

Pitzer College Bulletin 1981-82

Pitzer College Bulletin

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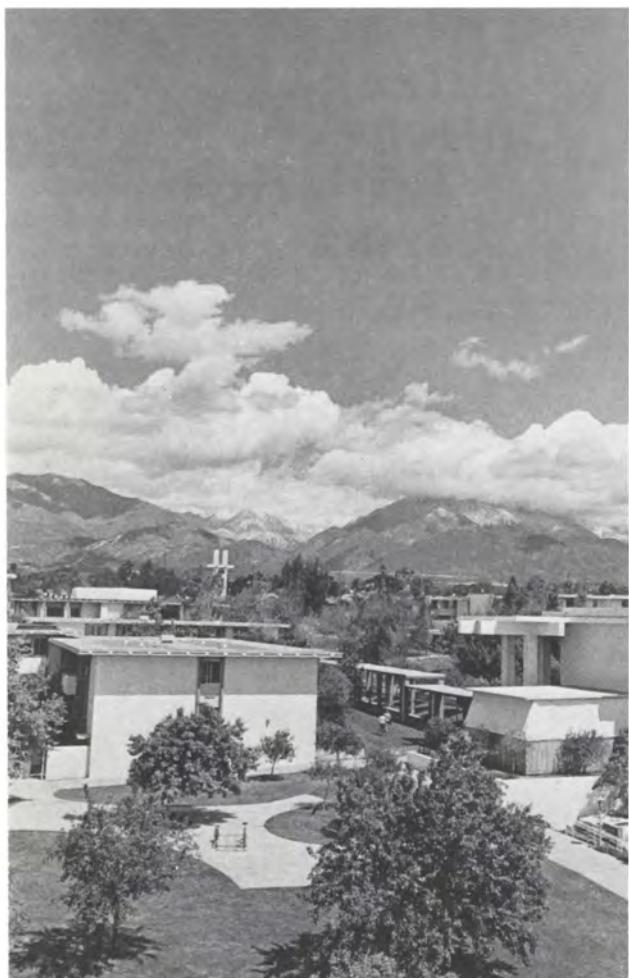
Pitzer College admits students of any race, color, sex, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, sex, national and ethnic origin or handicap 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 Schools and Colleges.

**Pitzer
College
Bulletin
1981-82**

Pitzer College
Member of
The
Claremont
Colleges
Claremont,
California



Introduction

Thomas Love Peacock once complained that education leaves the mass of mankind 'pretty much as it found them, with this single difference, that it gives a fixed direction to their stupidity, a sort of incurable wry-neck to the thing they call understanding. So one nose points always east, another always west, and each is ready to swear that it points due north.'

Pitzer College is dedicated to providing a very different kind of education, one that encourages students to look in a variety of directions and also to challenge dogmatic assertions that are unaccompanied by supporting evidence. The keynote of Pitzer's educational philosophy is flexibility since we believe that it is essential for our students to learn how to tackle new problems and to be able to assess the risks in different solutions. The process of finding answers is sometimes as valuable as the answers themselves. Because of this and also because of the complications caused by the vast increase in knowledge and scholarship in all

disciplines, Pitzer College does not attempt to impose a rigid framework on the student's academic program; instead, the students are guided by faculty advisors to develop the kind of program that will best prepare them to meet the professional and intellectual challenges they are likely to encounter in later life. The college does require that all students acquire higher levels of specialized knowledge. Hence, students devote approximately one-third of their studies to a concentration in one subject, for which there are specific requirements. Outside of that concentration the student is free to develop as varied or specialized a program as he or she desires, after careful consultation with their faculty advisors.

Approximately half the courses taught at Pitzer College are in the social sciences, which means that it is easier for our students to study widely in subjects such as Anthropology, Economics, Linguistics, Political Studies, Psychology, and Sociology than it

is at most other liberal arts colleges of a comparable size. Many of our students take advantage of this opportunity but many others choose to study in fields such as Art, Classics, English, Foreign Languages, History, Philosophy, or one of the natural sciences. This is possible not only because Pitzer College itself offers a varied curriculum but also because our students have access to the wide resources of The Claremont Colleges.

The aim of the college, then, is not to produce narrow specialists in either the social sciences or the humanities. Pitzer graduates, whatever their concentrations, successfully enter arenas ranging from the classroom to corporate boardrooms. We are confident that our graduates will be able to see the world and its problems in perspective and to demonstrate their concern for other people. Above all, we hope that they will believe with Hazlitt that 'If mankind had wished for what is right, they might have had it long ago', and act accordingly.

Here are some facts about Pitzer:

Size. The College enrolls about 700 students, approximately 40% male, 60% female.

Origins. Students come from all parts of the United States; about 45% from California, 20% from

the Atlantic seaboard, 15% from the midwest, 15% from the southwest and the northwest, and about 5% from foreign countries.

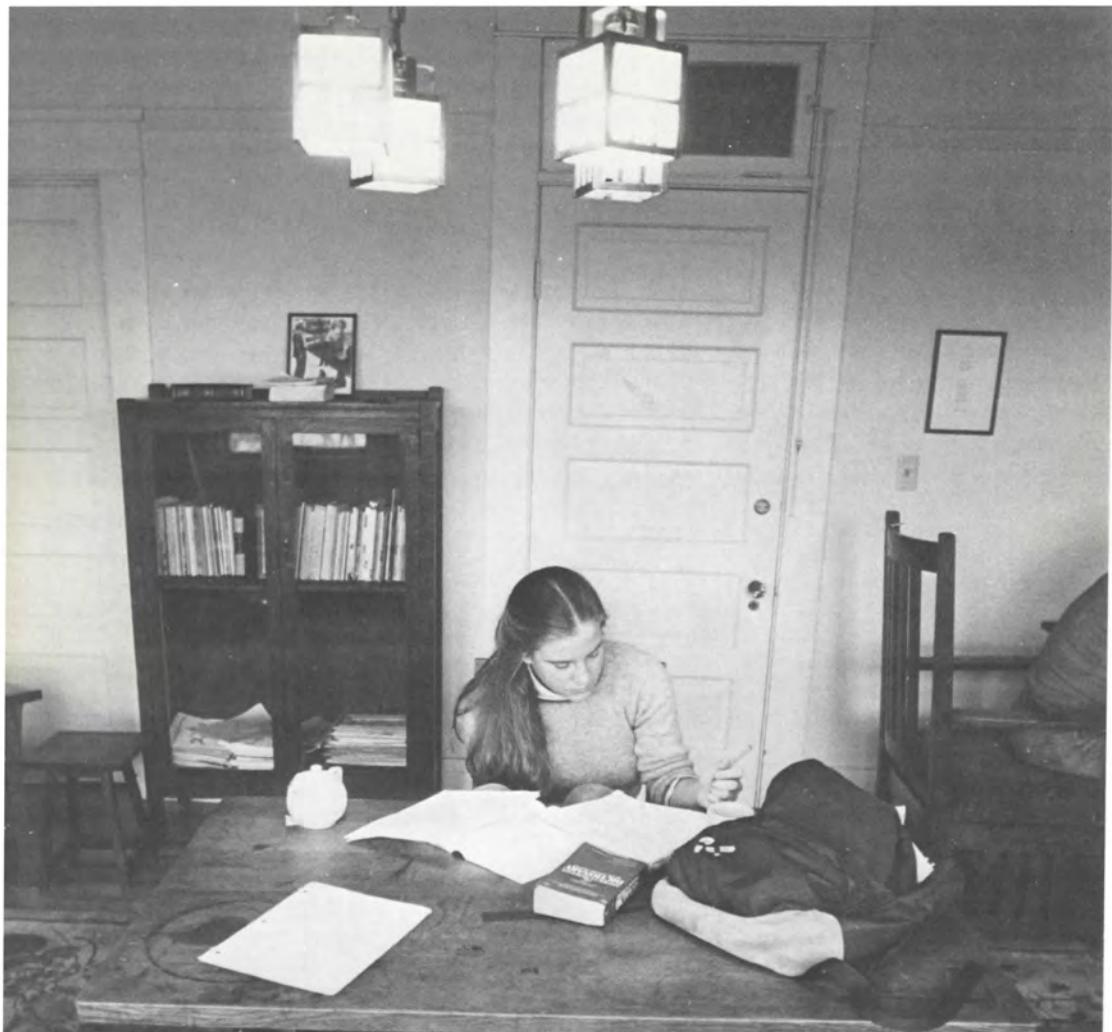
Ethnic. The ethnic makeup of the student body is about 8% Black, 7% Chicano, 4% Asian-American, 81% other.

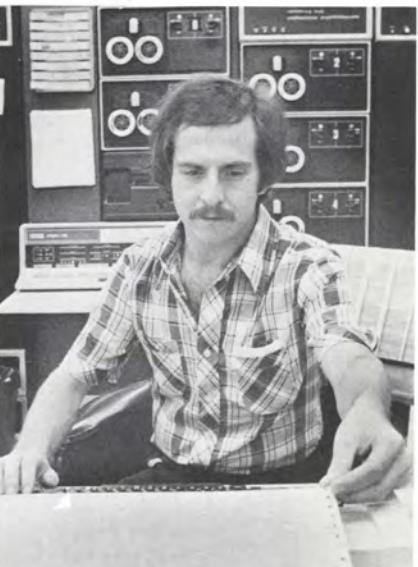
Calendar. Pitzer operates on the semester system: first semester, early September to late December; second semester, mid-January to mid-May.

Facilities. On Pitzer's own campus there are three modern coeducational dormitories, five academic and administrative buildings, and one historical building, the Grove House, built in 1902 and moved to the campus in 1977 to serve as a student center.

Science. Pitzer shares in sponsoring the Joint Science Center together with Scripps College and Claremont Men's College. It offers a full range of laboratories and faculty in physics, chemistry, and biology, and its majors include those fields and also (for Pitzer students) human biology, environmental studies, and psychobiology.

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 one million volumes and is available to every student; it also subscribes to more than 7,000 periodicals and is a repository for government documents from California, the United States, and Great Britain.

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.

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 the major, both before and after it is declared, the student may take a variety of courses with the

approval of his or her faculty advisor.

Advisor. Each freshman will be assigned a faculty advisor and will subsequently choose an advisor in his or her concentration to provide guidance in the remainder of the student's academic career. In addition, all freshmen have upperclass students as Student Academic Advisors.

Concentrations. Subjects that may be taken singly or in combination include 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. Additional concentrations — like drama and music and dance — are available by arrangement with other Claremont Colleges. Students may also design special interdisciplinary concentrations.

Degree. Bachelor of Arts, usually requiring four years.

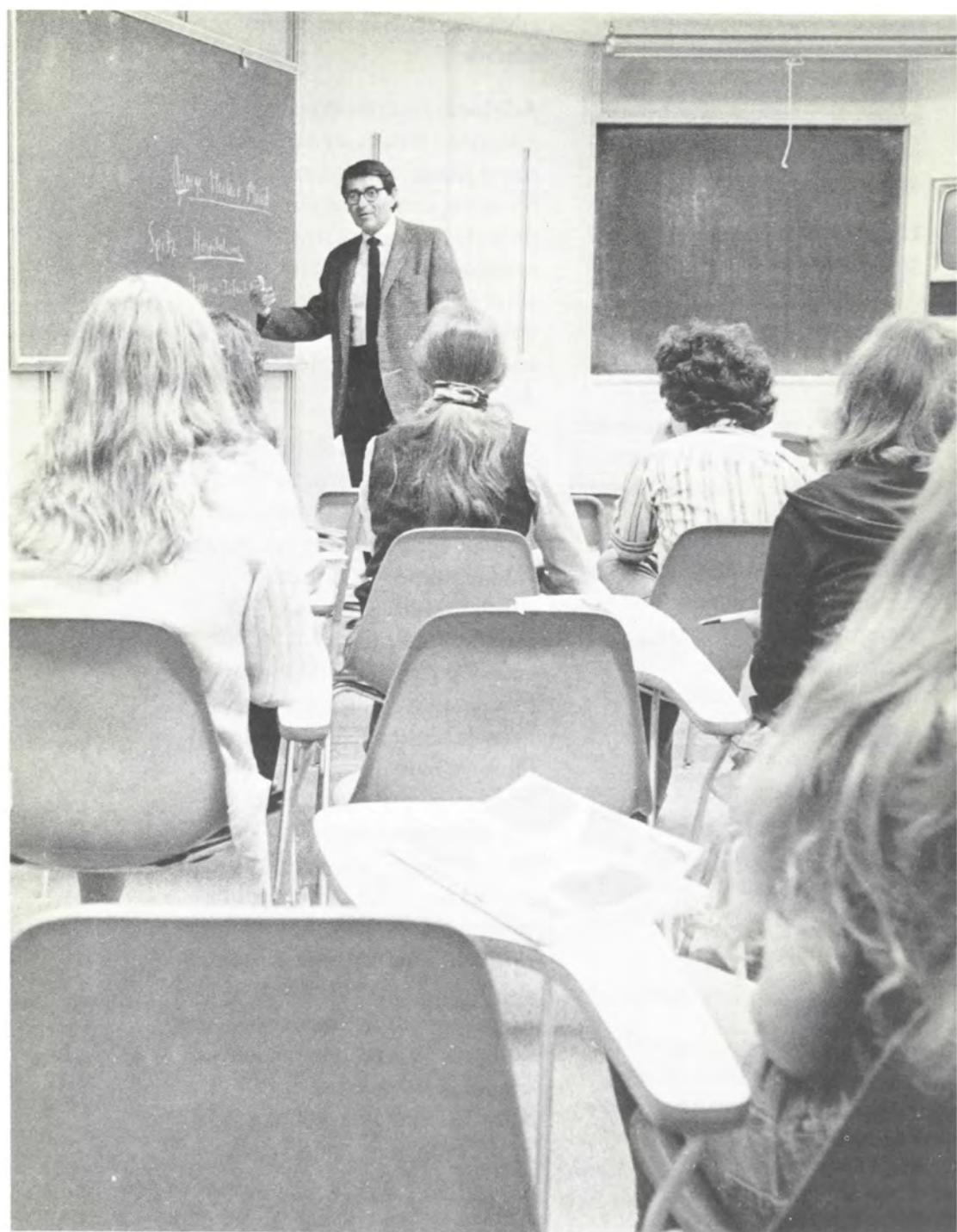


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The Curriculum

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 as-

signed 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 mwf8. The schedule follows:

mwf8-8:50	mw 2:45-4:00
mwf9-9:50	tth 8:20-9:30
mwf10-10:50	tth 9:40-10:50
mwf11-11:50	tth 12
mw 12	tth 1:15-2:30
mw 1:15-2:30	tth 2:45-4:00
mw 4:15-5:30	tth 4:15-5:30
m 7-10	t 7-10
w 7-10	th 7-10

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. Students must achieve a GPA of 2.0 or better in their field(s) of concentration.

Fields of concentration currently offered are: American Studies, Anthropology, Art, Asian Studies, Biology, Chemistry, Chicano Studies, Classics, Economics, English, Environmental Studies, Euro-

pian 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, in consultation with their faculty academic advisors, to meet their individual needs. Such programs must be approved by two faculty members in appropriate fields and by the Curriculum Committee normally before the end of the student's sophomore year (or during the first semester of residence of a transfer student). A Special Concentration shall be coherent and consistent with Pitzer College's curricular capabilities.

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 commitments 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 Admission.

The following course has been developed as an entry course for New Resources students only:

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.

Organizational Processes.

(Formerly 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 accred-





ited colleges and universities, or completing an experiential learning project based on prior learning. Although the program has been designed especially for women in banking, it is open to a limited number of men and women 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.

All students, whether they are planning to participate in Pitzer external studies offerings or programs at other colleges and universities, (including programs offered at The Claremont Colleges), must receive approval from the External Studies Office and Committee.

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. Urban Affairs in London. Sponsored by The School for International Training, the program focuses on issues facing metropolitan centers, taking London as a case example. Internships in schools and social service agencies are available. A research project on a topic of urban concern is required. Pitzer Contact: Jim Jamieson. Time period: Fall or Spring semesters. Credit: four courses. Prerequisites: a) completion of two years of college work, b) 3.0 Grade Point Average or better, c) recommendation of academic advisor, d) approval of External Studies Committee, e) approval of The School for International Training.

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 include 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 con-

tact: 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, c) 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: Donald Brenneis, Allen Greenberger, Susan Seymour. Time period: Fall semester. Credit: up to four courses. Prerequisites: a) participation in Anthropology 15—People and Culture of the Himalayas (offered in spring); b) recommendation of advisor and two fac-

ulty members; c) approval of the Semester in Nepal Faculty Advisory Committee.

5. Washington Semester. Participants in Pitzer's Washington Semester intern in Congressional offices, Executive agencies, and with groups in many other areas of interest, such as the environment, consumer affairs, journalism, communications, the arts and business. Students also attend seminars with representatives of our Capitol's major governmental agencies and interest groups. Pitzer contact: Sherry Jeffe. 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 Beiliak. 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: Jim Jamieson. Time period: Fall and Spring semesters. Credit: appropriate courses completed at Colby are transfer-

able. 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 successful 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 1982.

15. Summer in Brittany. An external studies program in Brittany will give the student a solid grasp of the distinctiveness of the Bretons by studying their history and civilization viewed through the musical, narrative material, and decorative folk traditions, as well as the behavior of Bretons in voluntary social organizations. The special creative gift of Brittany to the surrounding French literary culture will be defined by studying the works of Breton historians, religious philosophers, novelists, and poets of Romanticism, Symbolism, Surrealism, The New Novelists, and the New Wave Cinema Movement. Two courses, "Breton Folklore" and "Breton Literature" will be offered and held at the International Center in Saint-Brieuc where students will also be housed. Program Director: Harry Senn. Credit: two courses. Time period: Summer, 1982. Prerequisites: two years of college French, or the equivalent.

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.

Combined Bachelor/Master's Degree Programs. Pitzer College and the Claremont Graduate School offer three programs, in Mathematics, Business Administration, and Public Policy, leading to both a Bachelor of Art's Degree and a Master's Degree. For further information on the combined program in Mathematics, please consult the description under Mathematics Concentration Requirements. The Joint BA/MBA program in Business Administration, which normally requires five years to complete, is open to students concentrating in Organizational Studies, although students may major in other fields with the approval of a faculty advisor. The Joint MA/MPP Program in Public Policy is directed towards students concentrating in Political Studies, Organizational Studies, Environmental Studies, and Sociology; however, students with other con-

centrations may apply. For further information on the Programs in Business Administration and Public Policy, please see Mr. Sullivan.

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.

ROTC

Pitzer College students are eligible to join The Claremont Colleges ROTC Program. For details see the catalogs of Claremont Men's College or Pomona College.

Special Programs (Non-Credit)

ESL. Recognizing the need to

provide foreign students with intensive training in the English language, Pitzer initiated the English as a Second Language program in the Fall of 1977. The program is designed to acquaint students with American society and culture while developing their English proficiency as rapidly and thoroughly as possible. To meet these goals the program provides a 25 hour per week intensive course emphasizing those skills necessary to pursue further study in English.

A student in the English as a Second Language program is fully integrated into campus life at Pitzer and has all of the benefits and privileges accorded to regularly enrolled students including full use of all college facilities, both educational and extracurricular, the opportunity of auditing regular courses in areas of particular interest, and individual academic counseling. Although the program was designed to serve the foreign student planning to enroll in an American college or university it is open to those with other goals. For further information contact the ESL Office, Mead Hall. See also: Admission to Pitzer College, Foreign Students.

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 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. Youth Under Hitler. A study of the young generation regarded by Hitler as the "guarantors of Germany's future." We will examine the roles of school, parents and the Hitler Youth organization; the methods of indoctrination with National Socialist ideology; the contribution of the teenagers to the war effort; the awakening after the collapse of the Third Reich. Discussions and papers will be based on readings of scholarly studies and National Socialist documents, plus the personal recollections of the instructor. Fall, mw 2:45, D. Yale.

2. Freedom and Order. Among the issues concerning prospects for our future is the relationship between freedom and order. For some of us the present seems unique and unrelated to the past. This seminar begins by taking for granted that it is helpful and even necessary to analyze some of the differing ways in which thoughtful individuals have considered freedom and order. By turning to writers like Plato, Voltaire, Rousseau, Burke, Marx, Sartre, and Tocqueville we will identify significant assumptions, discuss the implications of these assumptions, and analyze political problems relating to individual freedom and the social order. Fall, m 7, F. Ellsworth.

3. Experiments in Communal Living. An exploration and analysis of a variety of efforts to organize communal societies, past and present, successful and unsuccessful, in the United States and elsewhere. Societies to be examined will include 19th century utopian communities in the U.S., the Hutterites, Israeli kibbutzim, and contemporary communal experiments in the U.S. Historical, ethnographic, and literary sources will be used. Fall, mwf10, S. Seymour.

4. 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 to introduce students to current thought at the intersection of humanities and the social sciences. Fall, w 7, W. Warmbrunn.

5. Alcohol and Drug Use in Contemporary Society. Reflecting a growing national concern over the problem use of alcohol and other drugs, many people are becoming involved with understanding the causes and outcomes of substance abuse. We will explore sociological and social psychological theories developed to explain alcohol and drug use in contemporary society. We will also focus on issues related to prevention and treatment programs. One objective of the seminar is to develop writing and oral skills necessary for articulating policy positions concerning controversial perspectives on alcohol and drug use. Fall, tth 9:40, P. Nardi.

6. Fictional Views of American Politics. This seminar is designed to enhance the student's understanding of American politics by viewing the political scene through the novelist's looking glass. Some of the writers: Edwin O'Connor, Billy Lee Brammer, Robert Penn Warren, John Steinbeck, Ralph Ellison, Norman Mailer, Gore Vidal, and Henry Adams. Fall, mw 2:45, L. Marquis.

7. Sex-Role Socialization. A cross-cultural examination of sex-role development, students will work with ethnographic materials and original data collected from groups in four diverse locations: Kenya, East Africa; Belize, Central America; American Samoa, Oceania; and Nepal, Asia. Data available include observations of both children and adults in each location. Each student will be expected to write several general papers and to analyze and write about data from one of the four available locations. Fall, m 7, R. Munroe.

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 D. Brenneis.

21. American Culture. The course will explore the major questions of American culture from the Declaration of Inde-

pendence to our own time. The class will examine the shape of generated change. Inquiry will focus around the conflict in the American mind between Europe and America, democracy and authority, the individual and mass culture, nature and civilization, high and popular culture, discipline and spontaneity. The course will draw on works by such critical thinkers and artists as Jefferson, Emerson, de Tocqueville, Whitman, Dewey, Frank Lloyd Wright, Gertrude Stein, George Gershwin, Ruth Benedict, Norman Mailer, Susan Sontag and Allen Ginsberg. Spring semester mwf 11, D. Horowitz, H. L. Horowitz, R. Fossum, J. Stewart, D. Brenneis.

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 105)

History of Anthropological Theory (Anthropology 122 or 153)

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. 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. Spring, mwf 9, S. Miller.

