundable 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 \$550 per course, plus a percentage of the McConnell Use Fee: \$15 per course for off-campus students, \$30 per course for students living on campus. Course fees are subject to change.

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. Course fees are subject to change.

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 \$25.

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.

Admission and Financial Aid Calendar

By February 1. All California Applicants: Apply for California State Scholarship.

Midyear Transfer and Freshman Applicants:

By December 1. Application for Spring Term should be mailed.

By January 1. Notification of Decisions for Spring Term.

Fall Applicants:

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

Note: California residents must take SAT tests by December 2, 1978 to be eligible for California State Scholarships and Pitzer Financial Aid.

Before December 15. Early Decision candidates should mail applications and supporting materials.

Freshmen:

Before February 1. File Financial Aid Form with College Scholarship Service (for financial aid consideration).

By February 1. Application for Fall Term should be mailed.

Before March 1. Interview on campus or in your home area (strongly recommended).

By March 1. All application materials should be on file.

By April 15. Notification of Decisions for Fall Term.

By May 1. 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).

Transfers:

By March 15. Application for Fall Term (with financial aid consideration) should be mailed.

By March 15. File Financial Aid Form with College Scholarship Service.

By May 1. Application for Fall Term (with no financial aid consideration) should be mailed.

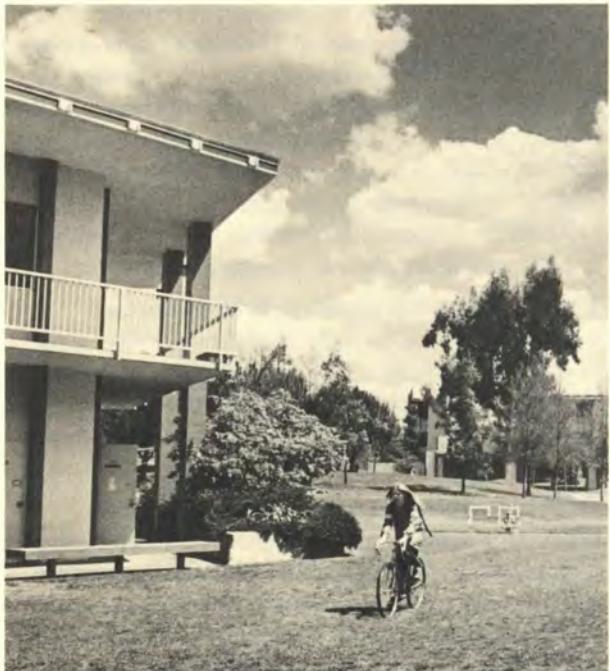
By May 1. Interview (strongly recommended).

By June 1. Notification of Decisions for Fall Term.

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

All Candidates:

By August 1. Health Forms must be submitted by committed students.



Financial Aid

The purpose of the financial aid program at Pitzer College is to provide financial assistance to those students whose family financial resources cannot meet Pitzer's costs. During the 1977-78 academic year approximately 48% of the Pitzer student body received some form of financial assistance. Pitzer College's financial aid program supports the goals of the admission program: to bring to the campus a student body of quality and diversity.

Financial aid at Pitzer College is based solely on financial need. To be eligible for financial aid a student must be admitted to or regularly enrolled as a full-time student in a program leading to a Pitzer degree, and must be either an American citizen, a permanent resident of the United States, or a resident of the Trust Territories of the Pacific Islands. In addition, the student must submit a Financial Aid Form, must apply on his/her own for any state, federal or private awards for which he or she may be eligible, and must meet all required deadlines.

Costs. As listed below, the basic budget for an on-campus student for the 1978-79 academic year is \$7,110, which does not include the cost of your travel to the campus.

Tuition	\$4,380
Fees	270
Room (double)	1,000
Board (19 meal plan)	760
Books and personal supplies (estimate)	700

In addition, there is a \$27.50 fee per semester for a single room.

Financial Aid for off-campus, full-time students at Pitzer will not exceed tuition and fees. The off-campus student budget used for Pitzer financial aid eligibility in 1978-79 is \$4,550 (tuition \$4,380 and fees \$170). 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 permission will be eligible for financial 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. Many students who receive financial aid and choose to live off-campus meet their living expenses through Federal Insured Student Loans and/or outside jobs.

Financial aid for students who wish to participate in one of the Pitzer sponsored external study programs cannot be increased if the cost of the external study program is more than the cost of a semester spent on campus at Pitzer.

Financial aid awards do not cover any lab or course fees, course overload fees, the graduation fee, or any other miscellaneous fees not included in the budget listed above. Normally, there is no additional financial aid available to cover these fees.

How Need is Determined. At Pitzer College financial aid is viewed as supplementary to the resources of the student and his/her family. We therefore expect each family to use a portion of its current income for college expenses. We also expect 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/her accumulated savings each year and to contribute approximately \$600-700 for books and personal expenses from his/her earnings during the summer.

The parents of each applicant for financial aid are required to submit, through the College Scholarship Service, a Financial Aid Form. In assessing a student's need for financial assistance, the Financial Aid Office takes into consideration the number of children attending college, extraordinary medical or other expenses, and other relevant factors. On the basis of a careful analysis of the Financial Aid Form, the Financial Aid Office will determine the amount that the applicant and his/her family can reasonably be expected to provide. If this falls short of the sum needed to meet the year's expenses, the difference becomes the amount of financial aid required. During the 1977-78 academic year we were able to fully meet the computed need of all students who lived on campus and applied for financial aid.

How to Apply. The only application for student financial aid from Pitzer College is the Financial Aid

Form (FAF) of the College Scholarship Service. This form is 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 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 she/he meets the necessary criteria. Those students meeting the criteria will be required to file an Affidavit of Parental Non-Support (available from the Financial Aid Office).

The 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 FAF along with a Financial Need Analysis Report is sent to the Financial Aid Office at Pitzer, where they are carefully reviewed again.

California Residents will not be considered for financial aid from the College unless they have also applied for a California State Scholarship (Cal Grant A) and (if eligible) for a College Opportunity Grant (Cal Grant B).

Students applying for admission and financial aid should submit the FAF to the College Scholarship Service no later than February 1 of the year previous to anticipated enrollment. Students applying for renewal of aid, or current students applying for the first time, should submit the FAF to the College Scholarship Service by February 1. Transfer students must apply by March 15. Financial aid consideration cannot be assured if the FAF is not filed by the appropriate date.

To insure that limited financial aid funds are distributed equitably to those students who require financial aid we also require that all applicants for financial aid submit a copy of their parents' 1978 Federal 1040 tax return and any additional schedules by May 1. Any financial aid offer made before receipt of the tax return is considered tentative.

In addition, transfer students applying for financial aid must submit a Financial Aid Transfer Record from each college or university that they attended prior to enrolling at Pitzer. The Financial Aid Transfer Record

form is available from the Financial Aid Office at Pitzer College.