2. Introduction to Socio-Cultural Anthropology. An introduction to the basic concepts, theories, and methods of social and cultural anthropology. An investigation of the nature of socio-cultural systems using ethnographic materials from a wide range of societies. Fall, tth 9:40, L. Munroe. Spring, mw 1:15, F. Meyers.

3. Introduction to the Study of Language. (See Linguistics 10) Spring, mw 2:45, D. Brenneis and R. Macaulay.

10. Hunters and Gatherers. A survey of hunter/gatherer societies, this course will focus on a style of life making up much of human history. Problems of sex roles, ecology, territoriality, and social order will be examined through case studies of Eskimos, Bushmen, Pygmies, and Australian Aborigines, Fall, t.th. 12, F. Myers.

12. Native Americans and Their Environments. (Not offered in 1981-82)

15. Peoples and Cultures of the Himalayas. An introduction to the

ethnography of Nepal, Bhutan, Tibet and the Indian Himalayas. Required of but definitely not limited to potential participants in the Pitzer Nepal program for Fall semester, 1982. Spring, mwf 9, D. Brenneis.

20. The Culture of the Americans. Contemporary culture of the United States viewed as one case in the sample of world societies. Cross-cultural perspective gained through study of modal 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, tth 12, L. Munroe.

21. American Culture. (See American Studies 21.) Spring, mwf 11, D. Brenneis, R. Fossum, D. Horowitz, H.L. Horowitz, and J. Stewart.

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. Spring, mwf 10, F. Myers.

33. The Anthropology of Urban Life. (Not offered in 1981-82)

35. Anthropology of Law and Conflict. An introduction to the ethnographic study of politics, law, and dispute management. Both the historical development of anthropological interest in conflict and current issues in research will be discussed. We will consider standard ethnographic approaches to the political and social control processes of other societies and the use of such anthropological perspectives in understanding political and legal institutions in our own. Fall, mwf 9, D. Brenneis.

37. Culture Change. (Not offered in 1981-82)

45. Ecological Anthropology. A survey of the effects of environmental factors on culture and behavior will be presented early in the semester. After assimilating these materials, the student, in consultation with the instructor, will design a project on some aspect of the environment-behavior relationship. Spring, tth 8:20, L. Munroe.

55. Animal Communication and Human Language. (Not offered in 1981-82)

66. Environment and Human Development: A Prehistoric Perspective. (Formerly 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 7, S. Miller.

70. Culture and Personality. 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. Fall, mw 1:15, S. Seymour.

71. Culture and Education. (Not offered in 1981-82)

80. Religion and World View. An examination of religious phenomena, the nature of the religious experience, and concepts of the natural and social order in a variety of non-literate societies. The religion and world view of one society will be discussed in detail, and students may pursue independent research on

others of their choosing. Fall, tth 2:45, F. Myers.

81. Cultural Crises and Revitalization Movements. (Not offered in 1981-82)

83. Theory of Religion. (See Religious Studies 83.) Spring, tth 2:45, L. Elderkin.

87. Symbolic Landscapes. (Not offered in 1981-82)

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, function, and social implications. Fall, mwf II, D. Brenneis and R. Abrahams.

91. Music in Culture. (Not offered in 1981-82)

93. The Anthropology of Events. (Not offered in 1981-82)

95. Non-Western Craft Arts in Cultural Context. In many cultures the makers of "crafts" for everyday use have been women, while men have been the producers of "art" used in rituals and public socio-economic display. To what extent is this generalization true? The course will investigate this issue, along with the roles of the craft-artist in a variety of cultures from Africa and North America. Media discussed will include such craft arts as ceramics, woodcarving, beadwork, textiles, and basketry. The course will consider indigenous cultural controls over products, techniques, and designs along with the impact of recent Westernization and tourist demands on native cultures and their craft arts. Spring, tth 9:40, S. Miller.

101. Theory and Method in Archaeology. (Not offered in 1981-82)

105. Methods in Anthropological Inquiry. (Formerly Anthropology 186.) (Not offered in 1981-82)

110. Language in Society. (Not offered in 1981-82)

111. Language and Culture. (See Linguistics 111.) Fall, mw 2:45, R. Abrahams, D. Brenneis, and R. Macaulay.

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

153. Seminar: History of Anthropological Theory. Fall, m 7, L. Munroe.

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

159. Seminar: Cognition: A Cross-Cultural Perspective. (Not offered in 1981-82)

161. Greek Art and Archaeology. (See Classics 161.) (Not offered in 1981-82)

184. Seminar: Psychological Anthropology. (Not offered in 1981-82)

185. Seminar: Culture, Meaning, and Society. (Formerly Anthropology 85.) 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. Spring, t, 2:45, F. Myers.

190. Senior Seminar in 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, t 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

51. Introduction to Social Anthropology. Bolton, Fall & Spring.

57. Biological Anthropology. McKenna, Spring.

65. Primate Social Behavior. McKenna, Fall.

105. Methods in Anthropological Inquiry. Thomas, Spring.

106. Nutritional Anthropology: Food Problems 3rd World. Thomas, Spring.

107. Medical Anthropology. Bolton, Fall.

112. Human Sociobiology. McKenna, Spring.

115. Nordic Ethnology. Bolton, Fall.

140. Southeast Asian Societies and Cultures. Thomas, Spring.

at the Chicano Studies Center

88CC. Changing Roles of Women and Men in the Chicano Community. Analysis of: the historical and cultural transitions in the Chicano community as they have affected social relations of women, men, and the family. The conditions of women will be the focus as the key to understanding the genesis of women's subordination, the historical forces contributing to changes in social relations between women and men in the Chicano community, and the contemporary interrelationships between sex, race, class and culture. Spring, mw 1:15, R. Gonzalez.

150CC. Mexican Immigration to the United States. An analysis of Mexican immigration to the United States from a comparative perspective and in terms of its historical and contemporary development. The objectives of the course

are to provide a basis for understanding the problem of mass rural-to-urban and international migrations in the twentieth century, and to acquire a sound understanding of the specific issues surrounding Mexican immigration, documented and undocumented. Fall, th 9:40, R. Gonzalez.

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 parts and projects. Concentrators are encouraged to undertake work in classics, literature, music, history, philosophy, and studio as appropriate adjuncts to the concentration.

3/103. Environments Workshop.

Readings, discussions, films, field trips, projects, and fabrication of environmental spaces and sculpture from the functional-aesthetic perspective. Some emphasis given to passive solar and other natural energy systems. 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. Lab/course fee \$20. May repeat for credit. Enrollment limited to 20. Spring, tth 1-4, C. Hertel.

11. Two-Dimensional Art Studio.
(Not offered in 1981-82)

15. Pottery. 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 \$30. Enrollment limited to 15. Spring, tth 8:20-10:50, Staff.

16. 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, 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 \$30. Enrollment limited to 15. Fall, tth 8:20-10:50, D. Furman.

41. A Short Natural History of Art.

An introduction to art. The natural history approach is employed to supplement conventional historical considerations with contemporary relevancies. The course is concerned with the history of art, the processes and materials of art, the role of art and culture in human history. Readings, slide discussions, and field trips. For the student beginning in art or the student interested in art for general education purposes. No prerequisites. Fall, mwf 11, C. Hertel.

110. Raku & Kiln Construction.
(Formerly Art 111). A comprehensive studio class on the art, firing technique and kiln construction of the raku process. Course fee \$30. Enrollment limited to 15. Fall, w 1-3 + arr., D. Furman.

112. 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 \$25. Class size limited to 15 at the discretion of the instructor. Prerequisite: consent of instructor. Spring, mw 1:15-4:00+ arr., C. Hertel.

117. Further Work in Ceramics. A class for students who have had two semesters in ceramics (Art 15 and 16), 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. Prerequisite: Art 15 and 16 and/or consent of instructor. May be repeated for credit. Clay and laboratory fee \$30. Both semesters, tth 1:15-4:00, Fall, D. Furman, Spring, Staff

118. 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 \$30. Both semesters, tth 9-11, R. Williams.

119. Further Work in Glassblowing. A glass blowing class for students who have had a year of Glass 118. 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 \$30. Both semesters, tth 1-3, R. Williams.

120. Photography Studio. Black and white photography will be explored through studio and field work with the camera, dark room exercises and critiques. Field trips and gallery visits. Equipment needed: 35mm camera and light meter. Dark room fee \$30. Additional student expenses around \$100.

Prerequisites: Portfolio review and permission of instructor. Limited to 15 students. Fall, mw 1:15-4:00 + arr., J. Watanabe.

140. 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. Seniors and juniors or permission of instructors. Enrollment limited to 15 students. Spring, t.th, 9:40 and time arranged, C. Hertel and P. Shepard.

161. Greek Art and Archaeology. (See Classics 161.) (Not offered in 1981-82)

177. Solar Colloquium. A comprehensive study of solar energy from the perspective of principles, design, and application of the broad spectrum of solar energy sources including sun, wind, water, biomass and integrated systems. The concept of renewable energy sources related to the human organism as a solar energy system within a solar energy system is brought to bear on both theoretical and practical manifestations of solar energy utilization. Some attention is given to the role of technology and the social implications of a transition from nonrenewable to renewable energy sources through exercising solar options. Lecture, discussions, demonstrations, and research projects. No prerequisites. Fall, th 7-10 p.m. and arranged, C. Hertel.

199. Senior Projects in Art. A course in the design, development and installa-

tion 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.

in Chicano Studies

67CC. Contemporary Chicano Art & Its Antecedents. The uniquely Mexican muralism and contemporary art which depict the dramatic changes both artistic and social brought by the revolution. Chicano art as an offspring with its own characteristic statement of self-identification and self-determination. Spring, th 7, B. Hernandez.

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

1D5. Images of East and West: Japan and America. Spring, mw 1:15, M. Dorfman (Pomona).

15. Peoples and Cultures of the Himalayas. Spring, mwf 9, D. Brenneis.

51. Social History of Modern China. Spring, tth 8:20, R. Volti.

60. Asian Traditions. Fall, mwf 11, A. Greenberger and H. Smith. (Pitzer/Pomona).

61. Revolution and Social Change in Modern Asia. Spring, mwf 11, S. Garon and A. Greenberger (Pomona/Pitzer).

65. The Asian/Pacific American Experience. Spring, t 2:45, R. Tsujimoto.

Anthropology

15. Peoples and Cultures of the Himalayas. Spring, mwf 9, D. Brenneis.

106. Nutritional Anthropology: Food Problems in the Third World. Spring, mw 2:45, L. Thomas (Pomona).

140. Southeast Asian Societies and Cultures. Spring, tth 1:15, L. Thomas (Pomona).

Art History

152. Art of India. Fall, tth 9:40, Staff (Scripps).

186D. Seminar: Zenga, the Expressionist Painters of Japan. Fall, t 7 p.m., Drucker (Pomona).

Asian Languages

Chinese 1a,b. Elementary Chinese. Both semesters, mwf 9, tth 8:20, Staff (Pomona).

Chinese 51a,b. Intermediate Chinese. Both semesters, mwf 10, W. Boltz (Pomona).

Chinese 111a,b. Advanced Chinese. Both semesters, mwf 10, Staff (Pomona).

Chinese 125. Twentieth Century Chinese Literature. Spring, mwf 11, Staff (Pomona).

Chinese 131a,b. Elementary Classical Chinese. Both semesters, mwf 9, J. Boltz (Pomona).

Chinese 145. Classical Chinese Literature. Spring, mw 1:15, W. Boltz (Pomona).

Japanese 2a,bG. Elementary Japanese. Both semesters, mtwthf 10, mf 7 a.m., S. Jones (CGS).

Japanese 102a,bG. Intermediate Japanese. Both semesters, mwf 10, tth 9:40, Y. Takata (CGS).

Japanese 112a,bG. Advanced Japanese. Both semesters, mtwthf 11, Y. Takata (CGS).

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

Asian Literature in Translation

Chinese 185a,b. Chinese Literature in English Translation. Both semesters, tth 1:15, J. Boltz (Pomona).

Japanese 109. Pre-Modern Japanese Literature in Translation. tth 1:15, S. Jones (CGS).

Economics

160. Economic Planning in China, Japan, and Korea. Spring, tth 9:40, L. Hollerman (CMC).

180. Economic Development of Japan.

Fall, t 2:30-5:00, L. Hollerman (CMC).

192. The Underpinnings of Japan's Economic Performance. Spring, w 2:20, L. Hollerman (CMC).

History

60. Asian Traditions . Fall, mwf 11, A. Greenberger and H. Smith (Pitzer/Pomona).

61. Revolution and Social Change in Modern Asia. Spring, mwf 11, S. Garon and A. Greenberger (Pomona/Pitzer).

100. Comparative Studies of Fascism: Italy, Germany, and Japan. Fall, fr 1:15, S. Garon (Pomona).

148. Southeast Asia. Fall, mw 1:15, H. Smith (Pomona).

162. Pre-Modern China: 1500 B.C.-

1800. Fall, mwf 11, A. Rosenbaum (CMC).

164. People's Republic of China. Fall, mw 1:15, A. Rosenbaum (CMC).

181a. History of Japan to 1800. Fall, tth 1:15, S. Garon (Pomona).

181b. History of Japan since 1800. Spring, tth 1:15, S. Garon (Pomona).

Political Studies

113. Non-Violence in Theory and Practice. Fall, mwf 9, J. Gould (Scripps).

164. People's Republic of China. Fall, mw 1:15, A. Rosenbaum, (CMC).

Psychology

65. The Asian/Pacific American Experience. Spring, t 2:45, R. Tsujimoto.

Religion

1D. Images of East and West: Japan and America. Spring, mw 1:15, M. Dornish (Pomona).

102. Sacred Traditions of India. Fall, mwf 9, M. Dornish (Pomona).

103. Sacred Traditions of China and

Japan. Spring, mwf 9, M. Dornish (Pomona).

113. Transformation and Utopia. Fall, mw 1:15, M. Dornish (Pomona).

Sociology

51. Social History of Modern China. Spring, tth 8:20, R. Volti.

Theater Arts

100a,b. Fundamentals of Kabuki Dance. Both semesters, mwf 9, L. Pronko (Pomona).

Biology (See Natural Sciences)

Black Studies. The Intercollegiate Department of Black Studies is an integral part of each of the five undergraduate colleges of the Claremont cluster. Its courses are part of the Colleges' curriculum. The department 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 department helps to broaden and enrich the education of college students. Therefore, students are encouraged to participate in the courses offered by the Intercollegiate Department of Black Studies.

Comprising the department teaching staff are faculty whose individual appointments are with both the Intercollegiate Department of Black Studies and one of The Claremont Colleges, and professors appointed to the department exclusively.

Interdisciplinary Seminar

190CC. Seminar in Religion and Society. This seminar will focus on religious movements influencing Black culture and society in the U.S.A. Visiting scholars and religious leaders will join local faculty including faculty in the Intercollegiate Department of Black Studies to give lectures and participate in seminar discussions. Formal academic activity will also include readings, films and tapes, and appropriate student research and writing. Open to all students. Fall, w 7, Staff.

English

91CC. Introduction to Black American Literature. Spring, tth 1:15, A. Jackson.

141CC. Beginning Expository Writing, Critical Reading, and Basic Research. Spring, tth 9:40, A. Jackson.

152CC. Nommo: Survey in African-American Drama as Literature. Fall, tth 1:15, A. Jackson.

French

160CC. French African Literature in Translation. Fall, mw 2:45, M. Shelton.

History

50CC. Survey of Afro-American History (1600-1865). Fall, tth 1:15, Staff.

51CC. Survey of Afro-American History (1865-Present). Spring, tth 1:15, Staff.

65CC. Survey of African History to 1600. Fall, mwf 10, Staff.

66CC. Survey of African History 1600-Present. Spring, mwf 10, Staff.

Political Studies

60CC. Race, Class, and Power. Spring, tth 1:15, L. Foster.

146CC. Blacks in the American Political Process. (Not offered in 1981-82)

Psychology

40CC. Social Psychology of Black Identity. Spring, tth 9:40, J. Peterson.

Chemistry (See Natural Sciences)**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-Columbian Mexico.** (Not offered in 1981-82)**88CC. Changing Roles of Women and Men in the Chicano Community.** Spring, mw, 1:15, R. Gonzalez.**150CC. Mexican Immigration Into the United States.** Fall, tth 9:40, R. Gonzalez.**163CC. Sociological Models as Applied to Chicanos.** Fall, m 7, R. Gonzalez.**Art****67CC. Contemporary Chicano Art and Its Antecedents.** Spring, th 7, B. Hernandez.**Chicano Studies****20CC. Introduction to Chicano Studies.** (Not offered in 1981-82)**172CC. Field Research and Methodology in Chicano Studies.** (Not offered in 1981-82)

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 intercollegiate 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

179CC. Senior Thesis. Required for Chicano Studies Major. Both semesters, to be arranged, staff.

Folklore

70aCC. Regional Dances of Mexico: Part I. Fall, th 7 p.m., B. Hernandez.

70bCC. Regional Dances of Mexico: Part II. (Not offered in 1981-82)

History

68CC. The Chicano in the American Southwest. Spring, mwf 10, R. Gutierrez.

69CC. History of Mexico. Fall, mwf 11, R. Gutierrez.

134CC. The Mexican Revolution. (Not offered in 1981-82)

135CC. Colonial Latin America and the Southwest Borderlands. Fall, mwf 1:15, R. Gutierrez.

143CC. History of the Southern California Chicano Community. (Not offered in 1981-82)

170CCa. Advanced Seminar: Researching and Writing Chicano History. (Not offered in 1981-82)

Political Studies

75CC. Chicano Politics. Fall, mwf 9, Staff.

132CC. The Politics of Urbanism and Urbanization and the Chicano. (Not offered in 1981-82)

149CC. Public Policy and the Chicano Community. Spring, mwf 9, Staff.

160CC. Political Economy of the Chicano Community. Spring, mw 10-11:30, R. Gonzalez.

170bCC. Advanced Seminar: Marxist Theory. Spring, t 7, R. Gonzalez.

Psychology

84CC. Psychology of the Chicano. Fall, mwf 10, R. Buriel.

151CC. Issues in Educational Psychology of the Chicano. Spring, tth 1:15, R. Buriel

164CC. Testing the Chicano. (Not offered in 1981-82)

171a,bCC. Fieldwork in Chicano Psychology. Both Semesters, wt:1:15-4:00, R. Buriel.

181CC. Seminar on Topics in Chicano Psychology. (Not offered in 1981-82)

Spanish Language and Literature

10CC. Spanish as a Native Language: Level I. Fall, tth 1:15, G. Villarreal.

11CC. Spanish as a Native Language: Level II. Spring, tth 1:15, G. Villarreal.

72CC. Audio-Lingual Communication Skills. Fall, rth 2:30, G. Villarreal.

126CC. Chicano Literature. (Not offered in 1981-82)

170fCC. Advanced Seminar: Spanish Language and Literature. (Not offered in 1981-82)

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, Nepos, and Ovid. Elementary Latin composition. Offered at Scripps in 1981-82.

10. From Homeric Greece to the End of the Renaissance. (See History 10.) Fall, mwf10, S. Glass and Staff.



50. Intellectual History of Greece.

(Not offered in 1981-82)

100. Intermediate Latin. For students with two or three years of secondary school Latin or one year of college Latin. Selections from poetry and prose of the late Republic and early Empire. Reading and translation from texts: grammar review and composition. Fall, mwf11, S. Glass.

101. Greece. (See History 101.) Spring, tth 8:20, S. Glass.

102. The Roman Letter. (Not offered in 1981-82)

110. Cicero. (Not offered in 1981-82)

112. Vergil. (Not offered in 1981-82)

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, tth 1:15, S. Glass.

161. Greek Art and Archaeology. (Not offered in 1981-82)

175. Roman Satire. A Study of *satura* satire through readings in Horace, Juvenal, Seneca, Martial, and Petronius. Lectures on the history of the satiric form. Spring, mwf11, S. Glass.

177. The Roman Historians. Offered at Scripps in 1981-82.

190. Senior Seminar in Classics. A prolegomenon to classical studies designed to acquaint the senior student with the basic disciplines of the field. Normally required of all concentrators but may be waived under special circumstances with the consent of the concentration advisor. 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, S. Glass.

198. Special Readings in Classical Archaeology. (Not offered in 1981-82)

External Studies

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

Courses Offered at Other Claremont Colleges

at Pomona College

51a,b. Elementary Greek. Both semesters, mwf 9 and th 8:40, R. McKirahan.

101b. Intermediate Greek. Spring, to be arranged, Staff.

182a,b Advanced Greek. Fall, to be arranged, R. McKirahan.

Philosophy 110. Ancient Philosophy. Fall, mwf 11, R. McKirahan.

at Scripps College

8a,b. Elementary Latin. Both semesters, mtwthf 11, L. Christensen.

101a. Intermediate Greek. Fall, rth 8:20, D. Claus.

177. The Roman Historians. Fall, to be arranged, L. Christensen.

182b. Advanced Greek. Spring, to be arranged, D. Claus.

183. Readings in Latin Literature. Spring, to be arranged, D. Claus.

Computers and Computing.

Pitzer College does not offer a concentration in computer science. However, students interested in computer programming and related aspects of computers can complete a sequence of courses at Pitzer and the other Claremont Colleges. Students are limited to one introductory level course.

Introductory courses:

i. Computing and Computers. Computer literacy — an ability to use the computer as a problem-solving tool and an understanding of the computer and its impact on society — is an important preparation for a period in which computer technology is spreading rapidly. This course will focus on both aspects of computer literacy: the first, through an introduction to writing programs in BASIC and through exposure to applications in social science, readings, and discussions on topics such as the nature of computers, the history of computing, intelligent machines, ethical and legal issues, and technology and social institutions. Fall, mw 12, P. Nardi and A. Hartley. Spring, mw 12, R. Tubbs.

at Claremont Men's College:

Math 28. Introduction to Computer Science. J. Ferling.

Advanced Programming and Computer Courses:

110. Data Bases. Types of representation of data and algorithms for the implementation of these types. Sequential, stacks, queues, trees, and linked lists all will be covered. Applicable to the social as well as other sciences. Prerequisite: Any course in computer programming. Spring, to be arranged, K. Dahlgren.

at Claremont Men's College:

Math 29. Computer Programming for Calculus. (Half-course) J. Ferling.

Math 65. Computing and Data Processing II. J. Ferling.

at Harvey Mudd College:

CS50. Structured Programming. (Half-course)

CS160. Introduction to Computer Science.

CS161. Machine Organization.

CS162. Advanced Programming.

CS169. Seminar in Computer Science.

Computer Applications Courses:



Linguistics 114. Natural Language and the Computer. Fall, tth 2:45, K. Dahlgren.

Political Studies 147. Political Conflict, Policy Analysis, and Computer Simulation. Spring, tth 2:45, J. Sullivan.

at Claremont Men's College:
Economics 111. Econometrics.
Economics 112. Economic Forecasting.

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 anytime after completion of the theory sequence.

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

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.

linear algebra or finite mathematics (Math. 56).

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.

13. Economy and Society. (See Sociology 113.) The social and cultural dimensions of economic structure and behavior are presented in this class. The class will begin with a historical narrative of economic change, and will be followed by an examination of economic organization and distribution. The course will conclude with a consideration of possible interactions of economic and social change in the future. Fall, mwf 4:00, R. Volti.

15. Seminar in Contemporary Economic Issues. Not open to students who have taken or are taking Principles of Economics. Enrollment limited to 15 students. Both semesters, w 7, H. Botwin.

20. Principles of Economics: Macroeconomics. The theory of the determination of the level of national income and economic activity, including an examination of the monetary system. Within this framework, such problems as inflation and unemployment will be studied, as well as international economic issues and problems of economic growth. Emphasis will be placed on basic economic principles and their application to current policy questions. Both semesters, Fall, tth 1:15,

H. Botwin; Spring, tth 9:40, I. Gang.

20x. Principles of Economics: Macroeconomics. (Not offered in 1981-82)

21. Principles of Economics: Microeconomics. A study of the operation of the market system (wherein relative prices and quantities are determined 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 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. Both semesters, Fall, mwf 9, J. Lehman; Spring, tth 1:15, H. Botwin.

35. Introductory Accounting. Introduction to financial and managerial accounting with special emphasis on financial reporting to investors and others outside the business entity. Managerial topics include budgeting, variable costing, volume-profit analysis, and economic information. Prerequisites: an introductory economics course (Econ. 15, 20, 21 or its equivalent) and Mathematics 4 (or equivalent preparation demonstrated on the Mathematics placement examination.) Spring, to be arranged, staff.

91. Statistics. (See Political Studies 91.) Fall, mwf 10, J. Sullivan.

92. Quantitative Methods. An introduction to the quantitative methods used by economists. Topics include index numbers, input-output analysis, elementary decision making, the formulation and estimation of econometric models, and the types and uses of available data. Prerequisites: One year of Principles of Economics and one semester of Statistics, or consent of instructor. Spring, tth 2:45, I. Gang.

101. Labor Economics. An introduc-

tion to the characteristics of the labor market and to analysis of wage and employment problems. Among topics studied are the composition of the labor force, job-seeking and employment practices, methods of wage determination, theories of wages and employment, economic effects of unions, the nature and causes of unemployment, and programs to combat joblessness and poverty. Prerequisite: One year of Principles of Economics or consent of instructor. Fall, tth 8:20, I. Gang.

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 1982 External Studies program in London, H. Botwin. (See External Studies.)

113. Economy and Society. The social and cultural dimensions of economic structure and behavior are presented in this class. The class will begin with a historical narrative of economic change, and will be followed by an examination of economic organization and distribution. The course will conclude with a consideration of possible interactions of economic and social change in the future. Further applications of the Principles of Economics to course work will be required. Prerequisite: One year of Principles of Economics or consent of instructor. Fall, mw 4:00, R. Volti.

120. Economic Development. (Not offered in 1981-82)

123. International Trade and Finance. (Formerly International Economics.) A study of the fundamental principles of International economic relations. Subjects covered include the

economic basis for international specialization and trade, economic gains from trade, commercial policy and its effects, foreign exchange markets, the balance of international payments, and international monetary problems. Prerequisite: One year of Principles of Economics or consent of instructor. Fall, mw 1:15, J. Lehman.

140. History of Economic Thought.

The development of economic doctrines and analysis from ancient times up to the present, concentrating on the events subsequent to 1775. Particular emphasis will be placed on the historical perspectives of both individuals and ideas, as well as on the mechanisms through which analytical development occurs. A constant theme will be a comparison of the various economic analyses used in the past with our present engines of analysis. Prerequisite: one year of Principles of Economics or consent of instructor. Fall, m 7, H. Botwin.

141. Economic History. (Not offered in 1981-82)

144. Public Choice. (See Political Studies 126.) Fall, mw 2:45, J. Sullivan.

145. Public Finance. Economic aspects of the rationale for government. Topics include principles of taxation, principles of expenditure evaluation, public debt, welfare and social insurance, public pricing, environmental policy, government centralization and decentralization, and the growth of government. Prerequisite: One year of Principles of Economics or consent of instructor. Spring, mw 1:15, J. Lehman.

152. Money and Banking. (Formerly Money and Financial Markets.) Monetary theory and policy, including elements of money demand and money supply behavior, monetary aggregates and their measurement, financial institutions and financial markets, central banking, the conduct of monetary policy, and a review and appraisal of Federal Reserve



policies. Prerequisite: One year of Principles of Economics and Mathematics 20 or equivalent, or consent of instructor. Spring, tth 9:40, J. Lehman.

160. Macroeconomic Theory. 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 and short-run forecasting of the U.S. economy will be undertaken. Prerequisites: One year of Principles of Economics and Mathematics 20 or equivalent, or consent of instructor. Fall, tth 1:15, I. Gang.

161. Microeconomic Theory. Theories of consumer behavior, demand, produc-

tion, costs, the firm, market organization, resource use, and income distribution in a modern market economy. Prerequisite: one year of Principles of Economics or consent of instructor. Recommended: Math. 30. Spring, tth 1:15, J. Lehman.

171. Income Distribution. Explores income distribution in the United States and other countries. Topics to be covered include functional and personal distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, international comparisons, and changing income distribution and growth. Prerequisites: One year of Principles of Economics, one semester of Labor Economics, and one semester of Microeconomic Theory (past or concurrent), or consent of instructor. Spring, t7, I. Gang.

Education. Pitzer College does not offer a program of pre-professional training for teachers or a regular concentration in education. Students interested in education as a social process and as a possible vocation may create a double concentration by combining a special concentration in education with some other related discipline. Interested students should see Peter Nardi, Susan Seymour or Ruth Munroe to plan an appropriate curriculum. They should also contact the Office of Career Planning for information regarding teaching as a career, teaching credentials, and internship programs in teaching. The Office of Teacher Education at Claremont Graduate School also has specific information regarding teaching credentialing in California.

I. For an *elementary school* multiple subject credential, students should take courses in the following areas in preparation for a graduate program:

- 1) 5 courses in English, linguistics, basic writing, communications;
- 2) 5 courses in mathematics, natural sciences, statistics, physical and life sciences;
- 3) 5 courses in social sciences: sociology, psychology, anthropology, economics, political studies, history;
- 4) 5 courses in humanities, art, music, philosophy, foreign language;
- 5) 1 fieldwork experience;
- 6) 1 course in the study of education: sociology of education, culture and education, educational psychology, early childhood education.

II. For a *secondary school* credential, students should take courses in the following areas:

- 1) 1 fieldwork experience;
- 2) 1 course in study of education: sociology of education, culture and education, adolescent development;

- 3) courses necessary to fulfill concentration requirements for the subject area they want to teach at the secondary level (for example, history, English, foreign language, mathematics, science);
 - 4) if concentrating in a social science or history area, 4 additional courses in one other related social science area and 4 other courses from among any of the remaining social sciences or history areas are also required.
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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, w 1:15-3:45, C. Keller (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, w 1:45-3:45 + 3½ hr. lab to be arranged, C. Keller (CGS).

170G. Introduction to Public School Teaching Spring, mw 6:30-8:00 pm, D. Tierney (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 com-

prehension and enjoyment, to write with some skill and style, and to explore relationships between art and life. Henry Sidgwick, a literary critic, suggests that the study of literature is important in that students "may learn to enjoy intelligently poetry and eloquence; that their interest in history may be awakened, stimulated, and guided; that their views and sympathies may be enlarged and expanded by apprehending noble, subtle, and profound thoughts, refined and lofty feelings; that some comprehension of the various development of human nature may ever abide with them, the source and essence of a truly humanizing culture."

English and American Literature Program

Students concentrating in the discipline of English and American Literature must complete nine courses, which may include 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 in sequence during the student's sophomore year. (Further work in English is conditional upon successful achievement in these courses.) English 199a, Critical Visions, and 199b, Senior Thesis or Teaching Internship, 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 (including film).

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 (Definitions 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, in proper order, the introductory sequence, English 10a and b. The remaining courses may be chosen from any of the current offerings in literature, in the original language or in translation. Normally, only two film courses may count toward this track of the major. 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. Internships for Advanced Study (199b) are available to general literature students by arrangement with Pitzer faculty.

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.

Honors:

A GPA of at least 3.5 will normally be required for honors consideration in English. A student must also have demonstrated exceptional ability in course

work and in the written analysis of literature. In addition, a student must complete a thesis, internship, or body of creative work of exceptional substance and quality. General literature students who wish to be considered for honors must arrange to complete such a work by registering for Advanced Studies 199b with a Pitzer English faculty member.

Faculty members may recommend that a student be considered for honors, or a student may request consideration by the Field Group. Students should understand that neither an invitation to be considered for honors, nor submission of a completed work, guarantees that honors will be granted.

2a,b,c. Basic Writing. An introduction to the fundamental techniques of expository prose. Credit for Basic Writing 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, tth 8:20, A. Jackson.
- b. Fall, t 4:15, + arr., W. Baker.
- c. Spring, to be arranged, M. Falk.

3a,b,c,d,e,f. Basic Writing. A half-course introduction to the fundamental techniques of expository prose. Graded on a Credit/No Credit basis except by arrangement with the instructor. Enrollment limited to 20 students.

- a. Fall, tth 2:45 (1st half semester), Freshman only, B. Palmer.
- b. Fall, tth 2:45 (2nd half semester), Freshman only, B. Palmer.
- c. Spring, tth 12 (1st half semester), B. Houston.
- d. Spring, tth 12 (2nd half semester), B. Houston.
- e. Spring, tth 2:45 (1st half semester),

Freshman only, B. Palmer.

- f. Spring, tth 2:45 (2nd half semester), Freshman only, B. Palmer.

7. Introduction to Library Research.

This course will introduce students to the effective use of library materials. Emphasis will be given to sources in the areas of the humanities and social sciences. Taking this course in conjunction with one requiring a research paper is recommended. This course is graded on a Credit/No Credit basis except by arrangement with the instructor. Half-course, first half of the semester. Enrollment limited to 20 students. Fall, tth 12, B. Roleder.

10a,b. Introduction to Literature. 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. Both semesters, mw 1:15, B. Sanders.

11. World in a Nutshell. (Not offered in 1981-82)

14. Anatomy of Poetry. (Not offered in 1981-82)

15. Anatomy of Drama. (Not offered in 1981-82)

17. Anatomy of the Novel. (Not offered in 1981-82)

19. History and Aesthetics of Film: (Not offered in 1981-82)

36. Women and Film. We will view a number of films, both shorts and features, made by women. We will analyze both the images of women presented in these films, and the range of work produced by women from the early days of filmmaking to the present. Course fee: \$30.00. Spring, WE 1:15-5:30 and 7:00-10:00, B. Houston.

79. Contemporary American Women Poets. (Not offered in 1981-82)

86. Beginning Fiction Writing. (Not offered in 1981-82)

87. Beginning Poetry Writing. A beginning workshop in the writing of poetry; attendance mandatory and participation essential. Emphasis on finding your subject matter, voice, and models, and on developing craft. Readings and some writing exercises assigned. A manuscript of poems (the number to be determined individually in consultation with the instructor) will be completed by the end of the semester. Prerequisite: Permission of the instructor on the basis of a sample of writing, preferably poetry. Fall, w 2:45-5:30, M. Falk.

110. Significant American Prose. (Not offered in 1981-82)

112. Satire. After some review of the definitions and history of Satire, we will read such works as the Satires of Horace and Juvenal, *Satyricon*, *Gulliver's Travels*, *Beggar's Opera*, *Cat's Cradle*, and others. The focus will be on the stylistic range and techniques of the genre, with particular attention to tone and themes. Juniors and seniors only. Prerequisite: two courses in literature. spring, t 2:45-5:30, B. Houston.

113. Epic and Scripture. (Not offered in 1981-82)

115. Studies in Drama. (Not offered in 1981-82)

119. Modern Drama. A survey of developments in the British theater over the last twenty-five years and an introduction to the work of leading dramatists including Arden, Ayckbourn, Beckett, Bond, Osborne, Pinter, Poliakoff, Shaffer, Stoppard, Storey, Wesker. Spring, TBA, W. Baker.

130. Medieval Spirit. (Formerly English 106.) This course will attempt to develop a history of ideas in the Middle Ages through an appreciation of Anglo-Saxon and medieval Paintings, sculpture, poetry, drama, music and history. Readings will be in translation. Fall, mwf 10:00, B. Sanders.

132. Renaissance Poetry. The course will deal primarily with the poetry of the Elizabethans, and will include Wyatt, Surrey, Sidney, Spenser, Marlowe, Shakespeare, and others. Spring, mwf 11, B. Sanders.

133. Seventeenth Century English Poetry. A study of English lyric poetry in a period of exquisite achievement. Primary emphasis on Donne, Jonson, Herbert, and Marvell. Focus of the course will be on close reading and learning to make clear statements about poems. Especially recommended for student poets, as well as for students of literature. Spring, to be arranged, M. Falk.

134. Eighteenth Century Literature. (Not offered in 1981-82)

135. Eighteenth Century Novel. (Not offered in 1981-82)

140. Romantic Poetry. (Not offered in 1981-82)

142. Victorian Poetry. (Not offered in 1981-82)

144. Damned and Divine. (Not offered in 1981-82)

145. The Nineteenth-Century Novel. An Introduction to Nineteenth Century novelists and novels. Readings will include novels by Jane Austen, the Brontes, Dickens, George Eliot, Thomas Hardy and others. Fall, mwf 9, W. Baker.

146. The Great Tradition. (Not offered in 1981-82)

148. Definitions of Self in the Modern American Novel. Analytical reading of selected novels (one each by ten to twelve writers from 1920 to the present) to explore some assumptions and problems of *being* including being "an American." Some lectures, class discussion, essay examinations, papers, library research. For juniors and seniors. Spring, mwf 9, A. Jackson.

151. Seminar: Literary Responses to the Industrial Revolution. Close reading and discussion of responses to



the Industrial Revolution selected from writings by Blake, Wordsworth, Shelley, Southeby, Macaulay, Carlyle, Disraeli, Dickens, J. S. Mill, G. Eliot, Tennyson, Arnold, Ruskin, Morris, D. H. Lawrence and others. Spring, TBA, W. Baker.

154. Eight Major American Writers. (Not offered in 1981-82)

155. Contemporary American Novel. (Not offered in 1981-82)

156. Contemporary Poetry. (Not offered in 1981-82)

157. Contemporary American Poetry. Reading of a diverse selection of contemporary American poets, including Roethke, Penn Warren, Reznikoff, Levine, Kinnell, Simpson, Bly, Bishop, Rich, Levertoff, Kizer, O Hehir, Gluck, and others. Focus on close reading and on reading for craft, as writers read. Highly recommended for student poets, as a companion course to poetry writing workshop, as well as for students of literature. Fall, t 7, M. Falk.

158. Post-War German Writers. (See German 158.) Spring, mw 2:45, D. Yale.

161. The Continental and Latin American Novel. An examination of theme and style in the modern European and Latin American novel. Students will be expected to read twelve novels during the semester, and write three papers. Prerequisite: English 10a and 10b. Spring, mwf10, B. Sanders.

162. Modern Fiction. (Not offered in 1981-82)

166. Victorians and Americans. (Not offered in 1981-82)

167. Modern American Poetry. (Not offered in 1981-82)

168. Modern British Literature. (Not offered in 1981-82)

171. Chaucer. (Not offered in 1981-82)

174a. Shakespeare: Poems, Comedies, Histories. (Not offered in 1981-82)

174b. Shakespeare: Tragedy and Beyond. Not only evil, but an excess of virtue itself contributes to man's destruction. This theme will be followed on 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, mw 12, A. Wachtel.

176. Milton. (Not offered in 1981-82)

177. Major Nineteenth Century Poets. (Not offered in 1981-82)

178. Two Voices from Mississippi. (Not offered in 1981-82)

179. Major Figures of Twentieth Century Literature. (Not offered in 1981-82)

179b. Major Figures of Twentieth Century Literature: Seminar in D. H. Lawrence and T. S. Eliot: Opposing Voices. A study of two contrasting, seemingly opposed yet strangely similar great writers. There will be close readings in Lawrence and Eliot's poems, plays and prose in addition to a study of selected Lawrence novels. Fall, mw 2:45, W. Baker.

186a. Creative Writing: Fiction. 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, ttu 9:40, A. Wachtel.

187a. Intermediate Poetry Writing. For students who have satisfactorily completed Beginning Poetry Writing, or who have equivalent training or experience in writing poetry. The emphasis in this workshop will be on learning to give and use helpful criticism, and ultimately self-criticism, and on revising and finishing poems. Active class participation is essential. By the end of the semester, a chapbook of poems, revised, titled and ordered, will be completed. Prerequisite:

Permission of the instructor on the basis of a sample of 5-10 poems. Spring, to be arranged, M. Falk.

187b. Advanced Poetry Writing. (Not offered in 1981-82)

199a. Seminar: Critical Visions. 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, th 1:15-4, A. Wachtel.

in Black Studies

91CC. Introduction to Black American Literature. Reading and analysis of selected works in short and long fiction, poetry, drama, autobiography, and the essay from the Nineteenth Century to the present, with a primary focus on materials written since 1930. To impart information, to develop critical thinking, and to cultivate human understanding, the course includes lectures, class discussions, paper writing, essay examinations, and some library research. Especially for freshpersons and sophomores. Spring, tth 1:15, A. Jackson.

141CC. Beginning Expository Writing, Critical Reading, and Basic Research. Analytical reading and detailed discussion of fictional and expository texts by Black writers primarily, extensive expository writing based on the reading, and basic library research related to the preparation of several short papers. Enrollment limited to 20. Spring, tth 9:40, A. Jackson.

152CC. Nommo: Survey in African-American Drama as Literature. A study of the historical background and the aesthetics of present-day Black drama, beginning with African ritual and dance, through a reading of selected works by early dramatists (Brown, Cotter, Grimke, e.g.) and a discussion of

Black minstrel companies and musical theatricals (by Cook, Miller and Lyles, Blake and Sissle, e.g.), to modern and contemporary works by, e.g., Hansberry, Baldwin, Childress, Baraka, Branch, Ward, Milner, Kennedy, and Bullins. Fall, tth 1:15, A. Jackson.

Environmental Studies

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

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

- 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 Rod-

man, Paul Shepard, Carl Hertel and Sheryl Miller (at Pitzer); Robert Feldmeth and Daniel Guthrie (at Joint Science).

30. Confrontations with Nature: The Western Experience. Mankind's relationship to the nonhuman world is counterpoised between the necessities of ecological limitation and ideas of the purpose and organization of creation. Three models from the history of Western thought are examined: the kingdom, the machine, and the organism. Within this framework, several pivotal concepts are analyzed in environmental context: domestication, the spirit of place, the Earth Mother, paradise, contempt for the world, landscape esthetics, and the theme of domination and control. Fall, tth 8:20, P. Shepard.

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

35. Environment and Human Development: A Prehistoric Perspective. (See Anthropology 66.) Spring, t 7 p.m., S. Miller.

36. Native Americans and Their Environments. (See Anthropology 12; Not offered in 1981-82)

37/137. Environments Workshop. (See Art 3/103) Spring, tth 1-4, C. Hertel.

45. Ecological Anthropology (see Anthropology 45) Spring, tth 8:20, L. Munroe.

60. The Physical Evolution of the Natural World. (See Natural Science 60) Fall, mwf 9 + lab, F. Bovard and L. Dart.

61. Applications of Science. (See Natural Sciences 61.) Half-courses. Fall, first half of semester.

61p. Water Resources. tth 9:40, C. Eriksen.

61w. Marine Life of Southern California. t 1:15-4:15, R. Feldmeth.

Second half of semester:

61x. Aquatic Life of Southern California. t 1:15-4:15, R. Feldmeth.

61s. Terrestrial Ecosystems of Southern California. tth 9:40, D. Guthrie. Spring, to be announced.

62. Environmental Science: Human Ecology. (See Natural Sciences 62.) Spring, mwf 11, C. Erickson and D. Guthrie.

63. Human Life Science. (See Natural Sciences 63.) Fall, mwf 11, N. Kopp and M. Mathies.

64. Introductory Biology II. (See Biology 44.) Fall, mwf 9 + lab, R. Feldmeth and D. Guthrie.

67. Energy and the Environment. Examination of the options available for meeting energy requirements of this century. Consideration 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, mwf 11, M. Gilkeson.

72. Principles of Economics: Microeconomics. (See Economics 21.) Both semesters: Fall, mwf 9, J. Lehman; Spring, tth 1:15, H. Botwin.

130. Environmental Ethics. Can traditional moral principles, focused on human conduct towards other human beings, provide satisfactory guidance for human conduct towards nonhuman nature? Or is 'a new morality' needed? If so, what would it be like? Topics include individual, social, homocentric, and biocentric utility; the ground and scope of rights and duties; and the perceptions underlying different moral stances towards nonhuman nature. Readings will include both historical and contemporary materials. Emphasis will be upon

careful reading and the critical analysis of arguments. Spring, tth 9:40, J. Rodman.

134. Landscape Painting in Watercolor. (See Art 112.) Spring, mw 1:15-4

+ arranged, C. Hertel.

136. Animals and the Imagination.

(Not offered in 1981-82)

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. Fall, t.th, 1:15, P. Shepard.

139. The Desert as a Place. (See Art

140.) 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 adaptations 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, 9:40, C. Hertel and P. Shepard.

141. Human Ecological Models: Hunting and Gathering. (Not offered in 1981-82)

144. Energy and Civilization. (See Sociology 44, Political Studies 144.) This course is an experiment in integrative thinking. It explores the idea that societies are energy systems and can fruitfully be understood and compared in terms of their different energy bases and different patterns of energy flow. Examples will be drawn from hunting/gathering, agricultural, industrial (both capitalist and socialist), and post-industrial societies. Attention will be paid to earlier cases of 'energy crisis' and transition, and to the interrelationships among energy system, ecology, technology, economy, social structure, government, culture, and personality. Intended for sophomores, juniors, and seniors. Spring, tth 1:15, J. Rodman and R. Volti.

146. American Space. (Offered at Scripps College as History 175.) The course will consider the human-made environment in the United States in its historical dimensions. It will focus on selected problems — such as the land, the house, public buildings and spaces, and cities — each examined in a range of time periods. The class will read American literary works, architectural criticism, social and cultural history, and studies of particular sites. Fall, mw 1:15, H. Horowitz.

149. Cultures, Paradigms, and

Ecology. (Offered at The School of Theology at Claremont as Theology 468.) An analysis of the basic paradigms by which diverse cultures have understood human existence in its natural and sacred context. This will serve as a basis for critical evaluation for our own culture and of alternative directions it may take. Prerequisite: permission of instructor.