No aid award is renewed automatically. Each student is responsible for re-applying each year by submitting the appropriate form. The Financial Aid Office reviews financial need annually and makes adjustments where necessary to reflect changes in the financial need of students and the costs of attending Pitzer and makes financial aid awards based on available resources. To be eligible for renewal of financial aid a student must be eligible to re-enroll as determined by the College's Academic Standards Committee. In addition, the student must continue to meet the appropriate deadlines. Pitzer may require a student to assume slightly increased loan and/or employment — that is, increased self-help — as he or she progresses toward the degree. A student entering Pitzer as a freshman will be eligible for a maximum of eight semesters of financial aid. Normally a student completes four courses each semester. Transfer students' eligibility is based on their standing at the time of transfer and is equal to the number of semesters remaining at normal progress to receive the bachelor's degree.

Students who apply for admission and for financial aid will be notified of both decisions at the same time (Freshmen by April 15; Transfers by June 1). Returning students will receive notification of new awards and renewals in May.

If a student receives financial aid from any other source after the Financial Aid Form has been filed or after the Financial Aid Office has made an offer of aid, she or he must notify the Financial Aid Office at once. An adjustment will then be made in the financial aid award so that the award will not exceed financial need. If financial problems arise after the award has been made, an amendment to the Financial Aid Form may be filed with the Financial Aid Office setting forth the nature and extent of the change. The case will be reviewed, and if greater financial need is indicated, the Financial Aid Office will make every effort to help (subject to availability of funds).

Types of Financial Aid. Financial Aid is derived from grant, loan and employment funds, either

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

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. The only application required is the Financial Aid Form.

California State Scholarships (Cal Grant A). All California residents applying for financial aid are *required* to apply for a California State Scholarship. The California State Scholarship (Cal Grant A) requires a *separate* application which is available from high schools and colleges and which must be mailed to the California Student Aid Commission, 1410 Fifth Street, Sacramento, California 95814. The State Scholarship application is due by February 1. SAT scores from a test taken during or before December 1978, but not earlier than January 1974, and a Financial Aid Form are also required by the Student Aid Commission. These scholarships range from \$600 to \$2700, depending upon a student's need.

College Opportunity Grants (Cal Grant B). These are awards aimed primarily at students from low income or minority backgrounds and are administered by the California Student Aid Commission. To be eligible for this grant during the 1979-80 academic year a student may not have completed more than one semester of full-time work or 16 semester units of part-time college work prior to June 30, 1979. The College Opportunity Grant requires a *separate* application which is available from high schools and colleges. A Financial Aid Form is also required. The application deadline is February 1. These grants range from \$100 during a student's first year in college up to \$3600, depending upon a student's need.

Supplemental Educational Opportunity Grants. Awards from these funds, varying from \$200 to \$1000 and equaling not more than half of the student's total financial aid, are made to students with exceptional financial need. These grants must be matched with funds from another source which may include scholarship, grant, loan or employment or a

combination of such aid. These awards are administered by the Financial Aid Office and the only application required is the Financial Aid Form.

Basic Educational Opportunity Grant

— **Basic Grant (BEOG).** 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 1978-79 academic year awards will range from \$176 to \$1600. 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. The Financial Aid Form may be used to apply for this grant by checking the appropriate box on the form.

105

*Financial
Aid*

Loans. Two types of loans are available to Pitzer students: National Direct Student Loans and Federal Insured Student Loans. The National Direct Student Loans are awarded *only* through the Financial Aid Office. Normally, students who live off-campus are not awarded this type of loan. An outside source of loans which students are encouraged to investigate is the program of Federal Insured Student Loans available through local banks.

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

National Direct Student Loans. These are long-term loans awarded by the Financial Aid Office. 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. No payments are required for a maximum of three years while a student serves in the Armed Forces, Peace Corps, or VISTA. By special provisions those teaching in certain schools in areas designated by the government as economi-

cally depressed areas or those teaching the handicapped may receive a 15% reduction each year they remain in such schools to the maximum of 100%. After the student has been awarded an NDSL by the Financial Aid Office he/she will be given additional application materials. These loans are administered by the Financial Aid Office and the only application required is the Financial Aid Form.

Federal Insured or Guaranteed Student Loans.

The Federal Insured or Guaranteed Student Loan Program may allow an undergraduate student to borrow as much as \$2500 each year from his/her local bank, although individual lenders often establish lower limits than the Federal maximum. 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. Any enrolled student who is a U.S. citizen or a permanent resident may apply. However, many California banks will not lend to freshmen or out of state students. Applications are available from the Financial Aid Office at Pitzer. (Non-California residents should check with their local banks to see if special applications are required.)

Employment. Pitzer College participates in the Federal College Work Study Program. Under this program, students work for the college or for an approved off-campus employer. Off-campus jobs are assigned in public and private non-profit organizations. Students usually work between four and ten hours per week. Normally, students who live off-campus are not awarded this type of financial aid. This program is administered by the Financial Aid Office and the only application required is the Financial Aid Form.

How Financial Aid Funds are Credited.

All grant funds administered by the Financial Aid Office are automatically credited to the student's account, and are divided equally between the first and second semester. National Direct Student

Loan funds are credited to the student's account when the necessary papers and promissory notes have been completed each semester. Federal Insured Student Loans are credited to the student's account when the check is received. Money earned through the work study program is paid directly to the student by check and it is the responsibility of the student to see that college costs are being met. A student must sign an acknowledgment of receipt of Federal funds (Supplemental Educational Opportunity Grants, Basic Grant, and/or National Direct Student Loan funds) each semester that he/she is awarded these types of financial aid.

In Review

Early December — Applications (including FAF) for new Cal Grants are available from high school counseling offices or from the Financial Aid Office at Pitzer.

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

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

February 1 — Deadline for submitting Student Aid Application (including SAT scores) and Commission Supplements for the Cal Grant programs to the California Student Aid Commission, 1410 Fifth Street, Sacramento, California 95814. *California residents will not be considered for financial aid from Pitzer unless they have applied for a California State Scholarship (Cal Grant A) and (if eligible) for a College Opportunity Grant (Cal Grant B).*

Mid-March — Renewal applications for Cal Grants are mailed to home addresses of students by California Student Aid Commission.

March 15 — Final date to submit FAF for transfer students.

Mid-April — On or before April 15 freshmen will be notified of admissions and financial aid.

May 1 — Deadline for all students receiving financial aid from Pitzer for 1979-80 academic year to apply for Basic Grant.

Mid-May — Returning Pitzer students notified of financial aid awards.

June 1 — New transfer students notified of financial aid awards.