- Spring, to be arranged, P. Shepard and J. Cobb.
- 150. Ecology.** (See Natural Science 146.) Fall, ttu 8:20 + lab, C. Erickson.
- 151. Freshwater Ecology.** (See Biology 133; not offered in 1981-82)
- 152. Evolution.** (See Natural Science 145.) Fall, th 1:15-4:15, D. Guthrie.
- 159. Topics in Marine Biology.** (See Natural Science 169.) Fall, w 1:15-4:15, R. Feldmeth.
- 170. The Politics of Ecology.** (See Political Studies 133; not offered in 1981-82)
- 171. The Politics of Natural Resources.** (See Political Studies 142; not offered in 1981-82)
- 173. Political Community: Regional and International Perspectives.** (See Political Studies 140; not offered in 1981-82)
- 174. The Year 2000: Utopia or Oblivion.** (See Political Studies 166; not offered in 1981-82)
- 177. Solar Colloquium.** A comprehensive study of solar energy from the perspective of principles, design, and application of the broad spectrum of solar energy sources including sun, wind, water, biomass and integrated systems. The concept of renewable energy sources related to the human organism as a solar energy system within a solar energy system is brought to bear on both theoretical and practical manifestations of solar energy utilization. Some attention is given to the role of technology and the social implications of a transition from nonrenewable to renewable energy sources through exercising solar options. Lecture, discussions, demonstrations, and research projects. No prerequisites. Fall, th 7-10 p.m. and arranged, C. Hertel.

See also:
at Pitzer College:

Anthropology

- 1. Introduction to Archaeology and Biological Anthropology.** Fall, mwf 9, S. Miller.
- 10. Hunters and Gatherers.** Fall, ttu 12, F. Meyers.
- Art**
- 41. A Short Natural History of Art.** Fall, mwfn, C. Hertel.
- 123. Native American Art of the Prehistoric Southwest.** C. Hertel. (Not offered in 1981-82)

Economics

- 15. Seminar in Contemporary Economic Issues.** Fall, w 7, H. Botwin; Spring, w 7, H. Botwin.
- 13/113. Economy and Society.** Fall, mw 4, R. Volti.
- 20. Principles of Economics: Macroeconomics.** Fall, ttu 1:15, H. Botwin; Spring, ttu 9:40, I. Gang.
- 120. Economic Development.** H. Botwin. (Not offered in 1981-82)

Natural Sciences

- 14-15. Basic Principles of Chemistry.** Fall, mwf 8 + lab, A. Zanella and E. Goldstein. Spring, mwf 8 + lab, F. Bovard and E. Goldstein.
- 30-31. General Physics.** Fall, mwfn + lab, L. Dart. Spring, mwfn + lab, L. Dart.
- 44. Introductory Biology.** Spring, mwf 9 + lab, N. Copp and M. Mathies.
- 140. Invertebrate Biology.** Spring, mwf 9, C. Erickson.
- 154. Animal Behavior.** Spring, ttu 9:40, N. Copp.

Political Studies

- 10. Introduction to Political Studies.** Fall, ttu 9:40, J. Rodman.
- 119. Congress and the Executive.** Spring, ttu 12, Staff.
- 121. United States Science Policy.** Spring, mwfn, J. Sullivan and A. Zanella.
- 130. Political Power and Interest Groups.** Fall, ttu 2:45, Staff.
- 170-71. History of Political Philoso-**

phy. Fall, mw 1:15, J. Rodman; Spring, mw 1:15, S. Snowiss.

Sociology

22. Sociology of Health and Medicine. Fall, ttu 9:40, A. Stromberg.
25. Technology, Organization, and People. Fall, ttu 2:45, R. Volti.

at Pomona College:

Anthropology

57. Biological Anthropology. Spring, J. McKenna.

Biology

61. Introductory Biology: Evolution and Ecology. Fall, mwf 8 + lab, Bierzychudek and Wirtz.
102. Population and Community Ecology. Spring, Bierzychudek.
132. Vertebrate Biology. Fall, ttu 9:40 + lab, Wirtz.

Chemistry

4. Energy and Environment. Spring, Beilby.

Economics

167. Energy, Natural Resources, Environmental Policies. Fall, ttu 7:30-9 p.m., Jurewitz.

Geology

1. Introduction to Geology. Fall, mwf 10, Zenger.
53. Earth History. Spring, Zenger.

Government

135. Policy Implementation and Evaluation. Spring, Mazmanian.
138. Politics of Energy Policy. Fall, ttu 1:15, Tugwell.

at the Claremont Graduate School

Check course listed in the M.A. Program in Public Policy.

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.

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Film
Studies

Film Studies. Through cooperation with Claremont Men's College and the School of Theology, some 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 interdisciplinary tracks:

European Studies. European studies is an interdisciplinary concentration with an area focus. Concentrators must complete satisfactorily at

- 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 Pitzer Eng./Film 19—History and Aesthetics of Film or CMC Lit. 21—Film: An Introduction) and 182A, 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.*

36. Women and Film. We will view a number of films, both shorts and features, made by women. We will analyze both the images of women presented in these films, and the range of work produced by women from the early days of filmmaking to the present. Course fee: \$30.00. Spring, w 1:15-5:30 and 7:00-10:00, B. Houston.

182a. The Grammar of Film. Emphasis will be on exploring the elements of cinematography, editing and sound. Each student will script, produce and direct individual narrative, documentary and experimental sequences as well as a final complete short film utilizing double system synchronous sound. Equipment provided. Course fee \$35. Fall, mw 12, L. Malm.

199. Independent Studies in Film and Television. Both semesters, to be

arranged, L. Malm.

Courses Offered at Other Claremont Colleges

at Claremont Men's College

Literature

- 121. Film, An Introduction. Fall, mw 1:15, M. Riley.
- 123. Special Studies in Film: Films of Alain Renais. Spring, t 1:15-5, M. Riley.

at the School of Theology

- TH474. Robert and Frances Flaherty.** Spring, TBA, J. Coogan.

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

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

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



couraged to pursue double or combined concentrations.

The folklore program requires the completion of:

- A. An introductory course in folklore
- B. Anthropology 11 or Sociolinguistics 110
- C. One genre course:
 - a. The Study of Verbal Performance
 - b. American Folk Music and Folk Life Studies
 - c. Folk Narratives
 - d. Classical Mythology
 - e. Custom and Ritual ("Psyche and Symbol," Anthropology 156)
- D. A research seminar

In addition, the concentrator will choose



six courses to be selected according to the following plan:

1. At least four courses in folklore, three of which must be from the advanced level (courses numbered 100 and above).
2. Any two courses from among the following:
 - a. Literature (English 91CC, French 108)
 - b. Art history (51, 120aCC, 120bCC, Art/Env. Studies 135, Art/Classics 161)
 - c. Archaeology (Anthropology 128)
 - d. Anthropology (100)
 - e. Psychology (103, 107, 146)
 - f. Sociology (34, 40, 70, 132)

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

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

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. Fall, mwf11, R. Abrahams and 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, ttu 1:15, S. Glass.

at the Chicano Studies Center

70CCa. Regional Dances of Mexico:
Part I. An introduction to Mexican folk dance in its most traditional manner. 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, B. Hernandez.

70CCb. Regional Dances of Mexico: Part II. (Not offered in 1981-82)

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. Fall, mtw II, th 12, H. Senn (Pitzer); mtw II, th 12, M. Shelton (CMC); mtwth 12, Staff; twf II, th 12, D. Krauss (Scripps).

1b. Continued Introductory French. Second semester continuation of 1a. Prerequisite: French 1a. Enrollment limited to 22. Fall, mtwth II, Staff; Spring, mtw II, th 12, Staff (Pitzer); mtw II, th 12, M. Chefdor (Scripps); mtw II, th 12, M. Shelton (CMC); mtw II, th 12, Staff.

17a. Intensive French Year. Admission to this course by placement test or CEEB score only. Students will be re-



quired to take the course in a two-semester sequence. French 17a and 17b will integrate the entire French 1a, 1b, 54 series. The first meeting will be a general organizational meeting to be held at 11 a.m. on Thursday, September 3, 1981, in Balch Auditorium. Attendance required. Fall, mtw, th 12, M. Eversole (Scripps).

54. Intermediate 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. Enrollment limited to 22. Fall, mw 10, tth 9:40, H. Senn (Pitzer); mw 10, tth 9:40, M. Shelton (CMC); mw 10, tth 9:40, E. Haskell (Scripps); tth 9:40, wf 10, D. Krauss (Scripps). Spring, mw 10, tth 9:40, E. Haskell (Scripps).

70. Advanced: Readings in Civilization and Literature. Fall, mwf 10, N. Goodrich (Scripps). Spring, tth 1:15, M. Shelton (CMC); tth 1:15, E. Haskell (Scripps).

169. 20th-Century French Thought: From Disarray to New Arrange-

ments. A study of Twentieth Century humanity's confusion and isolation in the ruins of traditional science and humanism; the effort to reaffirm the freedom and power of the individual in the philosophies of phenomenology and existentialism; and the more recent discovery of possibly universal patterns or structures that bring order but new limits to the human mind and behavior.

Readings include: Bergson, Merleau-Ponty, Foucault, Barthes, Artaud, Robbe-Grillet, Levi-Strauss, and the "New Philosophers". Given in English. French credit may be obtained by reading the original texts and writing the exams and paper in French. Fall, tth 2:45, H. Senn.

Advanced French Courses Available at Other Claremont Colleges

at Claremont Men's College

160. Franco-African Literature. Fall, mw 2:45, M. Shelton.

at Pomona College

101. Introduction to Literary

- Analysis.** Spring, mw 1:15, M. Saigal.
- 102. Advanced Translation and Phonetics.** Spring, mwf10, R. Copetiers.
- 120a. Survey of French Literature.** Fall, mw 2:45, Saigal.
- 120b. Survey of French Literature.** Spring, ttu 1:15, L. Fucaloro.
- 127. Contemporary French Theater.** Fall, mw 1:15, L. Pronko.
- 153. 17th-Century Theater.** Spring, mw 2:45, P. Johnson.
- 170. Literature of the French Renaissance.** Fall, mwf11, V. Crosby.

at Scripps College

- 115. French Civilization.** Spring, mw 2:45, E. Haskell.
- 121. Novelist and Society.** Fall, mw 1:15, M. Eversole.
- 128. Autobiography.** Fall, ttu 1:15, D. Krauss.
- 136. 19th-Century Novel.** Spring, ttu 1:15, M. Eversole.
- 137. Cendrars and Malraux.** Spring, mw 4:15, M. Chef dor.
- 141. Peguy, Claudel, Valery.** Spring, mwf10, N. Goodrich.

in Black Studies

- 160CC. French African Literature in Translation.** Reading and analysis of works of fiction, poetry and drama representing the most important trends in French African and French Caribbean Literature. Fall, mw 2:45, 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 ex-

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

1a. Introductory German. Instruction in basic grammar and vocabulary supplemented by extensive readings and conversation on German life and culture. Emphasis on mastery of oral communication as well as use of written language. Laboratory work arranged. Fall, mwthf 9, R. Burwick (Scripps); mtwfh11, J. Poynter (CMC).

1b. Continued Introductory Ger-

man. Second semester level. Intensive practice of the fundamental skills through conversation, reading and writing. Laboratory work arranged. Fall, mwf 9, t 11, D. Yale; Spring, mwthf 9, R. Burwick (Scripps); mtwf 11 J. Poynter (CMC).

54. Intermediate German. Review of grammar. Conversation, composition, and readings based on literary sources. Concentration on syntax, style and idiomatic phrases. Laboratory work arranged. Fall, mwf 9 J. Poynter (CMC); Spring, mwf 11, E. Potter (Scripps).

70. Advanced German: Readings in Literature and Civilization. Writings from literature and civilization will be studied and discussed to gain a better understanding of the past and present intellectual currents. Short scenes from plays will be dramatized to strengthen the student's confidence and proficiency in handling the language. Short introduction to literary analysis. Oral and written reports. Fall, mwf 1:15-2:05, J. Poynter (CMC); Spring, mwf 9, J. Poynter (CMC).

158. Post-War German Writers. Conducted in English. Literature of Germany's "Angry Young Men," the generation which emerged from the collapse of the Third Reich and critically evaluated the recent past. The works depict the political and social conditions in Germany during the war years and the final disaster, during military occupation, recovery and the period of prosperity in West Germany. All works are available in German and in translation. No prerequisites. Spring, mw 2:45, D. Yale.

Advanced German courses available at other

Claremont Colleges

at Pomona College

110. Medieval German Literature. Fall, th 7, R. Sheirich.

112. German Culture and Civilization.

Spring, th 7, R. Sheirich.

150a,b. Modern and Contemporary German Literature. Both semesters, m 7, D. Brueckner.

MLL181. Kafka, Hesse, Mann (in Translation). Spring, w 7, D. Brueckner.

at Scripps College

124. The German Theater. Spring, mwf 10, E. Potter.

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. An introductory course primarily for freshmen and sophomores which is designed to provide the necessary background for studies in a wide variety of fields in the humanities and social sciences. Lectures, readings, and discussion. Year course but each semester may be taken separately.

10. From Homeric Greece to the End of the Renaissance.

A survey with strong emphasis on the art and literature of the Homeric world, classical Greece and Rome, and the Middle Ages and the Renaissance. There will be an opportunity to write short papers for close criticism by the instructor. Fall, mwf10, S. Glass.

11. The Rise of Modern Europe.

This course will focus on the political history of Modern Europe, but it will also deal with intellectual and social developments in an attempt to understand how such a uniquely dynamic civilization emerged in Europe and spread around the world. Assignments will include original writings of the period under study as well as fiction and readings in social history. Spring, mwf10, A. Greenberger.

12. The Ancient Near East and Greece to 350 B.C. (Not offered in 1981-82)**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 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.

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 to introduce students to current thought at the intersection of humanities and the social sciences. Freshmen will be given preference in enrollment. Fall, w 7, W. Warmbrunn.

32. The Mediterranean. (See Political Studies 32.) Fall, mwf 9, L. Marquis.**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, mwf II, M. Jimenez.

56. United States History, 1877-Present. Spring, mwf II, M. Jimenez.

60. Asian Traditions. 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, mwf II, A. Greenberger and H. Smith.

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 four case studies: the Meiji Restoration in Japan, the Maoist revolution in China, the Ghandian movement in India, and the Nationalist movement in Indonesia. Spring, mwf II, S. Garon and A. Greenberger.

101. Greece. Greek history and civilization from the prehistoric age to the Roman conquest. Special emphasis on the development of political forms in the various Greek city-states culminating in the Athenian democracy and Alexander's world-state. Additional focus on Greek literature and art as it reflects social and political developments in Greek history. Spring, tth 8:20, S. Glass.

111. History Through Literature: The European Novel in Its Historical Context. (Not offered in 1981-82)

130. Hitler's Germany and Its Background. A study of Nazi Germany with special emphasis on Hitler's racial policies and his design of aggression abroad. The course will examine the history of Germany in the preceding decades in an attempt to explore the ques-

tion "how it could happen" and why Hitler came so close to succeeding.

Freshmen must obtain consent of instructor. Fall, tth 2:45, W. Warmbrunn.

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, Spring, mw 1:15, A. Greenberger.

136. Victorian England. This course will concentrate on the development of modern Britain from 1837 to 1901, the period of the reign of Queen Victoria. Domestic history will be the main area of focus with concern for the problem of whether or not there was a particular Victorian outlook in terms of the organization of society and worldview. Topics to be emphasized are the emergence of Parliamentary Democracy, the growth of industrialism, and changing intellectual and social patterns. Fall, mw 1:15, A. Greenberger.

137. A Political History of the Second World War. (Not offered in 1981-82)

138. Contemporary Europe. (Not offered in 1981-82)

141. India Since 1707. (Not offered in 1981-82)

146. The Cultural History of Japan. (Not offered in 1981-82)

152. Ethnic and Racial Pluralism in American History. (Not offered in 1981-82)

155. Family and Society in Early

American History. This course will explore the impact of social change on family relationships in America from the colonial period to the Civil War.

Womanhood, childhood, demographic changes, the impact of the economic systems on families, slave and free, will be among the topics to be discussed. Readings will be drawn from the new social history and from primary documents of the period. Spring, th 7, M. Jimenez.

156. The Rise of Social Welfare in America Since 1700. (Not offered in 1981-82)

157. Moral Leadership in American History: The Presidency. (Not offered in 1981-82)

158. The United States Since World War II. The dramatic changes that have overtaken the American social order since World War II will be considered with special emphasis on the origins and development of the Cold War, the fifties and the McCarthy era, the popular movements of the 1960s and the Vietnam War, the 1970s and the Nixon administration. Special attention will be given to primary sources from the period. Fall, mw 2:45, M. Jimenez.

160. Popular Movements in American History. The focus of the course will be groups which identified critical moral problems in the American Social order and organized to effect change. The movements to be analyzed will include Abolitionism, Women's Suffrage and Populism. The rise of Labor unions and the impact of socialism will also be considered as responses to the growth of industrial capitalism at the end of the 19th century. Special attention will be paid to the role of women in these groups. Spring, mw 2:45, M. Jimenez.

176. Political Thought: East and West. (Not offered in 1981-82)

190. The Diaspora. (Not offered in 1981-82)

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 concentrators with consent of instructor. May be repeated for credit. Spring, w 7, W. Warmbrunn.

in Black Studies

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 system 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, tth 1:15, L. Wilson.

51CC. Survey of Afro-American History (1865-present). This course focuses on the Afro-American experience 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 in the North and the Midwest 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, tth 1:15, Staff.

65CC. Survey of African History to 1600. 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, mwf10, Staff.

66CC. Survey of African History

1600-Present. Analysis of African states during the centuries before the imposition of colonial rule, the state of African societies on the eve of colonial rule, colonial rule itself, and the roles played by Africans during this era. Other topics include the role of nationalism, independence and after, the liberation movements, contemporary African institutions and the importance of Southern Africa in modern Africa. Spring, mwf10, Staff.

at the Chicano Studies Center

68CC. The Chicano in the American Southwest. A survey of the historical development of the Chicano community in the United States, its economy, class structure, politics and culture from 1900 to present. The course will examine various theories of Chicano identification and self-definition critically, in light of the historical experience. Spring, mwf10, R. Gutierrez.

69CC. History of Mexico. An examination of the economic, social, cultural and political history of Mexico from prehistoric times to the present. Attention will also be given to Mexico's relations with the United States and to the historical experiences of Mexican workers and Chicanos in the American Southwest. Fall, mwf11, R. Gutierrez.

134CC. The Mexican Revolution. (Not offered in 1981-82)

135CC. Colonial Latin American and the Southwest Borderlands. A survey of the formation and development of Hispanic societies in the Western Hemisphere from the discovery, conquest, and settlement of the New World through the birth of the Latin American republics, including the Indian and Iberian backgrounds. Emphasis is placed

upon social and structural aspects of the colonial period. Lectures and discussions. Fall, mwf1:15-2:05, R. Gutierrez.

143CC. History of the Southern California Chicano Community. (Not offered in 1981-82)

170CCA. Advanced Seminar: Researching and Writing Chicano History. (Not offered in 1981-82)

Intercollegiate

123G. Civil War and Reconstruction. Spring, mw 1:15-2:30, Nevin.

178G. 20th Century American Intellectual and Cultural History. Fall, tth 9:40-11:00, R. Dawidoff.

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Latin American Studies

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.

Linguistics.

A joint program with Pomona College.

Linguistics is the scientific study of language in all its variety. One of the paradoxes about language is that it is incredibly systematic and at the same time it is immensely varied. The paradox is resolved by the discovery that the variety is composed of a vast number of interacting systems. These systems can be studied separately to a certain extent, though it is always necessary to keep in mind the larger and more complex whole when studying any of the parts. Examples of the different aspects of language and the labels under which they are studied in linguistics are: **phonetics**, the study of speech sounds; **phonology**, the study of the communicative function of speech-sounds in a particular language; **syntax**, the study of the meaningful units of a language and how they combine into sentences; **semantics**, the study of the

meaning of the words of a language and the meaning of combinations of words. The three divisions of linguistics, phonology, syntax, and semantics, are fundamental to any study of language. Although there are other ways in which language can be studied, it is impossible to study linguistics without dealing with at least one of these aspects. The following areas therefore assume some prior knowledge of these aspects of the system of language: **Historical linguistics**, the study of the changes that have occurred in the development of languages; **sociolinguistics**, the study of language variation, particularly within a single society; **psycholinguistics**, the study of man as a speaking animal.

Concentrators are required to take:

- A. Introduction to Linguistics (50), Syntax (105), Phonology (108), and Historical Linguistics (109), or approved equivalents.
- B. Senior Seminar in Linguistics (190).
- C. Four other upper division 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.

10. Introduction to the Study of Language.

A course for students who wish to find out more about the nature of language, how languages are organized and how they differ from one another. It

will explore different ways of looking at language and the relationship of language to various human activities. A relatively non-technical introduction to the scientific study of language. Primarily for freshmen and sophomores. Spring, mw 2:45, R. Macaulay and D. Brenneis.

50. Introduction to Linguistic Analysis.

An introduction to the methods of linguistic analysis used in investigating the systematic aspects of linguistic form and meaning in phonology, syntax and semantics. Required for majors. Fall, tth 1:15, K. Dahlgren and R. Coppieters.

103. Phonetics. (Not offered in 1981-82)

105. Syntax. An introduction to modern theories of syntax dealing with the Chomskyan revolution in theoretical linguistics and its later developments. Prerequisite: Linguistics 50 or consent of instructor. Spring, mw 1:15, K. Dahlgren.

108. Phonology. (Not offered in 1981-82)

109. Historical Linguistics. Spring, tth 2:45, K. Kossuth (Pomona).

110. Language in Society. (Not offered in 1981-82)

111. Language and Culture. This course will investigate the nature of language, its relation to thought and cognition, and its role in setting and limiting human experience. What is "a language"? To what extent is culture a matter of communication? How does language influence world view and social attitudes? What are the implications of linguistic inquiry for the more general study of culture? Prerequisite: Linguistics 10 or 50 or consent of instructor. Fall, mw 2:45, R. Abrahams, D. Brenneis and R. Macaulay.

112. English in the New World. An examination of the varieties of English spoken in the new world. Topics will include: the history and development of American English, regional and social

dialects, pidgins and creoles, and the implications of linguistic diversity. Spring, mw 9, K. Dahlgren.

114. Natural Language and the Computer.

Aspects of natural language and the processing by computers. Is machine translation possible? Artificial intelligence and the theory of cognition. Will we be able to talk to computers? Students will learn to process natural language strings (such as English words or sentences) on a computer using a simple program language. No prerequisite. Fall, tth 2:45, K. Dahlgren.

121. Learning and Teaching a Second Language. Spring, mw 2:45, R. Coppieters (Pomona).

123. Acquisition of Language. (Not offered in 1981-82)

125. Linguistic Field Methods. (Not offered in 1981-82)

128. Seminar in Stylistics. (Not offered in 1981-82)

130. History of the German Language. Fall, mw 1:15, K. Kossuth (Pomona).

133. Introduction to Chinese Language and Linguistics. (Not offered in 1981-82)

135. Romance Philology. (Not offered in 1981-82)

137. History of the English Language. (Not offered in 1981-82)

145. Semantics. (Not offered in 1981-82)

152. Seminar: verbal arts. (Not offered in 1981-82)

153. Philosophy of Language. Spring, mw 2:45, J. Atlas (Pomona).

186. Language and Thought. (Not offered in 1981-82)

190. Senior Seminar in Linguistics. Credit/No Credit. Half course. Spring, to be arranged, Staff.

191. Senior Thesis. Spring, to be arranged, Staff.

193. Comprehensive Examinations. Halfcourse. Spring, to be arranged, Staff.

199. Reading and Research in Linguistics. Both semesters, to be arranged, staff.

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

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 23, 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 pro-

grams leading to both a Bachelor of Arts Degree and a Master of Arts Degree in Applied Mathematics, Scientific Computing, Statistics and Operations Research, The Teaching of Mathematics, and Pure Mathematics. Students who are interested in one or more of these programs should consult with the Mathematics faculty early in their undergraduate years.

4. Introduction to College Mathematics. A first course in college mathematics designed to provide students with the mathematical skills required for college courses in the behavioral, natural, and social sciences. Topics will include basic computation, linear and quadratic equations and logarithms. Prerequisite: high school algebra and geometry and placement examination. Enrollment limited to 25 students. Fall, mwf 9, B. Beechler.

20. Analytic Geometry and Elementary Functions. Brief review of high school algebra, inequalities, cartesian coordinate system, and graphs. Polynomial, exponential, logarithmic functions and applications. Prerequisite: 3 years of high school mathematics (2 years of algebra and 1 year of geometry) and placement examination or Mathematics 4. Enrollment limited to 25 students. Fall, mwf 11, B. Beechler. Spring, mwf 9, R. Tubbs.

23. Analytic Geometry and Introduction to the Calculus. A continuation of Mathematics 20. Trigonometric functions and conic sections. Introduction to limits, derivatives, differentials, and integrals. Prerequisite: Mathematics 20. Spring, mwf 11, B. Beechler.

25. Elementary Functions (accelerated). An accelerated version of the year sequence Mathematics 20 and 23 which will prepare students for Mathematics 30 in one semester. All topics in Mathematics 20 and 23, except the calculus, will be covered. Prerequisite: 3 or more years

of high school mathematics and Mathematics placement exam. Enrollment limited to 25 students. Fall, mwf 1:15, R. Tubbs.

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 23 or 25 or a satisfactory score on the placement examination. Enrollment limited to 25 students. Fall, mwf 10, R. Tubbs. Spring, mwf 1:15, B. Beechler.

31. Calculus II. Continuation of Mathematics 30. Prerequisite: Mathematics 30. Enrollment limited to 25 students. Fall, mwf 10, B. Beechler. Spring, mwf 10, R. Tubbs.

56. Finite Mathematics. An introduction to difference equations; combinatorial probability and Markov chains; linear programming and elementary matrix algebra; game theory. Algorithms for computer solutions using the programming language APL. The course is offered jointly by Pitzer College and Pomona College. In 1981-82 it is offered

by Pomona College. Prerequisite: Mathematics 30 or permission of the instructor. No programming experience required. Fall, tth 9:40; Laboratory th 1:15-2:45, H. Mullikin.

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, Fall, mwf 9, W. Lengefeld; tth 9:40, M. Lamkin; Spring, tth 9:40, T. Flaherty.

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, mw 4:15-6:15, 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, twth 12, M. Lamkin.

NOTE: One-half course credit per semester may be awarded for music en-



semble. Credit for individual music instruction may be awarded at the rate of one-half course credit for a half-hour weekly lesson per semester, or one course credit for an hour weekly lesson per semester. Students who take a music concentration offered at one of the other Claremont Colleges are expected to meet the concentration requirements specified by the college at which the concentration is taken.

at Pomona College

The Pomona College Symphony Orchestra is open to all students in the Claremont Colleges. Auditions for membership and for concert solos are held at the beginning of each year at the Thatcher Music Building, Pomona College.

Intercollegiate

172G. Collegium Musicum. Both semesters, m 7:30, F. Traficante.

Orchestra. The Pomona College Symphony Orchestra is open to musicians from all The Claremont Colleges, presenting a series of public concerts each year in Bridges Hall of Music. For audition schedule or other information contact the office of the Pomona College Music Department, Thatcher Music Building, telephone 8155.

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. An interdisciplinary major in biology-chemistry is available to those students whose interests overlap both fields. Contact M. Mathies or A. Fucaloro for specific details of the program. 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 D. Sadava.

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 taking 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 Pro-

gram, 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 advisor, 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 advisor, 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.

Natural Science

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. Lab fee \$15. Fall, mwf 9; laboratory wth 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. Half credit per half semester. Enrollment in individual sections requires permission of coordinator at initial organizational meeting. 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. Spring, mwfr, D. Guthrie and C. Eriksen.

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. 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. Fall, mwf 11; Laboratory, mt 1:15-4:15, N. Copp and M. Mathies.

Biology

43. Introductory Biology. Topics discussed include structure and function of plant and animal forms, evolutionary theory, animal behavior, and the principles of ecology. Laboratory fee \$15. Fall, mwf 9; laboratory twth 1:15-5:15, R. Feldmeth and D. Guthrie.

44. 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. Spring, mwf 9; laboratory twth 1:15-5:15, N. Copp and M. Mathies.

126. Artificial Intelligence. Recent research in the fields of artificial intelligence, neurophysiology and psychology will be examined and integrated. Visual perception will be the focal point. Simple neural networks will be used to illustrate "learning", "perceiving", "thinking" and "awareness". The biological basis of human mental activity will be contrasted with the logical basis of computer mental activity. Prerequisites: Introductory Biology or Psychology or permission of instructor. Fall, mwf 9, S. Klein.

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, tth 9:40; laboratory, th 1:15-5:15, N. Copp.

133. Freshwater Ecology. (Not offered in 1981-82)

140. Invertebrate Biology. Aspects of invertebrate biology included are physiology, embryology, structure and ecology. The course theme revolves around the evolutionary history of invertebrates with evaluation of a number of the ideas expounded concerning phylogenetic relationships. All forms significant to the evolutionary story are dealt with. Insects will receive considerable coverage. Prerequisite: Introductory Biology. Laboratory fee \$15. Spring, mwf 9; laboratory, f 1:15-5:15, C. Eriksen.

141. Vertebrate Anatomy. Morphology, ontogeny, and evolution of vertebrate organ systems, with emphasis on the evolutionary aspects of vertebrate development. The laboratory includes dissection of major vertebrate types and examination of basic histologic and embryologic materials. Prerequisite: Science 43 and 44. Enrollment limited to 24 students. Laboratory fee \$15. Spring, mwf 9; laboratory, t 1:15-5:15, D. Guthrie.

142. Physiological Homeostasis. (Not offered in 1981-82)

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, mwf 9, 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, t:15-4:15, 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. Fall, t,th, 8:20; 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, mwf 11; laboratory, mw 1:15-3:15, M. Mathies.

151. Mammalogy. (Not offered in 1981-82)

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

154. Animal Behavior. Lectures and discussions will cover selected topics of the behavior of animals, including man. The approach will be biological rather than psychological and such topics as communication systems, territoriality, social parasitism, genetic bases for be-

havioral differences, among others, will be studied. Prerequisite: Science 43, 44. Enrollment limited to 24 students. Fall, tth 9:40, N. Copp.

155. Bioethics. (Not offered in 1981-82)

156. Endocrinology. (Not offered in 1981-82)

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, mw 1:15-4:45, D. Sadava.

160. Immunology. (Not offered in 1981-82)

168. Biology of Insects. (Not offered in 1981-82)

169. Topics in Marine Biology. A course designed to expose students to the subtidal marine environment of southern California. Lectures will cover various aspects of marine environments. Laboratories and field trips will include ecological sampling procedures and a survey of local marine plants and animals. Scuba certification useful but not required. Prerequisite: Science 43, 44 and permission of instructor. Fall, w 1:15-4:15, R. Feldmeth.

177. Biochemistry. A study of structure and function in living systems at the molecular level. Discussion centers on intermediary metabolism, cellular control mechanisms and energy flow with particular emphasis on how this information is developed. Prerequisites: Science 43, 44, 116 or permission of instructor. Spring, tth 8:20, R. Pinnell and D. Sadava.

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.

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, mwf 8; laboratories, Fall, mtwthf 1:15-5:15, A. Zanella and E. Goldstein; Spring, twthf 1:15-5:15, F. Bovard and E. Goldstein.

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. (30 is prerequisite to 31.) Laboratory fee \$15 per semester. Both semesters, mwf 11; laboratories, Fall, mtwth 1:15-4:15; Spring, twth 1:15-4:15, L. Dart.

33,34. Principles of Physics. A first year general physics course designed for physics, chemistry and engineering majors. Topics include Newtonian mechanics, gravitation, fluids, wave motion, heat, electrical measurements, DC

and AC circuits, Maxwell's equations, and light. Prerequisite: one year of calculus preceding 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, mwf 11; laboratory, Fall, mtwth 1:15-4:15, J. Merritt; Spring, twth 1:15-4:15, S. Naftilan.

80. United States Science Policy.

This course will approach United States Science Policy from three perspectives. We will examine the development of federal institutions with a responsibility for science policy (e.g., the National Science Foundation). We will explore tools of policy analysis which are appropriate for analyzing science policy. Finally, we will examine a series of case studies of the development of science policy. Cases will include nuclear energy, air pollution, and toxic waste disposal. (Not for science credit). Permission of instructors. Spring, mwfn, J. Sullivan, A. Zanella.

101. Theoretical Mechanics. The application of classical mechanics to statics and dynamics of rigid bodies, central force motions, oscillators. Numerical analysis, Lagrangian methods and nonlinear approximation techniques will be used. Enrollment limited to 18 students. Prerequisites: Science 33 and Calculus II. Laboratory fee \$15. Fall, mwf 10; laboratory, m 1:15-4:15, S. Naftilan.

104. Electronics Instrumentation. (Not offered in 1981-82)

110. Analytical Chemistry. (Not offered in 1981-82)

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, mwf 10; laboratory, wthf 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, tth 9:40, E. Goldstein.

124, 125. Advanced Experimental

Techniques. A Survey of advanced laboratory techniques including physico-chemical measurements, instrumental methods, and synthesis. Prerequisites: Science 15, 31 (or 34), Math 31, and permission of the instructor. 124 is prerequisite to 125. Laboratory fee \$15 per semester. Both semesters, tth 1:15-5:15, A. Zanella.

152. Independent Study in Science.

(See special description at end of Science section.)

178. Biophysics. (Not offered in 1981-82)

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, w 5-6 and 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. Spring, w 5-6 and 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, mwf 8, G. Van Hecke.

162. Advanced Physical Chemistry. Prerequisite: Science 121-122. Half course. Fall, second half, mwf 8, W. Sly.

163. Advanced Physical Chemistry. Prerequisite: Chemistry 51. Half course. Spring, first half, to be arranged, G. Van Hecke.

164. Advanced Physical Chemistry. (Not offered in 1981-82)

165. Organometallic Chemistry. (Not offered in 1981-82)

166. Industrial Chemistry. (Not offered in 1981-82)

171. Advanced Organic Chemistry. Prerequisite: one year of organic chemis-



try 116-117. Half course over full fall semester.

172. Structure Determination. Prerequisite: one year Organic Chemistry 116-117. Full course. Fall, thh 8:20, P. Leber and Steinmetz.

173. Advanced Organic Chemistry. Prerequisite: one year Organic Chemistry 116-117. Half course. Spring, second half, to be arranged, P. Myhre.

176. Advanced Organic Chemistry. Prerequisite: one year Organic Chemistry 116-117. Half course. Spring, first half, to be arranged, P. Van Eikeren.

152. Independent Study in Science.

Students who have the necessary qualifications and who wish to investigate in depth an area of study not covered in regularly scheduled courses may arrange with a faculty member for independent study under his or her 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.

N. Copp: Animal behavior; vertebrate and invertebrate physiology.

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.

E. Goldstein: Computer modelling; molecular orbital calculations.

D. Guthrie: Paleontology, evolutionary studies, human and field ecology, ornithology, mammalogy.

S. Klein: Theoretical physics, brain mechanisms and modeling.

M. Mathies: Microbiology, genetics, immunology.

J. Merritt: Spectroscopy, catalysis of organo-metallics, science policy, energy.

S. Naftilan: Binary stars; planetary astrophysics.

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 1981-82.

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).

tics), 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). If the student's advisor approves, two introductory level Social Science courses (e.g., Psychology 10, Sociology 10) may be substituted for Organizational Studies 10.

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.

The Organizational Studies faculty recommends that students should consider combined or double concentrations in Organizational Studies and another social science field. However, 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 organizations from theoretical and empirical points of view and will examine simulations of organizations. Limited to 40 students. Spring, to be arranged, P. Goldman.

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 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, mw 2:45, P. Goldman.

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.

These requirements are normally satisfied by taking regular courses, but may be satisfied by independent study or other specially arranged courses with permission of the staff. Students should obtain the advice of the staff on whether a given course will be counted as meeting any of the above requirements. With approval of the staff, courses from other colleges will be accepted.

A student may wish to combine philosophical studies with studies in a related field, such as religion, political studies, art, literature, science, a behavioral science, etc. Students wishing to construct a joint concentration are urged to contact staff members in philosophy and the related field as early as possible.

No student will be considered a concentrator in philosophy until he 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.

2. Philosophical Classics. An introduction to philosophical problems and methods through a reading of some important works of traditional philosophers. Readings will include Mill (*Utilitarianism*) and Berkeley (*Three Dialogues*). Spring, tth 9:40, J. Bogen.

5. Introduction to Formal Logic. A close look at several logical systems which are useful for the evaluation of English arguments and which are also interesting in their own right. Enrollment limited to 30. Spring, mwf 9, R. Rubin.

6. Introduction to Philosophical Writing. This course is intended to introduce students to techniques of writ-



ing, analysis, and argument. Students will select a philosophical topic to be investigated during the semester, and examine it by writing a number of short papers and discussing each other's work. The readings will include some philosophical texts, but will mostly consist of what is produced by the class. Enrollment limited to 10. Fall, tth 1:15, J. Bogen.

9. Introduction to Metaphysics. An examination of some traditional philosophical thought on what it is to be a person, what it is to be a physical object, and what it is to be in space and time. Fall, mwf 9, R. Rubin.

13. Environmental Ethics. (See Environmental Studies 130; Political Studies 180.) Spring, tth 9:40, J. Rodman.

78. Topics in Aesthetics. Truth, meaning, and representation in literature. Readings from poetry, fiction, criticism, philosophy of language, and aesthetics. Spring, mw 2:45, J. Bogen.

114. Topics in Ancient Philosophy: Aristotle. Topics Readings from the *Physics*, *Metaphysics*, *Posterior Analytics*, and the biological works. Spring, tth 2:45, J. Bogen.

116. Medieval Philosophy: Neoplatonism. A study of a somewhat bizarre tradition, Neoplatonism, which directed much of the theological and scientific thought of the Middle Ages. Readings from Plotinus, Boethius, and others. Fall, tth 1:15, R. Rubin.

117. Theory of Knowledge. An investigation of problems having to do with perception and what we can know through perception. Readings in traditional epistemology, logical positivism and confirmation theory, and recent work in "naturalistic epistemology". Prerequisite: an introductory course in philosophy or formal logic, or consent of the instructors. Fall, mw 2:45, M. Beckner and J. Bogen.

119. The Emotions. (Formerly Philosophical Psychology: The Emotions.) A

philosophical study of emotions such as guilt, shame, embarrassment, jealousy, envy, anger, rage, resentment, pity, and boredom. Fall, mw 1:15, R. Rubin.

121. Rationalism. A study of Descartes's and Spinoza's views on the natures of minds and of bodies. Spring, mw 1:15, R. Rubin.

170, 171. Advanced Study in Philosophy. Directed study on a philosophical topic. Open only to students who have the consent of the instructor(s).

Courses Offered at Other Claremont Colleges

at Claremont Men's College

90. Introductory Philosophy. Fall, mwf 10, Moss. Spring, tth 9:40, Davis, mwf 11, Smith.

101. Political and Social Philosophy. Fall, tth 1:15, Staff.

103. Philosophy of Law. Fall, mw 1:15, Louch.

115. 19th Century Philosophy. Spring, tth 9:40, Moss.

116. History of Philosophy: 17th & 18th Century. Fall, mwf 11, Moss.

145. Fundamentals of Logic. Spring, mwf 11, Henry.

151. Problems in Ethical Theory. Spring, mwf 10, Smith.

152. Theories of the Good Life. Spring, m 7, Smith.

159. Religion and Science. Fall, mw 1:15, Henry.

160. Problems in Theory of Knowledge. Spring, tth 12, Staff.

170. Philosophy of Religion. Spring, mw 1:15, Davis.

180. Metaphysics. Spring, tth 1:15, Davis.

182. Aesthetics. Spring, tth 1:15, Moss.

at Harvey Mudd College

101. Ancient Philosophy. Fall, tth 4:15, Waldman.

118. Moral Philosophy. Spring, TBA, Waldman.

119. Philosophy of Science. Fall, mw 1:15, Beckman.

at Pomona College

50. Problems. Fall, mwf 9, Filonowicz; mwf II, Erickson; tth 1:15, Sontag. Spring, tth 9:40, Atlas; tth 1:15, Filonowicz.

100. Philosophical Inquiry. Spring, mw 2:45, Beckner.

110. Ancient Philosophy. Fall, mwft, McKirahan.

112. Modern Philosophy. Spring, mw 1:15, Beckner.

114. Philosophical Analysis. Spring, tth 2:45, Atlas.

116. Continental Thought from Kant to the Present. Fall, mwf 9, Erickson.

124. Existentialism. Spring, tth 1:15, Sontag.

135. Symbolic Logic. Fall, mwf 10, Beckner.

153. Philosophy of Language. Spring, mw 2:45, Atlas.

160. Philosophy of Knowledge. Fall, mw 2:45, Beckner.

162. Philosophy of Religion. Fall, tth 9:40, Sontag.

164. Moral Philosophy. Fall, mw 1:15, Filonowicz.

165. Metaphysics. Fall, tth 1:15, Atlas.

166. Social and Political Philosophy. Spring, mwf 9, Filonowicz.

168. Philosophical Psychology. Spring, mwf 9, Beckner.

169. Philosophical Dimensions of Psychoanalytic Theory and Technique. Fall, TBA, Erickson.

170. Ethics and Morals. Spring, mwf II, Filonowicz.

173. Seminar in Ancient Philosophy. Spring, m 7, McKirahan.

174. Philosophy of Liberation and

Revolution. Spring, tth 9:40, Sontag.

185. Russell & Wittgenstein. Fall, tth 2:45, Atlas.

at Scripps College

162b. Political Philosophy of History. Fall, m 7, Neumann.

Intercollegiate

103G. Philosophy of Law. Fall, mw 1:15, A. Louch (CMC).

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. Two courses in history chosen in consultation with a concentration advisor. At least one course must be in modern European history and should be taken as early as possible to provide background for Political Studies courses; History II, taken during the freshman or sophomore year, will satisfy this requirement. The second history course should be related to the student's special field of interest in Political Studies.

B. One semester of Principles of Macroeconomics, normally taken in the freshman or sophomore year so that it can be utilized in Political Studies courses. In addition, a semester of Principles of Microeconomics is strongly recommended.

C. 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 (Normally, 30, or 140es), international relations (Normally, 46, 140, or 148), and political philosophy (Normally, 170 or 171). 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.

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 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, tth 9:40 and a one hour tutorial f12 or 1:00, J. Rodman.

16. Fictional Views of American Politics.

(See Freshman Seminar 6.) Fall, mw 2:45, L. Marquis.

30. Comparative Government and Politics.

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, mwf 9, L. Marquis.

32. The Mediterranean. An interdisciplinary Liberal Arts course which will examine some major themes which recur in the Mediterranean area: transhumance, hospitality, vendetta, honor and shame, patron-client relations, the urban village. Illustrative materials will be drawn from Literature (*The Odyssey*), Politics (Aristotle), Anthropology (Village Studies), Religion (The Bible, the Koran) and other sources. Fall, mwf 9, L. Marquis.

34. Love and Friendship. An interdisciplinary course that will examine the many guises of love and friendship: *Eros*, *Agape*, Courtly Love, Romantic Love, etc. Illustrative material will be drawn from literature, politics, music, art, and film. Spring, mw 2:45, L. Marquis.

46. International Politics. Introduc-



tion 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, tth 9:40, J. Sullivan.

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. Fall, mwf 10, J. Sullivan.

119. Congress and the Executive: The Development of National Policy. 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 in-

stitution 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, tth 12, S. Jeffe.

121. United States Science Policy. This course will approach United States Science Policy from three perspectives. We will examine the development of federal institutions with a responsibility for science policy (e.g., the National Science Foundation). We will explore tools of policy analysis which are appropriate for analyzing science policy. Finally, we will examine a series of case studies of the development of science policy. Cases will include nuclear energy, air pollution, and toxic waste disposal. (Not for science credit.) Permission of instructors.

Spring, mwf 11, J. Sullivan and A. Zanella.

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, w 7, 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. Fall, tth 2:45, S. Jeffe.

126. Public Choice. This course will explore various issues involving the way in which people in a society arrive at collective decisions. Topics will include decision rules (unanimity vs. majority rule), representative democracy, decisions regarding public goods, social welfare functions, and government as a supplier of "goods". We will consider applications both to domestic political issues as well as to cooperation among nation-states in the international political system. Prerequisite: Principles of Economics, Microeconomics or consent of instructor. Fall, mw 2:45, J. Sullivan.

128. The Politics of Health Care. This course will deal with the relationship between American politics and health care as a social policy. The political decisionmaking process inherent in the formation, enactment, and implementation of public policies relating to health care and health services administration will be examined. Particular attention will be paid to the impact of the political environment on health care policy and administration. A study of the political strategies and maneuvering used to affectuate health care policy, the role of executive and legislative bargaining in initiating policy and the impact of political interest groups on health care policy and administration will be undertaken, along with an overview of the political philosophies reflected in health care strategies and reform proposals. The current focus on increased citizen and com-

munity participation in health care politics and future directions for health care policy in the American political system of the '80's will also be evaluated. Spring, tth 2:45, S. Jeffe.

130. Political Power and Interest Groups.

This course will examine the nature, organization, and operation of interest groups in the American governmental and political processes. Included will be an overview of the theory of interest groups and its relationship to the concept of political power, an examination of the methods and tools by which interest groups attempt to achieve political power, and an evaluation of the impact of economic, social and ideological interest groups on elections and public sector policy making. Particular attention will be paid to the growth of "single issue politics," the role of PACs (political action committees), and the use of the advocacy process by social issue and public interest groups. Spring, tth 12, S. Jeffe.