Scholarship Contributions. The following clubs and foundations have made scholarship contributions directly to individual students during the 1977-78 academic year:

Gertrude S. Straub Trust — M.M. Scott Scholarship Fund

Vermont Student Assistance Corporation

The Woman's Club of West Covina

West Covina Emblem Club No. 299

Rotary Club of Clearlake

Clearlake Oaks Lions Club

International Order of Jobs Daughters

Variety International Boys' Club

New Jersey State Scholarship

Elks Scholarship

The National Sorority of Phi Delta Kappa

Sachs Foundation

Massachusetts State Scholarship

Teagle Foundation

Pennsylvania State Scholarship

Smith Family Scholarship

Model Cities/Chicago Committee on Urban Opportunity Program

Golden State Minority Foundation

Pitzer College is indebted to the following generous donors of Endowed Scholarship Funds.

The Durfee Foundation Endowed Scholarship

John W. Atherton Scholarship — Class of 1970

Edna S. Castera Scholarship

Class of 1974 Endowed Scholarship

Class of 1976 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

The Harry W. and Virginia Robinson Scholarship Fund

William Rodgers Scholarship - Class of 1969

Annis Van Nuys Schweppe Scholarship

John Stauffer Memorial Scholarship

George G. Stone Memorial Scholarship

Mr. & Mrs. Leslie A. Warren Endowed Scholarship

Pitzer College is grateful to the many individuals, corporations and foundations who have supported the following named student scholarship funds during 1977-78:

Ahmanson Foundation Scholarship Fund

Lawrence Barr Scholarship

Chase Buff Company Scholarship Fund

Elsie De Wolfe Scholarship Fund

Isadore and Sunny Familian Family Foundation Scholarship Fund

Franconia Industries, Inc. Scholarship Fund

General Telephone Independent Colleges Scholarship

Rosetta W. Harris Scholarship Fund

John Randolph Haynes and Dora Haynes Foundation Scholarship Fund

Hollywood Canteen Foundation Scholarship Fund

Frederick S. Huber Memorial Scholarship Fund

Brett Kantrowitz Scholarship Fund

H. Kramer Foundation Scholarship Fund

George Henry Mayr Educational Foundation Scholarship Fund

Mitsubishi International Corporation Scholarship Fund

Nacional De Cobre, S.A. Scholarship Fund

Nathan Student Scholarship Fund

Norris Industries Scholarship Fund

Price Pfister Scholarship Fund

Mabel Wilson Richards Scholarship Fund

S. Bernard Schwartz Scholarship Fund

Diane Shammas Student Scholarship Fund

Sitkin Metals Scholarship Fund

Harry G. Steele Foundation Scholarship Fund

University Scholarship Foundation Fund

Weiner Steel Corporation Scholarship Fund



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Los Angeles County
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Judy Jennings Treas '69
 Assistant Professor of Sociology
 University of Southern California
 President
 The Pitzer College Alumni
 Association

George H. Whitney
 Attorney-at-Law
 Gibson, Dunn & Crutcher

Nick B. Williams
 Editor
 Los Angeles Times
 (Retired)

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Administration

Diana T. Barber, Assistant to the Director of Administrative Services, 1977. B.A., UCLA.

Richard S. Barber, Assistant Director of Development, 1977. B.A., La Verne College.

Mary Ellen Brigante, Continuing Education Advisor, 1977. B.A., University of Buffalo; M.A. and Ph.D., Claremont Graduate School.

Margaret Carothers, Assistant to the Director of Financial Aid, 1969.

George Duffy, Director of Campus Maintenance, 1977.

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

Leonard Harper, Dean of Student Activities, 1975. A.A., Pasadena City College; B.A., La Verne College.

Lee A. Jackman, Director of Communications and Associate Director of Development, 1972.

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

William R. Lowery, Dean of Admissions and Associate Professor of English, 1972. (See Faculty)

Ann Maberry, Registrar, 1964.

Joseph T. Mark, Dean of Students, 1978. B.A., St. Peter's College; Ph.D., University of Rochester. (See Faculty)

Justin Martin, Administrative Assistant for Financial Aid, 1966.

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

***Karem J. Monsour**, Director of the Counseling Center, 1967.

Julie G. Mower, Associate Dean of Admissions, 1973. B.A., Pitzer College; M.Ed., Loyola University.

Kristin L. Olsen, Alumni Coordinator, 1976. B.A., Pitzer College; M.S.J., Northwestern University.

Marilyn Parker, Assistant Dean of Admissions, 1976. B.A., Pitzer College; M.S.Ed., USC.

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.

Alejandro Reynozo, Assistant Dean of Admission, 1978. B.A., Cal Poly, San Luis Obispo; Ph.D. candidate, Stanford.

Patsy Sampson, Dean of the Faculty and Professor of Psychology, 1977. (See Faculty)

Vicke F. Selk, Treasurer and Controller, 1971. M.A., Claremont Graduate School.

Margie Shurgot, Associate Director of Special Programs, 1976. B.A., Pomona College.

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

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).
▪ 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, California State University, San Jose; Instructor, San Jose City College and Citrus College.

‡**Linda Apodaca**, Visiting Instructor in Anthropology, 1977 □ B.A., California State University, Los Angeles; doctoral candidate, University of California, Irvine.

Constance W. Atwell, 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). (*On leave 1978-80.*)

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

‡**Francisco E. Balderrama**, Visiting Instructor in History, 1977 □ B.A., Loyola University; M.A., doctoral candidate, University of California, Los Angeles

†**Linda S. Beard**, Instructor in Literature, 1977 □ B.A., Bennington College; doctoral candidate, Cornell University.

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

Inge P. 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. (*On leave fall semester.*)

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

James B. Bogen, Professor of Philosophy, 1967 □ B.A., Pomona College; M.A., Ph.D., University of California, Berkeley. Teaching Assistant, Woodrow Wilson Fellow, James Sutton Fellow, University of California, Berkeley; Instructor, Oberlin College. (*On leave 1978-79.*)

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

Harvey J. Botwin, 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. (*On leave 1978-79.*)

▪ Macroeconomic and microeconomic theory; economic policy; the history of economic thought; economic development; financial markets; 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.

▪ 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). (*On leave fall semester.*)

▪ Sociolinguistics; law and society, including legal institutions and informal conflict management; folklore and ethnomusicology; child language.

‡**Raymond Buriel**, Visiting Assistant Professor of Psychology, 1977 □ B.A., M.A., Ph.D., University of California, Riverside.

Courtney S. Coleman, Professor of Mathematics, Harvey Mudd College, 1959 □ A.B., University of California, Berkeley; M.A., Ph.D., Princeton University. Assistant Professor Wesleyan University; Research Mathematician, Visiting Scientist, Research Institute for Advanced Study.

***Beatrice Cooley-Matthews**, Assistant Professor of Biology, 1978 □ B.A., University of Texas, El Paso; Ph.D., Uni-

versity of Southern California. Instructor, University of Southern California; Postdoctoral Fellow, University of California, Los Angeles.

- Neural control of the adrenal cortex under physiological and pathological conditions; influence of fetal alcohol syndrome on the adrenal cortex; psycho-social etiology of mammary tumors.

David A. Cressy, Assistant Professor of History, 1970 □ B.A., M.A., Ph.D., Clare College, University of Cambridge, England. Tutor Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico (summers 1975, 1977); John Simon Guggenheim Memorial Fellow, 1978. (*On leave fall semester.*)

- English and European history; history of education, literacy, social structure, and migration in 16th and 17th century England; local history.

***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.

***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 and Director, Bernard Biological Station of The Claremont Colleges, 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.

***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.

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

†**Lorn S. Foster**, Assistant Professor of Political Science, Pomona College 1978 □ B.A., California State University, Los Angeles; M.A., Ph.D., University of Illinois.

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

***Anthony F. Fucaloro**, Assistant Professor of Chemistry, 1974 □ B.S., Polytechnic Institute of Brooklyn; Ph.D., University of Arizona. Postdoctoral 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. (*On leave fall semester.*)

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

***Laurane Geary**, Assistant Professor of Biology, 1978 □ B.S., Syracuse University; M.S., Ph.D., University of

Patsy H. Sampson, Dean of Faculty and Professor of Psychology



Illinois. Postdoctoral Fellow, City of Hope Medical Center and Cornell University Medical College.

- Biochemistry; cell biology; neurochemistry.

Stephen L. Glass, John A. McCarthy 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. (*On leave spring semester.*)

- 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. (*On leave 1978-79.*)

- 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, Buffalo; Ph.D., Tulane University. Instructor, Tulane University; Visiting Instructor, Louisiana State University; Assistant Professor, Wayne State University; Visiting Professor, University of Bath, England (spring 1974); Visiting Associate Professor (1974-76), Vice-Chairman of University Faculty Body (1975-76), American University, Cairo.

- History and development of sociological theory; sociology of sociology; sociology of the absurd; social structure and alienation.

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

- History of the British empire; history of India; history of Japan.

***Daniel A. Guthrie**, 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 and faunal analysis of archaeological sites.

Joanne Hayakawa, Assistant Professor of Art, 1977 □ B.A., University of California, Santa Barbara; M.F.A., University of Washington. Teaching Assistant, University of Washington; Instructor, California State University, Los Angeles, and University of South Florida.

‡**Benjamin Hernadez**, Visiting Instructor in Dance, 1970 □ B.A., Universidad de Guadelajara; advanced study, Universidad Nacional Autonoma de Mexico, Escuela de Bellas Artes.

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; environmental design; desert studies; painting.

†**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). (*On leave 1978-79.*)

Beverle A. Houston, Associate Professor of English and Film, 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; critical theory.

Douglas B. Gutknecht, Instructor in Sociology, 1978 □ B.A., M.A., California State University, Sacramento; doctoral candidate, University of California, Riverside. Lecturer, University of California, Riverside, and Patton State Hospital; Instructor, San Bernardino Valley College and Crafton Hills College.

William J. Holly, Visiting Lecturer in Philosophy, 1978 □ B.S., University of Oregon; M.A., Ph.D., University of California, Irvine. Teaching Assistant, University of Oregon and University of California, Irvine; Instructor, Golden West College for Logic and Ethics and University of California, Irvine.

- Philosophy of mind, epistemology, Wittgenstein, Ryle, analytic philosophy.

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 Il-

linois University; Associate Professor, School of Criminal Justice, State University of New York, Albany; C. Wright Mills Award for the Study of Social Problems (1970).

- Patterns and causes of homicide; homosexuality; stigmatized behavior; occupational subcultures.

†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 Postdoctoral Cross-Disciplinary Fellowship; Instructor, Spelman College; Instructor, Assistant Professor, Boston University; Assistant Professor, Associate Professor, California State University, Los Angeles.

- The American novel; Faulkner; literature by Black Americans; the essay as a genre.

James B. Jamieson, Acting 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.

Sherry B. Jeffe, Instructor in Political Studies, 1978 □ B.A., Goucher College; M.A., Rutgers University; doctoral candidate, Claremont Graduate School. Visiting Instructor, Loyola Marymount University.

- Public administration; health care policy; citizen participation in public issues.

Mary Ann Jimenez, Instructor in History, 1978 □ B.A., Immaculate Heart College; M.A., University of California, Los Angeles; M.S.W., San Diego State University; doctoral candidate, Brandeis University. Research Assistant, Teaching Assistant, Brandeis University.

- Social welfare; history and policy; Colonial America.

Marsha E. Jones, Visiting Lecturer in Mathematics 1978 □ B.S., M.S., Cleveland State University; Ph.D., Kent State University, 1978. Teaching Assistant, Cleveland State University and Kent State University; Teaching Fellow, Instructor, Kent State University.

Gary R. Kates, Visiting Lecturer in History, 1978 □ B.A., Pitzer College; M.A., doctoral candidate, University of Chicago.

***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. (*On leave 1978-79.*)

- Theoretical physics; brain mechanisms and modeling.

§Michael D. Lamkin, Assistant Professor of Music, 1977 □ B.M.E., M.M., Baylor University; doctoral candidate, University of Iowa.

†Samella Lewis, Associate Professor of Art, Scripps College, 1970 □ B.A., Hampton University; M.A., Ph.D., Ohio State University.

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, Dean of Admission and Associate 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.

Linda L. 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.

Joseph T. Mark, Dean of Students and Associate Professor of psychology, 1978 □ B.A., St. Peter's College; Ph.D., University of Rochester

- Currently on administrative assignment.

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);



Stanley Klein,
Associate Professor of Physics

Tutor, Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico (summers 1972, 1973, 1976, 1977).

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

***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; immunology; microbiology.

†**Zachery Mbuya**, Lecturer in Swahili, 1977 □ B.D., Kibosho National Theological College; M.A., Claremont Graduate School.

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

- 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.

Bert Meyers, 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), *The Dark Birds* (1968), *Sunlight on the Wall* (1976), and *The Wild Olive Tree* (1978).

- 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; human evolution; primate behaviors; African and native American ethnology; cultural ecology.

#**Lawrence Mosqueda**, Visiting Instructor in Political Science, 1977 □ B.S., Iowa State University; M.A., doctoral candidate, University of Washington.

Lee Munroe, Professor of Anthropology, 1964 □ Ph.D., Harvard University. (*On leave spring semester.*)

- Cross-cultural human development.

Ruth H. Munroe, Professor of Psychology, 1964 □ B.A., Antioch College; Ed.D., Harvard University. Research, Belize and Kenya. (*On leave spring semester.*)

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

II5

Faculty

Fred F. Myers, Assistant Professor of Anthropology, 1976 □ B.A., Amherst College; M.A., Ph.D., Bryn Mawr College. NIMH Research Fellowship; NSF Doctoral Dissertation Improvement Grant.