133. The Politics of Ecology. (Not offered in 1981-82)

136. Government and Leaders. A comparative study of political leaders in Western and non-Western countries. How do the lives of these men and women illuminate our understanding of political institutions and cultures? Some of the individuals to be examined are: Harold Macmillan, Woodrow Wilson, Herbert Hoover, Lyndon Johnson, Giscard d'Estaing, Charles de Gaulle, Fidel Castro, Indira Ghandi, Nkrumah, Mao, Nixon and Carter. Fall, tth 2:45, L. Marquis.

140es. British and American Society.

An historical and contemporary comparison of British and American institutions and culture, having as its central purpose an attempt to understand Britain's successes and failures and the implications of these successes and failures for the U.S. Stress will be placed on the evaluation of political and economic in-

stitutions. Summer 1982 External Studies program in London. H. Botwin. (See External Studies.)

144. Energy and Civilization. (See Environmental Studies 144 and Sociology) Spring, tth 1:15, J. Rodman and R. Volti.

147. Political Conflict, Policy Analysis, and Computer Simulation. This course will explore a selected set of political conflict models and the application of computer simulation to the analyses of those models. Models will be selected from such areas as escalating conflict processes, resource management problems, and psychological conflict models. Students will learn a programming language, PASCAL, in order to analyze the conflict models chosen. Permission of the instructor required.

Limited to 25 students. Spring, tth 2:45, J. Sullivan.

148. United States Foreign Policy. (Not offered in 1981-82)

154. Black Rain: The Atomic Bombing of Hiroshima and Nagasaki. A study of the United States' decision to employ nuclear weapons against Japan and the subsequent impact of that decision on both nations. In addition to examining the actual decision making process, the course will explore the consequences of man's first use of nuclear force against man. Readings will draw heavily from primary documents including survivors' diaries and newspaper accounts. In the final part of the course, an attempt will be made to assess the effects that the Hiroshima-Nagasaki experience on the current nuclear power controversies in the U.S. and Japan. Fall, tth 1:15, T. Manley.

166. The Year 2000: Utopia or Oblivion. (Not offered in 1981-82)

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. Fall, mw 1:15, J. Rodman; Spring, mw 1:15, S. Snowiss.

173. Contemporary Political

Thought. This course will focus on the character of man and his relationship to social forces and institutions in the modern world. The readings will deal primarily with writers who are critical of the contemporary world and have some vision of the "new man" and his "new order". Readings will include Weber, Mannheim, Gramsci, Marcuse, Mao, Freud, Sartre, and Ortega y Gasset among others. Spring, mw 2:45, S. Snowiss.

175. Feminist Political Thought. An examination of major feminist writers who critique the modern world from a variety of perspectives and attempt to explore possibilities for a new order. Readings will include Wollstonecraft, S. Weil, S. de Beauvoir, Heilbrun, Arendt, J. Russ, Singer. This course will be conducted as a seminar and limited to 20 students. Spring, tth 1:15, S. Snowiss.

176. Political Thought: East and West. (Not offered in 1981-82)

178. The Nature of Revolution. (Not offered in 1981-82)

180. Environmental Ethics. Can traditional moral principles, focused on human conduct towards other humans, provide satisfactory guidance for human conduct towards nonhuman nature? Or is 'a new morality' needed? If so, what would it be like? Topics include individual, social, homocentric, and biospheric utility; the ground and scope of rights and duties; and the perceptions underlying different moral stances towards non human nature. Readings will

include both historical and contemporary materials. Emphasis will be upon careful reading and the critical analysis of arguments. Spring, tth 9:40, J. Rodman.

183. Education and Revolution in the Enlightenment. A study of the notions of liberal education, equality of educational opportunity, and new teaching methods, which emerged out of the Enlightenment. Special attention will be given to the educational implications of the psychological theories of Locke, Condillac, and Thomas Reid and to the attempts of Ideologues like Condorcet to institutionalize the new educational ideals during the French Revolution. Spring, m 7, F. Ellsworth and R. Olson.

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. Permission of instructor required. Fall, by arrangement, J. Rodman.

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.

in Black Studies

60CC. Race, Class, and Power. A systematic analysis of power and status in dominant-minority relations, with particular attention to the extent and implications of immigration, institutionalized racism, historical and contemporary ten-

sions, and response options based on race or ethnicity. The functions of residential, educational, economic, and political institutions will be examined. Lecture and discussion. Spring, tth 1:15, L. Foster.

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 placed of 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, mwf 9, Staff.

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 include education, poverty, labor, and the law. We will explore these areas and others through existing models and possible alternatives for the future. Spring, mwf 9, Staff.

160CC. Political Economy of Chicano Communities. A study of the social and political development of the Chicano community in the United States. Special emphasis will be placed on 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. Spring, mw 10-11:30, R. Gonzalez.

170CCb. Advanced Seminar: Marxist Theory. A survey of the major points of the dialectical historical period. 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. Spring, t 7, R. Gonzalez.

Psychology. Concentrators in psychology must meet the following requirements either through satisfactory completion of regular course work or through other means approved by the psychology faculty:

- 1) An introductory course: Psychology 10 or the equivalent.
- 2) A statistics course: Psychology 91 or the equivalent. Psychology 91, designed for psychology concentrators, should normally be completed by the end of the sophomore year.
- 3) History and Systems of Psychology: Psychology 190 or the equivalent.
- +4) Five, or more, additional middle or advanced courses in psychology: At least two of the five courses must be from Group A listed below and at least two of the five courses must be from Group B listed below.

One of the five courses must be a course in which the student has primary responsibility for the collection and analysis of data; Pitzer College courses that satisfy this requirement are indicated by an asterisk* in the list below.

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.

Group A courses: comparative, experimental, learning, mathematical psychology, motivation, perception, physiological, and psycholinguistics. Courses offered at Pitzer College are Psychology 101, 102*, 106*, 108, 111*, 123, 129, 163, 192(S), 193(S).

Group B courses: clinical, developmental, personality, and social. Courses of-

fered at Pitzer College are Psychology 103, 105, 107, 108, 117, 120, 135, 140*, 142, 145a, 145b, 147, 155, 157*, 164*, 176, 180*, 181, 181CC(S), 182, 183(S)*, 185, 186, 187, 194(S), 195(S), 196(S), 198(S).

During the spring semester of the junior year, the psychology faculty may invite selected students to submit a research proposal for a senior honors thesis. The student normally will be given credit for two courses during the senior year for satisfactory work on the thesis. A student who acceptably completes a senior thesis may be considered for graduation with honors in psychology. A description of the field group policy on honors can be obtained from members of the psychology faculty.

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 with their advisors about courses that may be necessary or advisable in addition to the concentration requirements. This consultation should be initiated by students no later than their junior year.

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 and the member of the psychology faculty who is teaching Psychology III.

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 cognition, emotion, human development, learning, motivation, personality, and

social behavior. Special emphasis is given to some of the major systems, concepts, and findings in contemporary psychology. Students will be introduced to some of the standard methods used in psychological investigation and each student will participate in at least some components of the research process: derivation of hypotheses, design, data-collection, or data analysis. All students will be required to demonstrate competence in the organization and presentation of data (standard written form for psychology). Students will also be expected to serve as subjects in experiments. Cross registration by permission of instructor only.

Section P will provide a general overview of the field with an emphasis on the study of personality. Cross registration by permission of the instructor only. Enrollment limited to 45 students. Fall, tth 12, laboratory arranged, R. Tsujimoto.

Section S will provide a general overview of the field with an emphasis on social psychology. Cross registration by permission of the instructor only. Enrollment limited to 45 students. Fall, mwf 11, laboratory arranged, D. Sherrod. Spring, tth 8:20, laboratory arranged, L. Ellenhorn.

65. The Asian/Pacific American Experience. The course views

Asian/Pacific Americans from psychological, socio-cultural and historical perspectives. It examines the influences of Asian and Pacific cultural heritages and American culture on Asian/Pacific Americans in today's society. No prerequisite. Spring, tth 2:45-5, R. Tsujimoto.

91. Psychological Statistics. A pragmatic introduction to experimental design, collection, and analysis of data in contemporary psychological research. Descriptive and inferential statistics will be covered. Intended for psychology concentrators. Open to all students.

Cross registration by permission of the instructor only. Enrollment in each section limited to 35 students. Fall, mwf 11, L. Light. Spring, mwf 10, 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. Spring, mwf 11, K. Gaston.

102. Memory and Cognition. This course will provide a general introduction to the study of human memory and cognition. Topics will include memory, attention, problem solving, and concept formation. The format of the course will be lectures, demonstrations, and laboratory. Prerequisite: Psychology 10. Fall, mwf 1:15, laboratory, F1:15-4, L. Light.

103. Social Psychology. We will examine major areas in social psychology such as attitudes, aggression, conflict, person perception, small group processes, and interpersonal attraction. Prerequisite: Psychology 10 (not open to students who have taken Psychology 10 Section S). Fall, mwf 9, D. Sherrod. Spring, tth 12, L. Ellenhorn.

105. Child Development. Evidence pertaining to the development of the child 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. Fall, tth 8:20, R. Munroe; Spring, tth 8:20, R. Albert.

106. Perception. This course provides an introduction to sensory systems and human perception. Coverage includes human sensory receptors, specialized animal sensory systems, and the psychophysics, phenomena, and theories

of human perception. Prerequisite: Psychology 10. Spring, mw 1:15, laboratory, f1:15-4, K. Gaston.

107. Personality. A variety of personality theories (e.g., psychoanalytic, neoanalytic, behavioral, and humanistic) will be compared. 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.) Enrollment limited to 45. Fall, tth 9:40, R. Albert.

108. Motivation. This course will survey the role that motivational concepts play in a variety of behavior theories. It will introduce students to motivational research and will focus on a few basic theoretical questions that have arisen in the field for motivation. Prerequisite: Psychology 10. Spring, tth 9:40, R. Shomer.

111. Physiological Psychology. An introduction to the physiological basis of behavior. This course will include an overview of the structure and functions of the nervous system and an investigation of the methodology and finding of current research on physiological mechanisms in perception, learning, motivation, and attention. It is intended especially for psychology students with a possible interest in graduate school and for concentrators in human biology. Laboratory fee \$10. Prerequisite: any middle level psychology course or any biology course. Fall, mwf 10, laboratory arranged, K. Gaston.

117. Psychoanalysis: The Theory and Its Development. (Not offered in 1981-82)

120. Psychology and the Legal Process. 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 cov-

ered 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. Spring, tth 2:45, R. Shomer.

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. Methods for developing greater flexibility and trust within organizations will be examined. Prerequisite: either Organizational Studies 10, Psychology 10 or 10S, or Psychology 103 (can be taken concurrently), and consent of instructor. Fall, w 7:30, L. Ellenhorn.

140. Human Behavior in Natural Settings. (Not offered in 1981-82)

145. Small Group Processes. Special emphasis will be placed upon theories of group development, interactional analysis, and communication. A laboratory group experience will provide an opportunity for an increasing awareness and understanding of interpersonal processes. Prerequisite: any middle-level course. Enrollment limited to 15. Fall, t 1:15-4, 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. Spring, tth 1:15, R. Munroe and L. Munroe.

157. Sex Differences in Behavior. (Not offered in 1981-82)



158. The Psychology of Creative Behavior and Eminence. The course will examine major theories, issues, and research regarding the development and performance of creative behavior and the attainment of eminence. Students will be expected to develop research proposals. Enrollment limited to 25. Spring, tth 1:15, R. Albert.

160. Intermediate Statistics. (Not offered in 1981-82)

164. Behavior Modification. (Not offered in 1981-82)

180. Tests and Measurements. (Not offered in 1981-82)

181. Abnormal Psychology. This course examines the causes, assessment, and treatment of various kinds of psychological problems. Comparisons will be made among various theoretical approaches to abnormal behavior. Prerequisite: Psychology 10, 91 and a middle-level psychology course. Spring, mw 12, R. Tsujimoto.

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 \$15. Enrollment limited to 15. Prerequisite: psychology 105 and 107 and one of the following psychology courses: 117, 181, 185, 186, and consent of the instructor. Spring, w 2:45-5:30, R. Albert.

185. Ego Psychology: Its Theory and Uses. (Not offered in 1981-82)

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.

Students are expected to enroll for two semesters. The first semester is credit/no-credit. The second semester, during which the student is required to complete an approved research project, is

graded. Prerequisite: Psychology 181 and/or consent of instructor. Both semesters. Fall, m 7:30 p.m.; Spring, w 7:30 p.m., R. Tsujimoto.

2. Intensive Field Work in Psychology. This course offers field work experiences at 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). Spring, tth 12, R. Shomer.

192. Seminar in Cognition. (Not offered in 1981-82)

193. Seminar in Physiological Psychology. This year's topic is hemispheric specialization and the functional organization of the human brain. Specific topics will include split-brain studies, effects of unilateral brain damage, sex differences, anatomical and physiological asymmetries, and language functions. Prerequisite: Psychology 111 or permission of instructor. Enrollment limited to 15. Spring, m 7, K. Gaston.

195. Seminar in Social Psychology: Group Dynamics — Theories and Applications. This seminar will cover current theories of group development, leadership, interaction and effectiveness. We will review and experience the application of group methods for structured tasks, group therapy, self awareness and decision making. In addition to seminar

discussions, there will be a laboratory session for experientially based learning. Prerequisites: Psychology 108 or 103 and Psychology 135 or 145. Instructor's consent is required by interview. Enrollment limited to 15. Spring, t 6:30, L. Ellenhorn.

196. Seminar in Child Psychology. This seminar will examine the Psychoanalytic model of child development from its earliest statement by Freud to recent research on some of its basic propositions. Students are expected to read and report theory and empirical material throughout the semester. Prerequisite: Psychology 105 and one other middle or upper-level group B course. Enrollment limited to 15. Fall, m 2:45-5:30, R. Albert.

197. Seminar in Clinical Psychology. This seminar will focus on evaluation research in the area of mental health. Topics will include: the accuracy and utility of clinical assessment and prediction methods, the assessment of community needs, the effectiveness of different therapeutic approaches, the success of prevention programs, and the comparative impacts of direct and indirect services. The seminar will address both how evaluation research is done and what we know on the basis of present research, with an emphasis on the former. Prerequisites: Psychology 91 and 181. Enrollment limited to 15. Fall, w 2:45-5, R. Tsujimoto.

in Black Studies

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, intergroup conflicts and achievement. Prerequisite: none. Spring, tth 9:40, J. Peterson.

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, mwf 10, R. 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 of the education achievement of Chicanos will be a major emphasis of the course. Spring, ttu 1:15, R. Buriel.

171CCa,b. Field Work in Chicano Psychology. A multidisciplinary field approach to critical issues in the Chicano community and other minority communities. 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. Both semesters, w 1:15-4:00, R. Buriel.

Religious Studies.

83. Theory of Religion. (See Anthropology 83.) Religion is a complex phenomenon. It has been defined, explained and interpreted by scholars in many fields. In this course we will draw on such classical approaches as those of Sigmund Freud, Emile Durkheim, Claude Levi-Strauss, William James and Mircea Eliade. Contemporary works in philosophy of religion and the social sciences will then be used to develop a sense of current directions in the study of reli-

gion. The goal of this study is a critical appreciation of the richness and diversity of religious phenomena as well as a concrete understanding of the role of interpretation. Spring, ttu 2:45, L. Elderkin.

149. Cultures, Paradigms, and Ecology. (See Environmental Studies 149.) Offered at The School of Theology at Claremont as Theology 468. Spring, to be arranged, P. Shepard and J. Cobb.

Social Sciences.

50,51. Self, Culture, and Society: Introduction to the Social Sciences. (Not offered in 1981-82)

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.

I. 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, mw 12, G. Goodwin, Spring, tth 9:40, A. Schwartz.

B. Topics in Sociology.

21. Ventures in Desocialization. We shall proceed from the assumption of Eastern philosophy that socialization is the process by which both illusion and suffering are created, and that the process of attaining "enlightenment" i.e., the wisdom to maintain one's emotional balance, must be a process of desocialization. We will bring to bear on this question writings from the Eastern paths of liberation and from Western Sociology and Psychology. In addition to the intellectual approach, we will use a variety of meditative techniques. Enrollment limited to 25. Spring, 2 sections, mw 4:, mw 1:15, I. Bell.

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, tth 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, mw 1:15, A. Stromberg.

25. Technology and People. The social consequences of organizational and technological development are examined in this course. A history of technology will be presented in conjunction with an examination of the ways in which people have restructured their lives and thoughts during periods of technological change. Prospects for the development of alternative technologies and energy sources will be considered. Fall, tth 2:45, R. Volti.

30. American Society. An overview of social structure in the United States. Novels and sociological case studies will be used to explain aspects of the American character, family, class structure, and political economy. The intellectual focus will be on relating 20th century American history to current (and future) social phenomena. Fall, mwf 9, P. Goldman.

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, mw 1:15, A. Stromberg.

34. Sociology of Education. (Not offered in 1981-82)

36. Sociology of 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 crea-

tion of rule-breakers; the "normality" of deviance; and the social and social-psychological uses of "disturbing" persons and conduct. Spring, t 11-12 & th 7:30-9, A. Schwartz.

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. Fall, mw 2:45, L. Humphreys.

39. The Official Reality. This course explores the way culture-shaping institutions like the mass media and the school system create our mythology of love, success, power, poverty, and death. Each student may choose a special theme on which to prepare a multimedia presentation comparing the official reality with other sources of information and other visions of reality. Spring, mw 9 & m 7:30, J. Bell.

41. Who Gets the Goodies? (Not offered in 1981-82)

42. Organization of Health Care. (Not offered in 1981-82)

44. Energy and Civilization. This course is an experiment in integrative thinking. It explores the idea that societies are energy systems and can fruitfully be understood and compared in terms of their different energy bases and different patterns of energy flow. Examples will be drawn from hunting/gathering, agricultural, industrial (both capitalist and socialist), and post-industrial societies. Attention will be paid to earlier cases of 'energy crisis' and transition, and to the interrelationships among energy system, ecology, technology, economy, social structure, government, culture, and personality. Intended for sophomores, juniors, and seniors. Spring, tth 1:15, R. Volti and J. Rodman.

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. Spring, tth 8:20, R. Volti.

66. Sport and Society. A consideration of sports as a commonplace part of contemporary life. The course will explore such matters as the social and social-psychological significance of sports; the social organization and culture of sports and sports worlds; the relationship between sports and other components of our lives, e.g., work, school, health, sex, war, family, religion, arts, etc. Fall, t 11-12 & th 7:30-9, A. Schwartz.

67. Sociology of Social Movements.

This course will investigate political and religious movements considering such factors as the nature of the movement's constituency, the social background of the activists, movement ideology, strategy and tactics, and the way movements interact with the larger society. Each student will do a research paper—empirical if possible—on a movement of his/her choice. Spring, mwfn, I. Bell.

70. Sociology of Communications. (Not offered in 1981-82)

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. Spring, tth 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. Fall, tth 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. Spring, mw 12, L. Humphreys.

103. Computing, Computers, and Society. Computer literacy — an ability to use the computer as a problem solving tool and an understanding of the computer and its impact on society and on the individual — is an important preparation for a period in which computer technology is spreading rapidly. This course will focus on both aspects of computer literacy: students will learn to write computer programs in an elementary programming language and will be introduced to applications in the social sciences, humanities, fine arts, business and finance, and other areas. In addition, lectures, readings, and discussions will be concerned with the nature of computers, the history of computing, computer intelligence, legal and ethical issues in computing, and technology and social institutions. Fall, mw 12, P. Nardi and A. Hartley.

110. Classical Theory. This course will trace the history and development of sociological theory as it emerged in the thought of Herbert Spencer, August Comte, St. Simon, Marcel Mauss, Emile Durkheim, Kant, Hegel, Karl Marx, Max Weber, Mosca, Michels, Sorel, Pareto, and others. In studying the seminal ideas and contributions of these classical theorists, we will explore basic epistemological issues and conceptions of society and the individual that emerged in their work and so contributed to the

development of the discipline of sociology. Emphasis will be placed on the relationship between socio-historical milieu and the quality of ideas being developed by each theorist. Prerequisite: a course in introductory sociology or consent of instructor. Enrollment limited to 35. Fall, tth 12, G. Goodwin.

112. Contemporary Theory. An extension of Sociology 100, Classical Theory. Beginning with the early Americans, such as Sumner, Ward, Giddings, Small, we shall move into the Chicago school of Park, Burgess, Cooley, Tomas, 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, tth 12, G. Goodwin.

113. Economy and Society. (See Economics 13.) The social and cultural dimensions of economic structure and behavior are presented in this class. The class will begin with a historical narrative of economic change, and will be followed by an examination of economic organization and distribution. The course will conclude with a consideration of possible interactions of economic and social change in the future. Fall, mw 4:00, R. Volti.

D. Advanced Subjects and Topics in Sociology.

117. Sociology and Existentialism. This course will critically explore the relationship between existentialism as a body of thought and sociological theory, with an emphasis on demonstrating the manner in which both traditions of thought may be used to enrich the other. A major theme to be considered is man's search for meaning as it is manifested in

the works of selected existentialists and absurdists such as Dostoyevsky, Kafka, Conrad, Camus, Sartre, and Beckett, among others. Selected social science literature to be read and discussed include works by Slater, Alfred McClung Lee, Hampden-Turner, Finkelstein, Gerald Sykes, Lewis Coser, and Marcello Truzzi. Prerequisite: at least 1 course in Sociology or consent of instructor. Students must consult with instructor prior to enrollment. Enrollment limited to 30. Fall, t 7, G. Goodwin.

119. Alcohol and Drug Use in Contemporary Society. (Not offered in 1981-82)

120. Sociology and the Concept of Community. (Not offered in 1981-82)

123. Sociology of Crowds and Other Ephemeral Groups. A consideration of those forms of group conduct which appear to emerge without benefit of established procedures and goals. Particular attention will be paid to collective behavior which involves relatively large numbers of persons, e.g., rumors, panics, fads, crazes, riots, crowds, cults, social movements, and the like. Theories, research, and other accounts of such conduct will be examined in an effort to understand what may well be a characteristic feature of contemporary life. Prerequisite: Sociology 1 or consent of instructor. Fall, tth 1:15, A. Schwartz.

140. Social Sources of Violence. History of institutional and personal violence in America. Is there a subculture of violence? The problem of powerlessness, rage, and idiosyncratic crime. Prerequisite: Sociology 1. Fall, w 7, L. Humphreys.

149. Self and Society. A sociological approach to the study of human experience; the nature and construction of personal identities in social contexts. The uniquely human aspects of human conduct will be the main focus of attention. Prerequisite: Sociology 1 or consent of

instructor. Spring, mwf 10, A. Schwartz.

150. Bureaucracy. In addition to examining the internal structure of bureaucratic organizations, 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. Enrollment limited to 25. Prerequisite: Sociology 1 or Organizational Studies 10. Fall, tth 8:20, R. Volti.