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

Winford Naylor, Assistant Professor of Economics, 1977 □ B.A., Williams College; doctoral candidate, Stanford University. Energy Institute Fellow; NDFL Fellow; Carnegie Fellow; Brookings Institution Research Fellow.

- International economics, economic development in Africa and the Middle East; issues of public policy.

Beverly W. Palmer, Instructor in Writing, 1976 □ B.A., College of William and Mary; M.A., University of California, Berkeley. Instructor, Chaffey College; National Endowment for the Humanities Fellowship.

- American confrontations with Europe, 18th and 19th centuries; American history and literature; travel literature.

[†]**John L. Peterson**, Assistant Professor of Psychology, Claremont Men's College, 1976 □ B.A., Florida A & M University; M.A., Ph.D., University of Michigan.

***Robert P. Pinnell**, 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 Postdoctoral Fellow, University of Texas; Research Scientist, Jet Propulsion Laboratory, California Institute of Technology; Visiting Associate Professor, California Institute of Technology (1973-74).

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

Kathleen Pulling, Visiting Lecturer in Economics, 1978 □ B.A., M.A., Ph.D., University of California, Riverside. Lecturer, California State College, San Bernardino, and Chapman College; Teaching Assistant, Teaching Associate, University of California, Riverside; Assistant Professor, California State University, Chico.

- Oligopoly theory and the multi-product firm; diversification and profit margins; concentration and regulation of the banking industry.

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; 19th century British literature; 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).

- Political philosophy; human ecology; politics of ecology; environmental policy.

Ronald G. Rubin, Associate 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**, Associate 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. (*On leave 1978-79.*)

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

Patsy H. Sampson, Dean of Faculty and Professor of Psychology, 1977 □ B.A., University of Oklahoma; Ph.D.,



Bert Meyers,
Professor of English

Cornell University. Assistant Professor, State University of New York, Binghamton; Director, Child Study Center, and Assistant Professor, Wellesley College; Research Social Psychologist, McLean Hospital; Consultant, Laboratory of Clinical Psychopharmacology, National Institute of Mental Health; Associate Professor, Professor, Department Chairman, California State College, Bakersfield; Coordinator of Adolescence Research, National Institute of Child Health and Human Development; Psychologist, National Institute on Alcohol Abuse and Alcoholism.

- Development of relationships between brain and behavior, especially neuroendocrine aspects; drug effects during critical periods of development (perinatal and pubertal); interrelations between social and physiological variables in behavior.

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.

- Middle Ages: Chaucer; 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.

Albert Schwartz, Professor of Sociology, 1965 □ B.A., Hunter College; M.A., Ohio State University. Dean of Faculty, Pitzer College (1971-1977). (*On leave 1978-79.*)

- Social construction of reality; fads and crazes; sport and popular culture; deviance.

Harry A. Senn, Associate 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; French folklore; narrative folklore.

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

- Comparative socialization practices; sex roles in cross-cultural perspective; urban anthropology; culture and education; South Asia.

Helia Maria Sheldon, Associate 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; Associate Professor, Claremont Graduate School, 1976.

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

[†]**Marie-Denise Shelton**, Instructor in French, Claremont Men's College, 1977 □ B.A., M.A., doctoral candidate, University of California, Los Angeles.

Paul H. 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 of Biology, 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 in child and adolescent development; animals as instruments of cognition; primitivism and human ecology; ecology of human sexual dimorphism; historical and ecological aspects of landscape painting and gardening; 19th century American nature aesthetics.

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.

Sharon Nickel Snowiss, Associate 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.

Ann H. Stromberg, Assistant Professor of Sociology, 1973 □ B.A., Pomona College; M.A., Columbia University; Ph.D., 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

II8

Faculty

Colombia, British Honduras, and Venezuela.

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

John D. Sullivan, Associate Professor of Political Studies, 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."

‡**Maria Torres**, Counselor, Chicano Studies Center, The Claremont Colleges, and Visiting Instructor in Spanish, 1976 □ B.A., University of California, Riverside; M.A., New Mexico State University.

Richard N. 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.

- Moral development; personality and cognition; psychology of Asian-Americans; psychotherapy; memory distortion and stereotypes.

‡**Francisco Vazquez**, Dean of Students, Chicano Studies Center, The Claremont Colleges, and Visiting Instructor in Philosophy, 1976 □ B.A., Claremont Men's College; Ph.D., Claremont Graduate School.

‡**Guillermo Villarreal**, Assistant Professor of Spanish, 1973 □ B.A., California State University, Long Beach; M.A., doctoral candidate, University of California, Irvine.

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, 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; Visiting Professor, Conference in Modern Europe, State University of New York, Buffalo.
(*On leave spring semester.*)

- 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. (*On leave fall semester.*)

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

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

‡**Louis E. Wilson**, Instructor in History, Claremont Men's College, 1977 □ B.A., California State University, Los Angeles; M.A., Ph.D. candidate, University of California, Los Angeles.

Dorothea Kleist Yale, 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 literature; Thomas Mann, modern drama, contemporary novel; social and cultural history of Germany; feminist movement.

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

- Research in chemistry; metal-promoted 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 interest of full time Pitzer faculty and faculty members in joint appointment with other Claremont Colleges.

BIRTH ORDER

Personality traits

A. FIRST BORN'S and ONLY'S

1. HIGH ACHIEVERS
2. AFFILIATIVE (GREGARIOUS)
3. DEPENDENT
4. ANXIOUS

Experiment: HITTON / 20 FB, 20 O's & 20L

Interaction between mother & child is observed.
FB's - more help - turn to mother compared to
 mothers more interfering

Mothers were more extreme.

How Behaviors are used - to understand

- 1. Genet.
- 2. Len
- 3.
- 4.
- 5.

(stimuli)
 scientific



Pitzer College Calendar

1978-79

First Semester

September 4 - Monday

Residence Halls open for new students, 12 noon.

September 4-7

Orientation for new students.

September 7 - Thursday

Residence Halls open for returning students.

September 8 - Friday

First Semester classes begin at 8:00 a.m.

I.D. Cards - Fee Paying Day.

September 9 - Saturday

Thursday classes and laboratories held.

September 20 - Wednesday

Registration for all students.

Last day for entering classes.

October 18 - Wednesday

Low grade reports due to Registrar.

October 25 - Wednesday

Final day to drop classes without academic penalty & turn in CR/NC forms to Registrar. Final day to add 1/2 course for second half of semester.

November 22 - Wednesday

Thanksgiving vacation begins after last class. Last day to drop 1/2 course for second half of semester, and turn in CR/NC forms for those 1/2 courses.

November 27 - Monday

Thanksgiving vacation ends, 8:00 a.m.

December 1 - Friday

Tuition Deposit due - \$100.

December 5 - Tuesday

Pre-Registration

December 13 - Wednesday

Final day of classes first semester.

December 14 - Thursday

Final Examinations begin.

December 20 - Wednesday

Final Examinations end.

December 22 - Friday

First Semester ends.

Second Semester

January 22 - Monday

Second Semester classes begin 8:00 a.m.

January 23 - Tuesday

I.D. Cards - Fee Paying Day.

February 2 - Friday

Registration for all students.

Last day for entering classes.

March 9 - Friday

Low grade reports due to registrar.

March 15 - Thursday

Final day to drop classes without academic penalty & turn in CR/NC forms to Registrar. Final day to add 1/2 course for second half of semester.

March 16 - Friday

Spring vacation begins after last class.

March 26 - Monday

Spring vacation ends 8:00 a.m.

April 2 - Monday

Tuition Deposit due.

April 20 - Friday

Final day to drop 1/2 course for second half of semester, and turn in CR/NC forms for those 1/2 courses.

April 24 - Tuesday

Pre-Registration

May 11 - Friday

Final day of classes second semester.

May 14 - Monday

Final Examinations begin.

May 19 - Saturday

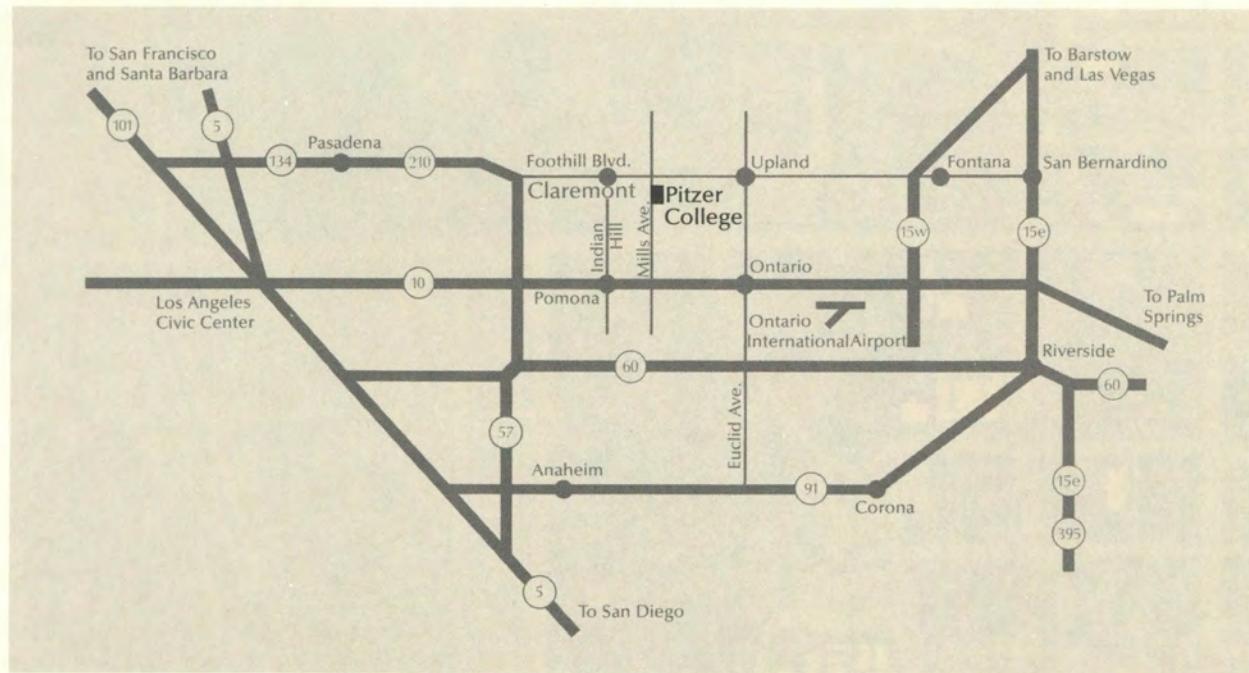
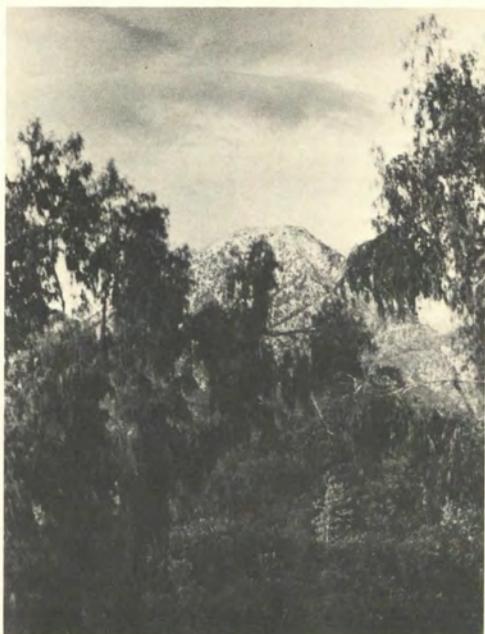
Final Examinations end.