151. Sociology of Adolescence. This seminar will emphasize the sociological and social psychological theories related to adolescent development. Of particular concern will be the interaction between adolescents and society's major institutions, such as schools, and the problems confronting contemporary adolescents, particularly alcoholism. Prerequisite: Sociology 1 or Psychology 10. Spring, tth 1:15, P. Nardi.

152. Sociology of Industrial and Labor Relations. An examination of recent trends toward improving the quality of working life and increasing industrial and economic democracy. The course will emphasize the intellectual bases of programs that change work structure, discuss historical experiments from Taylorism to the 'new labor relations', analyze trends in capitalist and socialist economies, and evaluate the organizational consequences of changing work patterns. Prerequisite: Sociology 1 or Organizational Studies 10. Spring, to be arranged, P. Goldman.

158. Subcultures and Occupations. How occupational specialities foster subculture, and vice versa. An exploration of the dynamic interaction between work, prestige, and value systems. Enrollment by consent of instructor. Fall, m 7, L. Humphreys.

161. Inequality: A Cross-National View. (Not offered in 1981-82)

170. Seminar: The Sociology of Sociology. The seminar will discuss 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, mw 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, tth 2:45, A. Stromberg.

188. The Ruling Class. (Not offered in 1981-82)

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 1. Spring, w 7, L. Humphreys.

E. Independent Projects in Sociology.

198. Independent Study. staff.

199. Senior Thesis. staff.

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:

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

Ia. Introductory Spanish. Acquisition of four basic skills emphasizing aural comprehension and oral communication. This course includes laboratory work plus tutorial arranged. Fall, mwf 9,



t 8:20, H. Sheldon (Pitzer); mtwf II, H. Sheldon (Pitzer); mtwth 1:10, R. Johnson (Scripps).

1b. Continued Introductory. Continuation of 1a, plus increased emphasis on oral expression. Laboratory work plus tutorial arranged. Fall, arranged, M. Castillejos (Scripps); Spring, mwf 9, t 8:20, H. Sheldon (Pitzer); arranged, M. Castillejos (Scripps).

54. Intermediate Spanish. Review of grammar and continued practice of advanced skills through reading, conversation and writing. Concentration of syntax, style and idiomatic expression. Laboratory plus tutorial arranged. Prerequisite: Spanish 1b or equivalent. Fall, mwf 9 and arranged, P. Koldewyn (CMC); mwf 10 and arranged, (Scripps); mwf II and arranged, P. Koldewyn (CMC).

64. Conversational Spanish. A course designed for students who wish to develop or maintain their proficiency in oral expression. Emphasis on idiomatic expressions and everyday spoken Spanish. Tutorial arranged. May repeat for credit. Fall, mwf 1:15, H. Sheldon (Pitzer).

70. Advanced Spanish: Contemporary Hispanic Society and Culture. Study and discussion of selected texts concerning the literary, social, political and artistic aspects of Spain and Latin America. Development of correct personal style in student's oral and written expression. Tutorial arranged. Prerequisite: Spanish 54 or equivalent. Fall, mw 1:15 (Scripps); Spring, mwf II, P. Koldewyn (CMC).

115. The Mexican Revolution Through Literature. (Not offered in 1981-82)

150. Latin American Short Story. (Not offered in 1981-82)

177. Contemporary Hispanic Women Writers. This course will explore the social structures and the role of women in the Hispanic world as seen

through the writing of female authors in the twentieth century. Introductory sessions will examine historical, anthropological and social views of the traditional pattern as well as recent changes. Spring, tth 2:45, S. Castillo, R. Johnson and H. Sheldon.

Courses Offered at Other Claremont Colleges:

□ at CMC

159. Contemporary Latin American Novel. Spring, mw 1:15, P. Koldewyn.

at Pomona College

125a,b. Survey of Spanish American Literature. Both semesters, mwf 10, N. Montenegro.

170. Cervantes. Fall, mw 2:45, M. McGaha.

172. The Theatre of the Golden Age. Spring, mw 2:45, M. McGaha.

185a,b. Contemporary Spanish Literature. Both semesters, mw 1:15, H. Young.

at Scripps College

110a,b. Introduction to Peninsular Civilization and Literature. Both semesters, mw 1:15, G. Villareal.

175. Latin American Poetry: From Modernism to the Contemporary. Fall, mw 1:15, G. Villareal.

at the Chicano Studies Center

10CC. Spanish as a Native Language: Level I. A basic study of Spanish, both oral and written. Fundamentals of grammar with reading and speech practice including idiomatic expression, paraphrasing, summarizing. For students who have familiarity with Spanish Language. Fall, tth 1:15, G. Villarreal.

11CC. Spanish as a Native Language: Level II. Brief review of grammar. Intensive practice in pronunciation and conversation. Reading of essays, short

stories, and plays related to the Chicano culture. For students familiar with the Spanish Language. Prerequisite: 10CC or permission of instructor. Spring, tth 1:15, G. Villarreal.

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 Language 11CC prerequisite or consent of instructor. Fall, tth 2:30-4:00, G. Villarreal.

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.

Students interested in the study of woman are also encouraged to consider a joint major combining this field with another area of interest. The joint major requires a minimum of seven courses. Joint majors are required to complete the introductory course and three courses directly related to woman, at least one from each of the three areas mentioned above. Finally, the student wishing to pursue a joint major is asked to focus on one of these areas by taking two additional relevant courses (one in theory and one in method) and completing a senior project in the selected area.

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

The following courses have as their organizational focus women, men, and/or sex roles:

Women's Studies 26. An Introduction to Women's Studies. (Pomona College ID 26) A cross-disciplinary examination of the study of woman. Current analysis of woman's past and present role in society, her creativity, her physical, emotional and intellectual development, and her sexuality will be examined by historians, psychologists, anthropologists, sociologists, biologists, artists and literary critics. Spring, tth 9:40, D. Burke.

For further descriptions of the following courses, please see the listings under the respective disciplines.

Anthropology:

70. Culture and Personality. Fall, mw

Women's Studies. Women's Studies focuses on the nature and scope of feminine achievement. The concentration explores such areas as the changing role and conceptions 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.

The concentration requires a minimum of eleven courses, including the introductory course, An Introduction to Women's Studies. In addition to this introduction, concentrators should complete five 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

1:15, S. Seymour.

English:

36. **Women and Film.** Spring, w 1:15-5:30 and 7-10, B. Houston.

Natural Science:

63. **Human Life Science.** Fall, mwf II, N. Copp and M. Mathies.

Political Studies:

124. **Women and Politics.** Fall, tth 2:45, S. Jeffe.
 175. **Feminist Political Thought.** Spring, tth 1:15, S. Snowiss.

Psychology:

105. **Child Development.** Fall, tth 8:20, R. Munroe.

Sociology:

23. **Women at Work.** Fall, mw 1:15, A. Stromberg.
 171. **Women, Health and Medicine.** Spring, tth 2:45, A. Stromberg.

Spanish:

177. **Contemporary Hispanic Women Writers.** Fall, tth 2:45, H. Sheldon.

The following courses contain a substantial unit on women or sex roles, or a student may emphasize by prior arrangement with the instructor an aspect of the course pertinent to Women's Studies:

Anthropology:

95. **Non-Western Craft/Arts in Cultural Context.** Spring, tth 9:40, S. Miller.
 155. **Socialization and Personality in Cross-Cultural Perspective.** Spring, tth 1:15, L. Munroe and R. Munroe.

Environmental Studies:

144. **Energy and Civilization.** Spring, tth 1:15, J. Rodman and R. Volti.

History:

18. **Men and Women in History: Explorations in Psychobiography and History.** Fall, w 7, W. Warmbrunn.
 155. **Family and Society in Early American History.** Spring, th 7, M. Jimenez.
 158. **The United States Since World War II.** Fall, mw 2:45, M. Jimenez.
 160. **Popular Movements in American History.** Spring, tth 2:45, M. Jimenez.

Natural and Life Sciences:

44. **Introductory Biology.** Spring, mwf 9, N. Copp and M. Mathies.
 131. **Human Physiology.** Fall, tth 9:40, N. Copp.

Political Studies:

130. **Political Power and Interest Groups.** Spring, tth 12, S. Jeffe.

Religion:

82. **Theory of Religion.** Spring, tth 2:45, L. Elderkin.

Sociology:

39. **The Official Reality.** Spring, mw 9 & m 7, I. Bell.
 67. **Sociology of Social Movements.** Spring, mwf II, I. Bell.
 151. **Sociology of Adolescence.** Spring, tth 1:15, P. Nardi.

Freshman Seminars:

1. **Youth Under Hitler.** Fall, mw 2:45, D. Yale.
 5. **Alcohol and Drug Abuse in Contemporary Society.** Fall, tth 9:40, P. Nardi.
 7. **Sex-Role Socialization.** Fall, m 7, R. Munroe.



Television.

110. Writing for Television and

Radio. Practice in writing the commercial, news, sports, documentary, variety, and dramatic program formats with an emphasis on broadcast style and program structure. Definition of principles and motivations of specific programs through an analysis of professional examples. Studio field trips and some production possible. Spring, mw 12, L. Malm.

115a. TV Studio Production. An in-

roduction to studio technique and an exploration of video communication. Scripting, crewing, producing, directing, and critiquing individual graphic, interview, and demonstration shows. Workshop lab plus additional lecture. Consent of instructor required. Enrollment limited to 10 students. Course fee: \$35. Fall, f12-4, L. Malm.

199. Independent Studies in Televisi-

on and Film. Individual and small group work in advanced television and film production, media internships and photographic aesthetics. Both semesters, to be arranged, L. Malm.

Theatre. A joint program offered by the Pomona College Theatre Department for The Claremont Colleges.

All courses with the exception of the senior sequence (190, 192, 193) are available to non-majors. Performance qualification will be mandatory enrollment in Theatre. For non-majors all studio courses include a lab of 26 hours per semester involving intensive production work in specific production disciplines.

1. Introduction to Acting. The elements of acting; the development of the actor's physical/vocal/imaginative resources through exercises in concentration, vocal/physical/dynamics, dramatic action, characterization, observation, memory, and scenario explorations. Beginning scene work and rehearsal techniques. Expenses about \$15. Consent of instructor required. Recommended for concentrators. Each semester, tth 9:40, Staff; tth 1:15, Gravett; tth 2:45, Grote.

3. Introduction to Stagecraft and Stage Lighting. Problems of scenery construction, mounting, and shifting; basic costume construction; theory and technique of sound production and amplification; elements of electricity, light, optics, color and control. Special projects and reports. Expenses about \$40. Spring, tth 2:45; laboratory tth 4-5, Wilson, Linnell.

10. Acting Studio 1. Diagnostic analysis of actors' performance patterns; development of flexibility, durability, and spontaneity in voice, speech, and movement. Methods of physical actions, behavioral dynamics, game theory, textual scoring techniques, and linear/spatial explorations. By audition only. May be repeated for credit. Expenses about \$15. Both semesters, mwf: 1:15-4:00 and lab to be arranged, Gravett.

13. Introduction to Scenic Design. Study of solutions to basic design prin-





Credit for satisfactory participation in laboratory or major productions, and attendance at the weekly departmental forum which features talks, demonstrations, and workshops by professional theatre artists and managers from the Los Angeles area. Cumulative credit; half-course for two semesters' work. CR/NC. May be repeated. Expenses about \$15. Both semesters, w 4:00 and lab to be arranged, Staff.

64. Writing for Stage and Film. Introduction to and extensive practice in creative writing for the theatre and/or screen. May be repeated for credit once. Fall, tth 9:40, Grote.

100. Acting Studio II. An intensive course dealing with the actor's developing vocal, physical, and imaginative parts in the performance of selected roles and scenes. Because the course may be repeated for credit, it features in different semesters the playing techniques of different theatrical genres. By audition only. Expenses about \$15. Fall, mwf 1:15-4:00, Staff. Spring, to be arranged, Staff.

Theatre History and Literature Sequence (120-123): Courses arranged around both chronological and genre emphasis. At least two will be taught each year.

120. Greek, Roman, and Medieval Theatre. Birth of theatre to the Renaissance. The idea of theatrical conventions. Major Greek dramatists, Aristotle, Terence, Seneca, Longinus, Menander, Platus. Medieval drama and the development of popular entertainments. Fall, mwf II, Gravett.

121. Renaissance Through Eighteenth Century Theatre. Comparative study of Italian and English Renaissance theatre, tracing the forms which led to Spain's Golden Age of Drama, the birth of French neoclassicism, the Baroque Theatre, Jonson, Shakespeare, Lope de Vega, Moliere, Corneille, Racine, Congreve, Wycherly,

ples in the manipulation of line, mass, form, color, value, textures, space, and scale; rendering techniques and preliminary portfolio preparation will also be studied. Prerequisite: Theatre 3 or permission of instructor. Expenses about \$40. Fall, tth 2:45 and lab to be arranged, Wilson.

14. Introduction to Costume Design. The application of design principles to costuming the actor through analysis of the textual character; historical overview of period styles and design conventions. Expenses about \$40. Spring, tth 1:15 and lab to be arranged, Linnell.

15. Introduction to Stage Direction and Aesthetics. The study of basic directing principles; textual analysis, composition, rhythm, imagery and use of space with an emphasis upon practical application in scene work. Reading, lecture, and discussion. Not recommended for first year students. Expenses \$15. Prerequisite: Theatre 1 or permission of faculty. Spring, tth 1:15-4 and lab to be arranged, Staff.

16. Directing Studio. The practice of directing through workshop productions. Along with advanced reading in theory, each student will direct two one-act plays. Prerequisite: Theatre 15 and permission of faculty. Both semesters, to be arranged, Staff.

50. Performance. Open to all students.

Farquar, Gay, Sheridan, and Goldsmith. Spring, to be arranged, Staff.

124. Japanese Theater. Spring, to be arranged, Staff.

143. Visual Arts of the Theatre. A study of the basic visual elements of theatrical production. Historical and contemporary theatre designs and staging, in terms of their aesthetic basis and significance in theatrical development. Fall, tth 1:15, Linnell and Wilson.

150. Production Analysis and Performance. The investigation of a major period of history, form of theatre, or playwright. Research into the social, political, and artistic environment surrounding the theatre is joined with actual experience and training in production. May be repeated for credit. Fall Semester: *A Midsummer Night's Dream* by William Shakespeare. Fall, mwf 7, Allison and Staff.

160. Design Skills Sequence. Workshops to provide learning experiences in additional design areas; application of this learning to actual production situations. Half-course each. Prerequisite: Theatre 3 or permission of instructor.

160A. Lighting Design. Fall, mw 1:15, Wilson. Spring, TBA, Staff.

160B. Makeup and Mask Design. Fall, TBA, Linnell.

160C. Property Design and Construction. Both semesters, to be arranged, Linnell.

160D. Theatre Graphics and Introduction to Theatre Photography. Expenses \$40. Spring, TBA, Wilson.

160E. Scene Painting. Expenses \$35. Both semesters, to be arranged, Jamieson.

190. Senior Seminar. Half-course. Required for graduation. Fall, th 11-1, Staff.

192. Senior Thesis Project. Individually planned reading and research pro-

grams directed toward the writing or production of a Senior Project. Half-course. Permission of full faculty required. Both semesters, to be arranged, Staff.

193. Senior Comprehensive Examination. Half-course, CR/NC. Required for graduation. Both semesters, to be arranged, Staff.

197. Advanced Projects in Acting, Directing, Design, Playwriting. A course designed for the purpose of advancing within the individual areas of specialization. May be repeated for credit. Permission of full faculty required.

197A. Acting. Research, pre-rehearsal and performance of a major role in a faculty or guest-directed production. Actor's working-journal required to complete the project. Permission of faculty required.

197B. Directing. Research, pre-rehearsal conceptualization, rehearsal, and production of a full-length play. Production book required to complete the project. Permission of full faculty required.

197C. Design. Research, design, and complete the working drawings for a workshop or major production. Permission of faculty required.

197D. Playwriting. The writing and necessary re-writing of a long one-act or full-length play. Prerequisites: Theatre 64, permission of full faculty.

199. Readings and Research in Theatre. Readings and research programs for students capable of independent study in theatre history, theory, reviewing, and criticism, and other fields not included in regularly scheduled courses. Permission of full faculty required. Course or half-course. May be repeated for credit. Cannot substitute for Theatre 120-3. Both semesters, to be arranged, Staff.

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 many 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.

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*Careers
and Graduate
Study*

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 va-

riety 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 a programmable calculator and 3 terminals for a VAX II/780 computer.

Computer Facilities Pitzer maintains three computer terminals linked to the VAX II/780 computer. The VAX II/780 is part of a major computer installation with a large library of programs. The Claremont Colleges also share a DEC-10 computer and Pomona College owns an IBM 4331 computer. Normal computer usage on the VAX II/780 is available without charge to all Pitzer students and faculty.

Audio-visual Resources The Office of Educational Resources is a



center for the storing, locating, development, and use 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 information and equipment in the above media is available for use of Pitzer students in the preparation of individual projects for classroom or thesis work.

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 established in one of the dormitories several years ago. 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 overall and in one's field of concentration.

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.

Transfer Credits. All academic credits (semester units and quarter

units) transferred into Pitzer College by an individual student will be translated into equivalent Pitzer course credits on a cumulative basis according to a standard conversion table. This table is available from all faculty advisors and/or the Registrar's Office.

Pre-Registration and Registration.

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

Enrollment in Courses Offered by Other Claremont Colleges. Academic interchange among the undergraduate colleges and the graduate school provides

opportunities for curricular enrichment and active membership in the wider community of The Claremont Colleges. Students may register on their own campus for courses open to them in the other Claremont Colleges, subject to the following conditions:

- a) First semester freshmen normally register for their entire program 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 normally register for no more than one course per semester outside the college of residence.
- c) Juniors or seniors normally register for no more than one-half of their total program in any one semester outside the college of residence.
- d) 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.
- e) The Registrar will not accept off-campus course registrations in excess of the published limits without prior consultation between the student's faculty advisor and the Dean of Faculty.

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. 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 studies for course credit must contain an academic component which will be evaluated in the same way as the work for a regularly scheduled course. The Independent Study Form should clearly state

work to be completed, reading lists, papers, or other means of evaluation. The Independent Study Forms must be submitted to the Registrar one week (7 days) prior to Final Registration.

In addition, any Independent Study which carries more than one course credit in a single semester must be approved by the Academic Standards Committee prior to Registration.

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 \$380 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 by the first day of the following 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. In addition, students must achieve at least a C average (a 2.0 GPA) in their field(s) of concentration. 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 nor-

mally 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 Degree" form at the pre-registration prior to classification as a senior.

Second B.A. Students who have a B.A. from a college other than Pitzer College and who desire a second B.A. will be required to be in attendance at Pitzer for at least four semesters, to complete sixteen courses at The Claremont Colleges, and to complete satisfactorily all the requirements of their chosen major. Students with a Pitzer B.A. who desire a second B.A. will be required to be in attendance at Pitzer for two semesters and to complete satisfactorily all the requirements of their chosen major.

Withdrawal from the College. A student who, before regis-

tration for courses, files a notice of withdrawal or leave of absence with the Dean of Students and completes all other formalities may receive a full tuition refund, less \$200, and a full refund of the Student Activities Fee. 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 courses without a recorded grade) may receive a refund of one-half of the tuition and one-half of the Student Activities Fee, less a pro-rated reduction of any financial aid held. There is no refund of tuition or Student Activities Fee for a student withdrawing or taking a leave after the midpoint of the semester.

During the first four weeks of the semester a partial refund of the room charge may be given if a vacated room is subsequently rented to a student not already renting a regular dormitory room. Regardless of whether a refund is possible, the College reserves the right to use and reassign the room of a student who withdraws or goes on leave during the semester. In the event that a refund can be made, the student will be charged for use of the room on a pro-rated weekly basis. No refund of the McConnell Center Fee is made at any time. Charges for board are pro-rated on a per diem basis and a refund will be made for meals not eaten. Students leaving the college with an unpaid bill cannot be given transcripts or letters of recommendation until all financial obligations have been cleared.

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 recom-



mendations. 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. Generally 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. The Inter-dorm Judiciary Council has been established as an elected student body to adjudicate grievances or infractions of regulations that occur in the dormitories. The Judicial Council is a student/faculty group empowered through the by-laws to hear cases of alleged violation of community rules. The College re-

serves 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 vacation period.

Off-Campus Housing. A student who wishes to live off-campus may petition the Associate Dean of Students; permission is contingent upon the number of students living on campus. Priority in off-campus permission is given to seniors. Any student granted off-campus permission is also automatically off board unless he/she requests otherwise.

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 motorbike on the campuses of The Claremont Colleges shall register such vehicle with the Campus Security Department during college registration at the opening of each semester or within three days after the vehicle is driven in Claremont. Freshmen are not encouraged to bring their cars to college. College regulations governing the use of motor vehicles are set forth in the student handbook, and students maintaining motor vehicles in Claremont are responsible for familiarizing themselves with these regulations.

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.

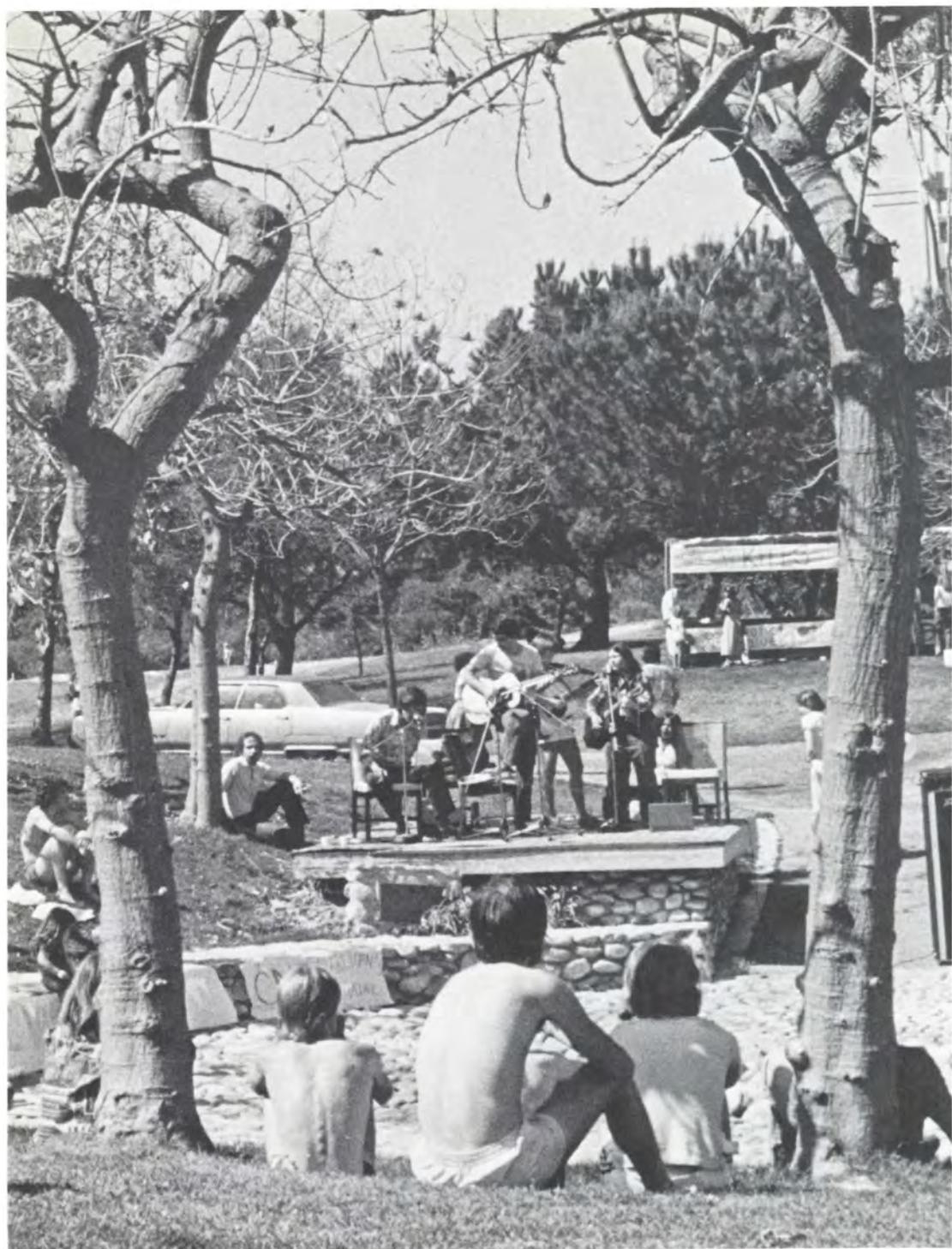
Leaves of Absence. Students may sometimes find it desirable or necessary to interrupt their college education for a time. When a financial, medical, or other problem makes it impossible or unwise for a student to continue in college, he or she may apply to the Dean of Students for a leave of absence 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 choosing 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 cur-

ricular 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 work with them. Over the summer the Dean of Students' staff will send detailed information designed to acquaint students with Pitzer, the other colleges and Claremont.