May 20 - Sunday

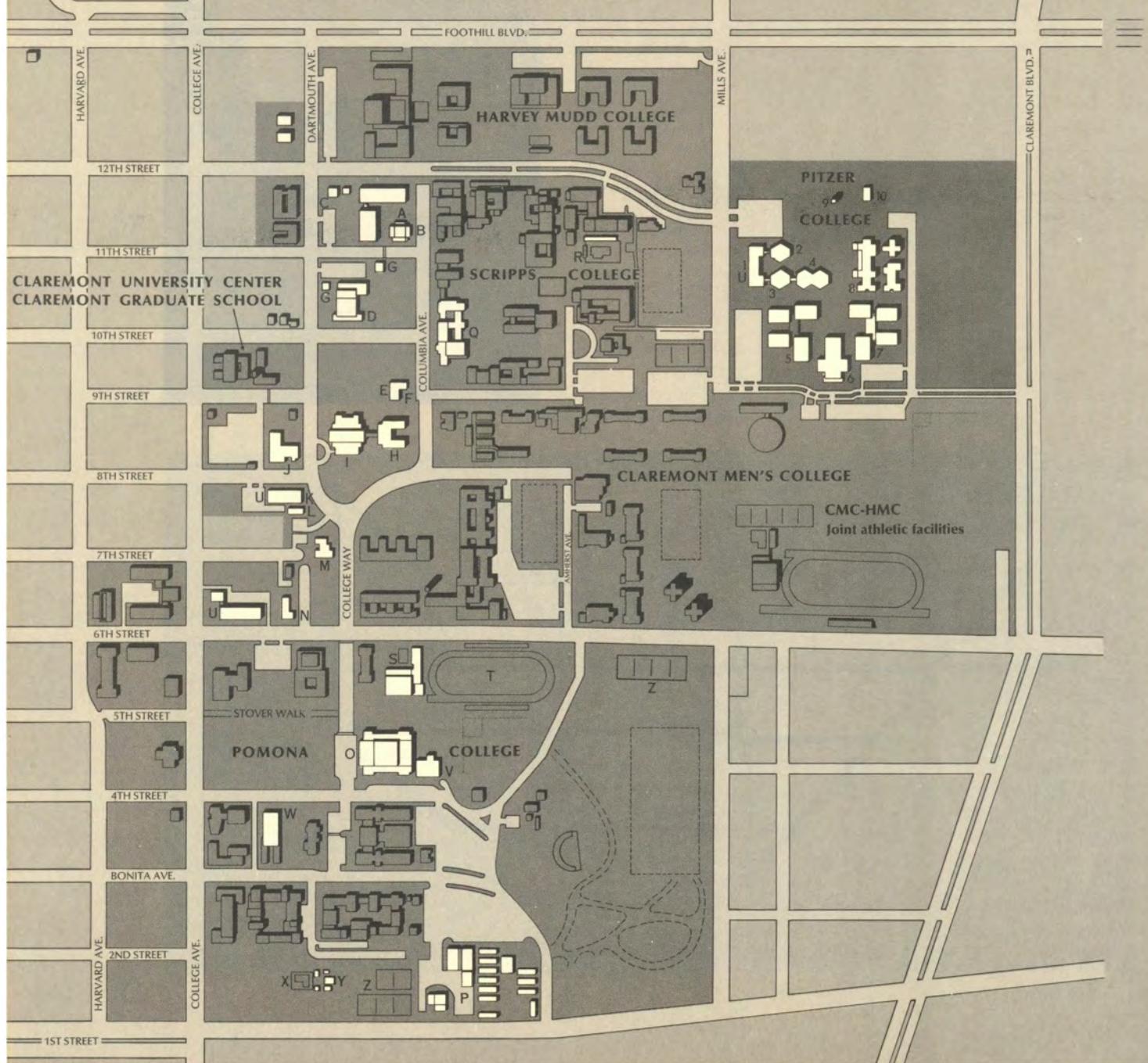
Commencement



Location



ROBERT J. BERNARD BIOLOGICAL FIELD STATION



Campus Map

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
10. Zetterberg House

Joint Facilities

- A. Joint Science Center
- B. Baxter Science Building
- C. Mary B. Eyre Children's School
- D. Garrison Theater
- E. McAlister Center for Religious Activities
- F. Chicano Studies Center
- G. Black Studies Center
- H. Seeley Mudd Library
- I. Honnold Library
- J. Huntley Bookstore
- K. Pendleton Business Building
- L. Counseling Center
- M. Faculty House
- N. Baxter Medical Center
- O. Bridges Auditorium
- P. Shops and Stores - Physical Plant

Shared Facilities

- Q. Balch Hall (Scripps)
- R. Scripps Pool
- S. Memorial Gymnasium and Pool (Pomona)
- T. Alumni Field (Pomona)
- U. Seaver Computer Center (Pomona and Pitzer)
- V. Renwick Gymnasium (Pomona)
- W. Bridges Hall of Music (Pomona)
- X. Pendleton Pool (Pomona)
- Y. Gladys Shepard Pendleton Women's Physical
Education Center (Pomona)
- Z. Pomona Tennis Courts



Index

Abroad Study, 14, 15, 16
 Academic Regulations, 79
 Achievement Tests, 98
 Adding Courses, 80
 Administration, 110
 Admission to the College, 97
 Application, 97
 Application Fee & Waiver, 99
 Interviews, 98
 Admission Notification Date, 98
 High School Preparation, 97
 References, 97
 Deadlines, 97, 102
 Admission Calendar, 102
 Deferring Entrance, 99
 Advanced Placement, 99
 Advising, 11, 86
 American Studies, 19
 Anthropology, 19
 Arabic, 25
 Archaeology (see Anthropology and Classics), 19, 29
 Art, 22
 Asian Languages, 25
 Asian Studies, 25
 Athletic Activities, 88
 Attendance, 81
 Audio-Visual Resources, 77
 Auditing, 101
 Baxter Medical Center, 92
 Biological Field Station, 94

Biology (see also Natural Sciences and Human Biology), 52, 53
 Black Studies, 26, 91
 Board of Trustees, 109
 Bridges Auditorium, 91
 Business Economics (see Economics), 31
 Business, preparation for study in, 77
 Calendar, 1978-79, 121
 California Residents, 104, 105
 Career Planning Office, 76, 85
 Chemistry, 55, 56
 Charges, 99, 100, 101
 Chicano Studies, 28, 91
 Chinese, 25
 Choir, 52, 88
 Church, College, 93
 City of Claremont, 97
 Claremont Colleges, 95
 Claremont Colleges Shared Facilities, 90-94
 CLEP, 99
 Claremont Graduate School, 95
 Claremont Men's College, 96
 Claremont University Center, 96
 College Class Level, 81
 Classics, 29
 College Board Tests, 98
 College Governance, 87
 College Regulations, 79
 Common Application Program, 98
 Computer Facilities, 77

Concentration Requirements, 18
 Concentrations, 12
 Changes, 80
 Combined, 12
 Declaring a Concentration, 11
 Honors, 12
 Special, 12
 Conduct, 82
 Cost (see Fees), 99, 100, 101
 Counseling, 76, 85, 91
 Counseling Center, 91
 Course Load, 79, 101
 Courses of Study, 18
 Credit, 81, 99
 Cross Registration, 79
 Curriculum, 11
 Cultural Events, 88
 Dean of Students, 85
 Deposit, 99, 100, 101
 Dining Accommodations, 87
 Dismissal, 82
 Dormitories, 82, 86
 Drama, 30
 Dropping Courses, 80
 Economics, 31
 Education, 34
 Employment, 106
 English, 34
 Environmental Studies, 39

European Studies, 41
 Examinations, 80
 Exchange Programs, 16
 Expenses & Fees, 99, 100, 101
 External Studies, 14, 15, 16
 Extracurricular Activities, 87, 88, 89
 Faculty, III
 Faculty House, 94
 Fees, 99, 100, 101
 Film Studies, 41
 Financial Aid, 103
 How Need Is Determined, 103
 How to Apply, 103
 Cal Grants, 105
 BEOG, 105
 Employment, 106
 Financial Aid Calendar, 102, 106
 Folklore, 42
 Foreign Students, 99
 Foreign Study (see External Studies)
 French, 43
 Freshman Advising, 11
 Freshman Seminars, 18
 Garrison Theater, 91
 German, 44
 Grades, 80
 Grade Changes, 80
 Incompletes, 81
 Grading System, 81
 Computing Grade Point Average, 82
 Graduate School Preparation, 76
 Graduate Study, 76
 Graduation Requirements, 79
 Grants, 105
 Greek (see Classics), 29
 Harvey Mudd College, 96
 Health Services, 92
 Hebrew, Elementary Biblical (see
 Classics), 29
 Hindi-Urdu, 25
 History, 45
 Honors, 12
 Housing, 86
 Human Services, 76
 Huntley Bookstore, 93
 Incomplete Work, 81
 Independent Study, 17, 80

Independent Study, Summer, 80, 101
 Insurance, 86, 93
 Instructional Resources, 77
 Intercollegiate Athletics, 89
 Intercollegiate Registration, 79
 International Relations, (see Political
 Studies), 60
 Internship Programs, 17
 Italian (available at Scripps)
 Japanese, 25
 Joint Science Center, 94
 Latin (see Classics), 29
 Latin American Studies, 49
 Law, preparation for study in, 76
 Leaves of Absence, 83
 Libraries, 90
 Life Planning Workshops, 76, 85
 Linguistics, 49
 Literature (see English and Literature), 35
 Loans, 105
 Malay-Indonesian, 25
 McAlister Center, 93
 Majors (see Concentrations), 12
 Map of The Claremont Colleges, 124
 Mathematics, 51
 MBA Program with Graduate School, 58
 Medical Requirements, 83
 Medical Services, 92
 Medicine, preparation for study in, 76
 Midyear Students, 100
 Miscellaneous Fees & Expenses, 101
 Motor Vehicles, 83
 Music, 52, 88
 Musical Instruction, private, 101, 125
 Musical Events, 88
 NABW-Pitzer Program, 13
 National Merit Scholarships, 99
 Natural Sciences, 52
 New Resources, 12, 87, 99
 Off-Campus Living, 83, 86
 Orchestra, 88
 Organizational Studies, 58
 Orientation, 85
 Other Regulations, 82
 Part-Time Status, 82
 Payment of Fees, 99, 100, 101

Payment Plans, Extended, 100
 Philosophy, 59
 Physical Sciences, 55, 56
 Physics (see also Physical Sciences), 52, 55
 Pomona College, 95
 Political Studies, 60
 Pre-Registration, 79
 Psychology, 65
 Psychobiology, 65
 Rancho Santa Ana Botanic Garden, 94
 Recreation, 89
 Refunds, 82, 100
 Registration, 79
 Religion, 68
 Residence Hall Library, 77
 Residence Halls, 82, 86
 Resident Advisors, 86
 Russian (available at Pomona College)
 Sanskrit, 25
 Scholarship Funds, 107
 Scholastic Aptitude Test, 97, 98
 Second B.A., 82
 Scripps College, 96
 Social Science Laboratory, 77
 Social Sciences, 68
 Sociology, 68
 Southern California, 97
 Spanish, 73
 Special Programs, 12
 Special Students, 99
 Sports, 89
 Student Records, 82
 Study Abroad, 14, 15, 16
 Study of Woman, 74
 Summer Programs, 16
 Swahili, 75
 Television, 75
 Television Facilities, 77
 Thematic Corridors, 86
 Transcripts, 97
 Transfer Students, 98
 Tuition, 100
 Vocational Counseling, 11, 85
 Withdrawal from College, 82
 Withdrawal from Courses, 80
 Zetterberg House, 87

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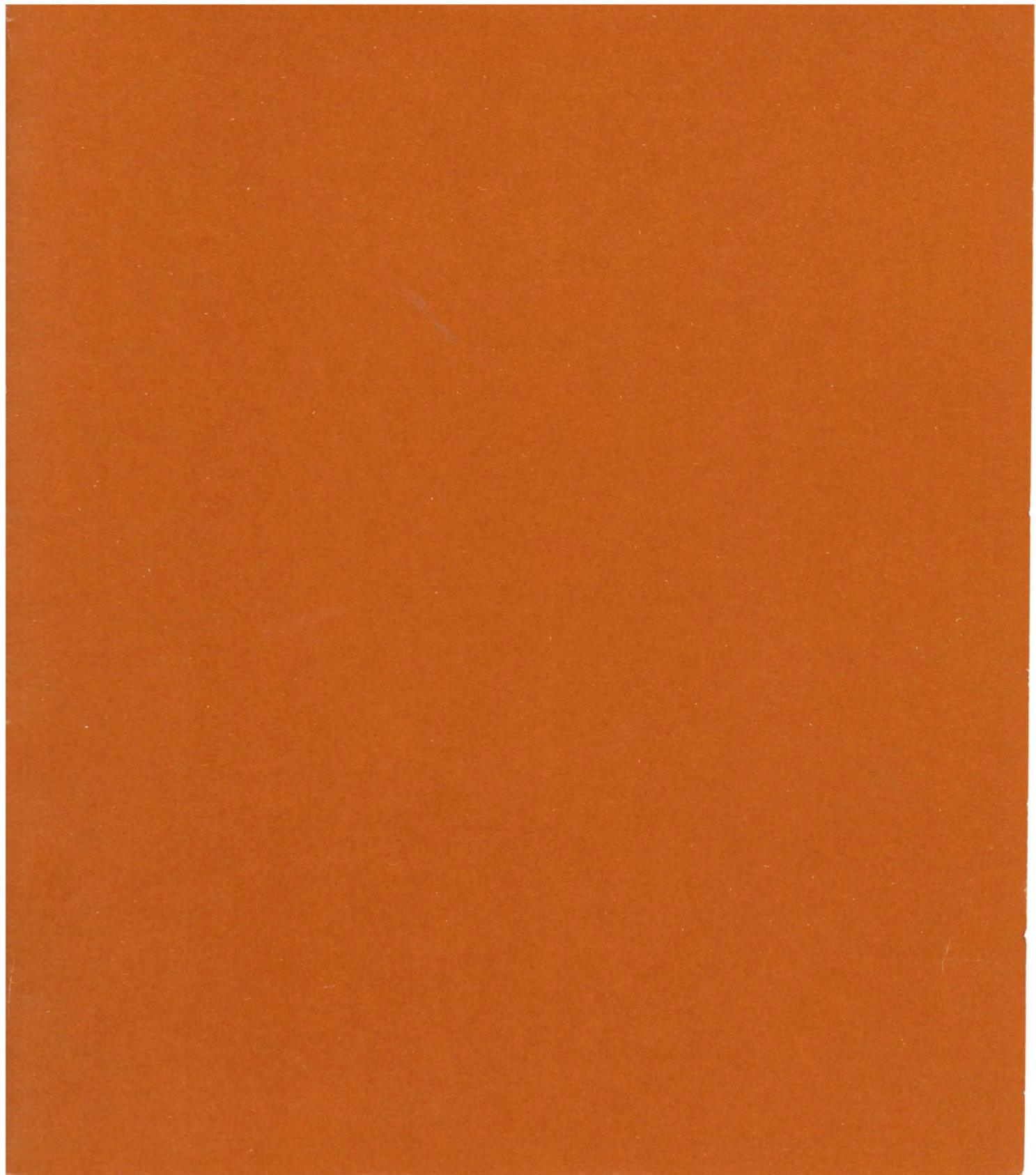
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