A variety of social events ranging from dorm coffee hours to an inter-collegiate 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 and Life Planning. Through counseling and workshops, students may learn how to identify their career interests, prepare applications for graduate and professional schools, write resumes, plan job-hunting strategies, and explore alternative life-styles and values. 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. Students are also exposed to the world of work through internships and on-site visi-

tations with many local professional firms and agencies.

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, CMC, 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 interests. For further information, students should consult the Office of Career and Life Planning, Scott 130.

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 stu-



dents each. Mead, made up of six three-story towers connected by catwalks, houses 230 students in eight-person suites: two double rooms and four singles around a small living room. All three residence halls have dorm living rooms, recreation rooms, modest kitchen facilities, and a limited number of small study rooms. In addition, Mead Hall has a library equipped with basic reference books, library tables and lamps, where a number of students study, and Holden has a student union with a pool table, television, games, and snacks.

The residence halls enjoy relative autonomy and have different residential styles. Each one has a Hall Director; Holden and Sanborn Halls each have a staff of four Resident Advisors, and Mead Hall has two Senior Resident Advisors. A Dorm Council is set up annually for each of the dorms as a forum for addressing and meeting the needs of the resident population. An Inter-dorm Council exists to provide campus-wide social and activities programming as well as to approve and administer the use of dorm public areas. The Inter-dorm Judiciary Council is an all-student group elected by the dorm residents.



which exists for the purpose of adjudicating grievances or infractions of regulations that occur in the dorms.

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, such as the Food Cooperative and the Cultural Arts Corridor, are now long-standing Pitzer institutions. There will be room for new students in a number of thematic units, and indeed some of them—the Cultural Arts Corridor, the Sports Corridor, and the Hispanic Corridor—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 Housing. 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 prop-

erty. 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 Housing about housing plans.

For more specific information concerning housing policies, regulations, and procedures, the student should consult the Student Handbook, a copy of which is given to every student when he/she enters each year.

A spacious self-service dining room is located on the first floor of 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 Dean of Housing 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 and is strictly prohibited.

Pitzer acquired a "new" old building; the twelve-room Grove 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 now serves as a campus center. The Grove House has been restored and furnished to provide many useful rooms and comfortable spaces for students and faculty. The most popular function of the house is undoubtedly the Coffee House on the ground floor which serves coffee, tea, other beverages, pastries and a limited lunch menu. Other rooms include meeting rooms, a poetry room, a gallery, a guest room, and a women's center.

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 com-

plete 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 represented on all the standing committees of the college including those which deal with the most vital and sensitive issues of the college community. At Pitzer students will be found on many committees usually reserved for faculty. 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. Pitzer's governance system rests upon a commitment to the student body and requires both that student concerns and points of view be conveyed to committees and the Faculty Meeting and also that the student body be kept informed as to the issues under discussion.

In essence, the faculty must act on all questions of policy at Pitzer; sixteen students, a number approximately equal to one-third of the voting faculty not on leave, serve two-year terms as voting members of Faculty Meeting. About one third of these are elected by the student body; the others are chosen from the standing committees of the College. Five students and five faculty are elected to Pitzer's Judicial Council; and six students are elected to two-year terms on the Student Appointments

Committee (to which two faculty are appointed), which names students to serve one-year terms on all college committees. An Elections Committee appointed by the President supervises elections to the Faculty Meeting, Judicial Council, and the Student Appointments Committee at the beginning of second semester each year.

Most decisions at Pitzer are made by or pass through one of seven standing committees. Five committees have equal numbers of students and faculty. The committee which focuses primarily on student life, the Community Relations Committee, has five students and two faculty members appointed to it. In addition, one junior and one senior student serve with six elected faculty

members on what may be the most important committee at Pitzer, the Executive Committee of the Faculty, which deals with faculty appointments, promotion, and tenure.

While most appointments are made in the spring semester for the following year, there are always a number of *ad hoc* committees forming and usually several vacancies on standing committees so that new students who want to become involved during their first year can do so. Furthermore, faculty meetings are open, as are almost all 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. Salathe, Jr., Fund for Music and the Cultural Arts, the National Issues Forum, Academic Convocations, and the Community Relations Committee and the Office of the Dean of Students.

The Concert Choir is a joint activity of Pitzer, Scripps, Harvey Mudd, and Claremont Men's Colleges; the Pomona College Orchestra is open to all qualified students.

In the fall of 1978 Pitzer students founded their own student newspaper, *The Other Side*, which was very enthusiastically received. *The Other Side* not only gives students an opportunity to gain valuable experience in newspaper work but also provides an important medium of communication and information for the campus. A five college student newsmagazine, *Collage*, is published on a weekly basis and has tra-



ditionally enjoyed a high rate of participation by Pitzer students. In addition, Pitzer publishes a community quarterly, *The Participant*; a poetry magazine, *Grove*; a weekly college calendar, and a student handbook.

For the past several years there have been two established film series at The Claremont Colleges: CMC's Friday Night Flicks, and the Pitzer Sunday Cinema. Both series are student-organized and run, and both charge a modest fee.

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



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, cycling, 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 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

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 Intercollegiate 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

Resource and Information Center in Harper Hall.

The libraries possess extensive holdings including 983,000 volumes, 6700 periodical subscriptions, 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 20,000 reels of microfilm and 575,000 units 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.

Garrison Theater. Seating 725 people, Garrison Theater provides facilities for the Colleges' theatre program as well as other activities of the colleges and the community. Garrison's backstage area can hold sets for as many as three productions at once.

Intercollegiate Department of Black Studies.

The Intercollegiate Department of Black Studies organizes and coordinates a curriculum in Black Studies taught by faculty members from the several colleges as well as by its own staff. The Office of Black Student Affairs 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 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.

Baxter Medical Center. Staffed by full-time physicians and 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 is designed to supplement the care provided by Baxter Medical Center. It includes benefits for accidental injuries, hospitalization, surgery, doctor's visits in the hospital, emergency care, and ambulance. *Students not covered by other insurance plans are urged to consider this plan seriously.* Detailed information is mailed to each student, usually during August. Information is also available from Baxter.

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 gift items. Huntley regularly carries more than 20,000 titles.

McAlister Center for Religious Activities and the Office of the Chaplains. Religious activities are ecumenical in scope and completely voluntary. There are regular services of worship on campus, study groups, retreats, workshops, and opportunities for service to others sponsored by the Office of the Chaplains. The full-time professional staff includes a protestant minister, a Roman Catholic priest, and a rabbi,

and their joint ecumenical ministry welcomes the ideas, questions, and participation of all students and faculty. Besides offices for the chaplains, the building contains a large meeting room, meditation chapel, and library.

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, have recently been considerably strengthened through the addition of a biological field station. This "station," made possible through the generosity of friends of The Claremont Colleges, has been developed on approximately 70 acres of land only several blocks walking distance from the campuses. The land contains units of coastal-sage-scrub, chaparral, and oak as well as parcels in various stages of ecological succession. Aquatic observations and studies can be made on a lake, marsh and stream ecosystem and several small temporary ponds. The station, as an outdoor laboratory, meets 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.

School of Theology at Claremont. The School of Theology at Claremont which has been located in Claremont since 1956, is committed to the training of men and women for church leadership. The school is "multidenominational" in relationship and ecumenical in spirit. Its closest ties are with the United Methodist Church, the Christian Church (Disciples of Christ), and the Protestant Episcopal Church. It also maintains working relationships with Baptist, Jewish and Roman Catholic theological schools in the area. Its library and its seminars and lectures are available to the students of the Claremont Colleges.

In 1972, a Spanish-American Institute, the first major center for Hispanic Studies at any theological

school in the country, was established at the School of Theology. STC also offers unusual opportunities for the study of the motion picture as an art form, cultural record, and communication tool with particular emphasis on the work of Robert Flaherty.

The school publishes STC *Annual*, a journal of religious thought. John B. Cobb, Jr. of STC and CGS and Lewis S. Ford of Pennsylvania State University are co-publishers of *Process Studies*, a forum for scholars, enlarging on the work of philosopher Alfred North Whitehead.

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 Blaisdell Institute (for world religions), Francis Bacon Library, 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. The Colleges 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 Col-

lege. 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 575. The college is noted for the special series of

courses which compose its core Humanities curriculum and emphasize an interdisciplinary approach to learning and study of Western Civilization. Scripps offers a Bachelor of Arts degree; concentrations are available in five fields: The Arts, Languages and Literature, Social Studies, Philosophy and Religion, and Science.

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. A five-year master's degree program in engineering is also offered.

Claremont University Cent-

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

Claremont. 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.

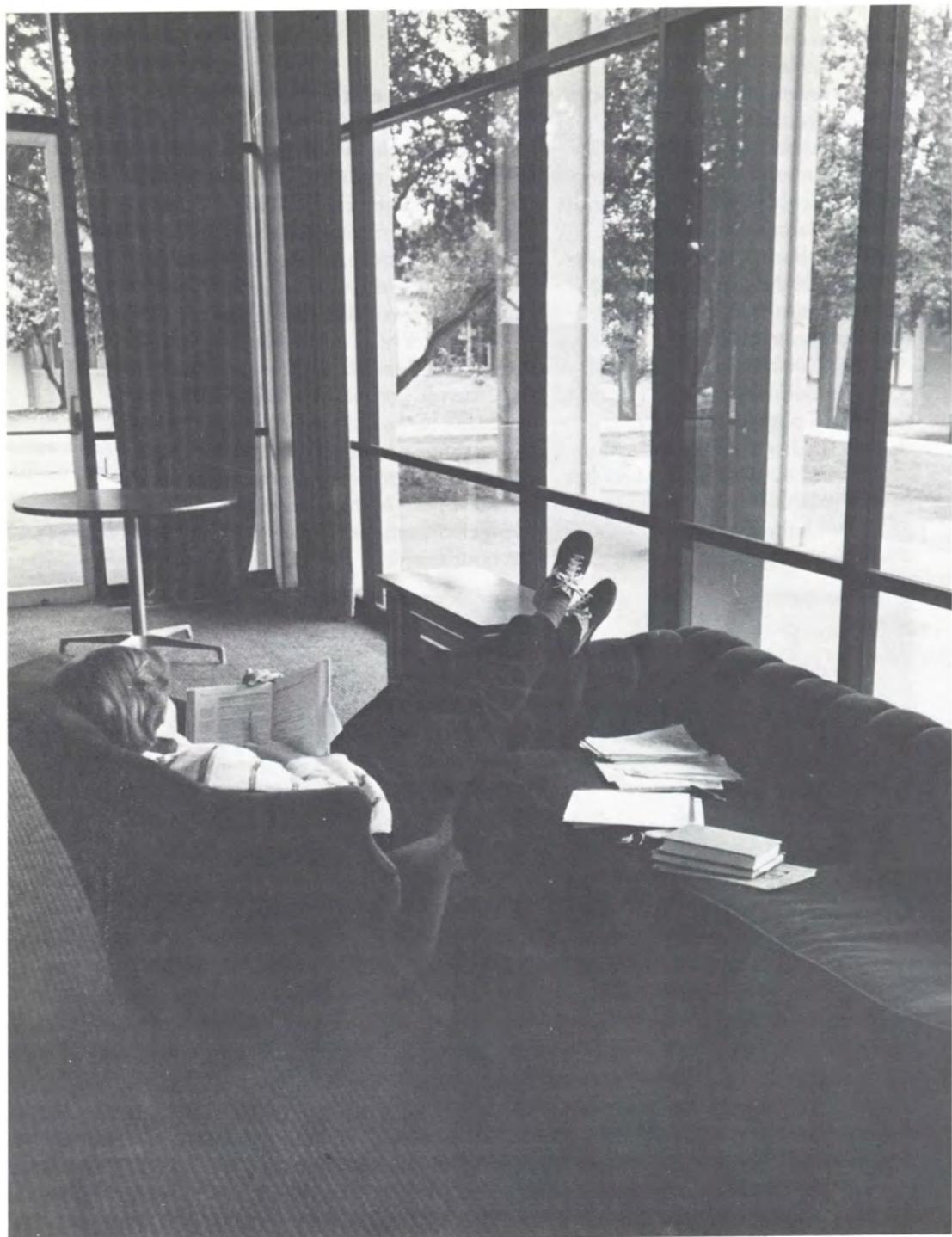


and study. Because Claremonters have often come from other parts of the country in response to its collegiate attractions, Claremont looks different from most Southern California suburbs; and in fact it is only within recent years that intervening cities have grown sufficiently to make Claremont truly 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 reggae, 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, age, 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
Pitzer College
Claremont, California 91701*

Precise instructions for filling out the forms and distributing reference forms accompany the application.

There is no need for qualified students to wait to find out about their admission to Pitzer College. Therefore, as soon as applications become complete, we will notify students of the Admission Committee's decision. Students may apply for admission during the summer following their junior year. Applications are accepted until such time as the class is filled, which is normally by June 1 of an applicant's senior year. However, applications received by February 1 will be given priority.

Housing is assigned on the basis of receipt of the commitment deposits. To be assured an adequate choice of

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housing, students are encouraged to respond within thirty days after being notified of acceptance to Pitzer, although Pitzer does adhere to the May 1 Candidate Reply Date Agreement.

All offers of admission are contingent upon the student's maintaining, for the balance of the senior year, the level of academic performance upon which admission was based.

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 investiga-

tion 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 three 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); and one from a friend who knows you well, preferably one your own age.

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 plan to visit Pitzer and expect to spend two hours or more on the campus. 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 is open for interviews every weekday (except holidays) and on Saturday before noon by appointment from Labor Day until April 1. On other Saturdays, interviews may sometimes be scheduled by special arrangement.

Appointments for campus interviews may be made by calling 714/621-8129, or by writing the Office of Admission.

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 must submit deposits as described on page 102. *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. (Special students cannot be considered for financial aid.)

New Resources. The admission procedure for the New Resources Program varies slightly from the regular admission procedure. Students must complete an essay, send transcripts of any college work completed, submit two references from people who can testify to his/her skills, motivation and readiness for college-level work, and must have two on-campus interviews. For more information and application, write to: Office of Admission, 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 must 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.)

A foreign student may be admitted as a special student without the TOEFL if enrolled in Pitzer's English as a Second Language program and if recommended by the ESL staff. During the first semester as a special student, the student will be enrolled half-time in the ESL program in addition to taking two Pitzer courses. The second semester the student may enroll in three Pitzer courses. Upon completion of the

special student requirements, the student may be granted regular student status if all other admission requirements are met.

Application Fee and Waiver. You should include an application fee of \$25 (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.

International Baccalaureate. Pitzer College recognizes the International Baccalaureate Diploma for purposes of admission and may grant credit for superior performance on the Higher Level International Baccalaureate examinations on a subject-by-subject basis. Each faculty Field Group establishes its

criteria for credit; in all cases, a score of 5 is the minimum criterion, and in some fields faculty members may wish to examine students' test booklets before awarding credit.

National Merit

Scholarships. Pitzer College grants a 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 1981-1982 Comprehensive Annual Fee for resident students is \$9,000. This fee includes the following expenses:

Tuition	\$6,330
Student Activities	50
Room	1,242
Board	1,022
McConnell Center Fee	356

It does not include books, supplies, incidentals, travel, or room and board during Christmas and spring vacations. A single room, when available, costs \$1,302, increasing the comprehensive fee to \$9,060.

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 \$6,330 tuition, \$50 for student activities fee, and \$256 McConnell Center Fee. (The McConnell Center fee is a campus-use fee charged to 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 pre-payment 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 ten-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:
t. Commitment deposit, \$100.00. This deposit should be submitted to the Admission 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 Office of Admission 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 14. 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 takes a 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 his or her 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 \$700 to \$900 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 nonrefundable after course registration.

4. Every student is responsible for meeting promptly any payment due the college. Anyone who fails without explanation to meet an obligation on the due date may be barred from classes. When such a student makes his or her payment, he or 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 \$790 per course, plus a percentage of the McConnell Use Fee: \$32 per course for off-campus students, \$44 per course for students living on campus. Course fees are subject to change. Any student registering for more than one course per semester

will be charged the full student activities fee.

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 \$380 per course or \$190 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 *late registration fee of \$10 per day*.

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. This

surcharge is assessed during the Spring semester after the final date to drop classes without academic penalty and is non-refundable. 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 FINANCIAL AID APPLICANTS: Apply for Cal Grant.

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).

Freshmen:

Before February 1. File Financial Aid Form or Student Aid Application for California with the College Scholarship Service (for financial aid consideration).

Before March 1. Interview on campus (strongly recommended).

Transfers:

By March 15. Application for Fall Term (with financial aid consideration) should be mailed.

By March 15. File Financial Aid Form or Student Aid Application for California 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 1980-81 academic year approximately 50% 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 application, 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 1981-82 academic year is \$9,800, which does not include the cost of

your travel to the campus.

Tuition	\$6,330
Fees	406
Room (double)	1,242
Board (19 meal plan)	1,022
Books and personal supplies (estimate)	800

In addition, there is a \$30 fee per semester for a single room.

Grant 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 1981-82 is \$6,636 (tuition \$6,330 and fees \$306). 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 or Guaranteed 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 fi-

nancial 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 \$700-900 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 (FAF) or Student Aid Application for California (SAAC). 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 FAF or SAAC 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 1980-81 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 applica-

tion for student financial aid from Pitzer College is the Financial Aid Form (FAF) or Student Aid Application For California (SAAC) 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. An independent student is a student who has not lived with either parent for more than six weeks or received financial assistance exceeding \$1,000 annually from either parent for three consecutive tax years prior to the academic period for which aid is requested, and has not been claimed as an income tax exemption for the same period of time by any one other than self or spouse. Those students meeting the criteria will be required to file an Affidavit of Parental Non-Support (available from the Financial Aid Office).

The FAF or SAAC should be sent to the appropriate College Scholarship Service center (addresses are shown on the forms) where it is analyzed, and a copy of the FAF or SAAC along with a Financial Need Analysis Report are 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 Col-



lege 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 or SAAC to the College Scholarship Service no later than February 1, of the year preceding anticipated enrollment. Students applying for renewal of aid, or current students applying for the first time should submit the FAF or SAAC to the College Scholarship Service by March 1. Transfer students must apply by March 15. Financial aid consideration cannot be assured if the financial aid application 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' 1981 Federal income tax return, complete with all 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, 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 appropri-

ate 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. 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 or Student Aid Application for California.

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 in addition to the SAAC which is available from high schools and colleges. The State Scholarship application is due by February 1. These scholarships range from \$600 to \$3200, 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 1982-83 academic year a student may not have completed more than one semester of full-time or 16 semester units of part-time college work prior to June 30, 1982. The College Opportunity Grant requires a separate application in addition to the SAAC which is available from high schools and colleges. The application deadline is February 1. These grants range from \$1100 during a student's first

year in college up to \$4100, depending upon a student's need.

Supplemental Educational Opportunity Grants. Awards from these Federal funds, may range from \$200 to \$2000, and are made to students with financial need. These awards are administered by the Financial Aid Office and the only application required is the Financial Aid Form or Student Aid Application for California.

PELL/Basic Educational Opportunity Grant — Basic Grant (BEOG). The Basic Educational Opportunity Grant Program (recently renamed PELL 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 1981-82 academic year awards may range from \$200 to \$1,750. 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. Department of Education. The FAF or SAAC may be used to apply for this grant by checking the appropriate box on the form.

Loans. Two types of loans are available to Pitzer students: National Direct Student Loans and Federal Insured Student Loans or Guaranteed Student Loans. The National Direct Student Loans are awarded only through the Financial Aid Of-

fice. 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 or Guaranteed 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 (NDSL). These are long-term loans awarded by the Financial Aid Office. The major source of funding for these low interest loans is the Federal Government; however, Pitzer College must allocate some of its own funds each year to the loan program, and also students in repayment are a source of new loan funds. Loans may range up to \$3000 per year with a cumulative four year maximum of \$6000. No interest is charged while the student is in school. The interest rate during the repayment period is 4% as of July 1, 1981. Payment on the principal begins six months after formal studies cease, and loans plus interest must be completely repaid within ten years.

No repayment of an NDSL is required while a borrower is enrolled at least half-time at an eligible institution. No repayments are required for a maximum of three years while a borrower is a member of the Armed Forces or an officer in the Commissioned Corps of the Public Health Service; is a volunteer in the Peace Corps, Vista or a comparable

tax exempt service; is temporarily totally disabled as established by a sworn affidavit of a qualified physician or if the borrower must care for a spouse who is so disabled. No repayments are required for a maximum of two years while a borrower is serving in an internship which is required in order to begin professional practice or service. By special provisions repayment of an NDSL may be cancelled if the borrower is teaching in designated low-income schools or teaching handicapped children.

After the student has been awarded an NDSL by the Financial Aid Office he/she will be given additional application materials. Students residing on campus with the greatest financial need are awarded this type of loan. These loans are administered by the Financial Aid Office and the only application required is the Financial Aid Form or Student Aid Application for California.

Federal Insured or Guaranteed Student Loans.

The Federal Insured or Guaranteed Student Loan Program may allow a dependent undergraduate student to borrow as much as \$2,500 each year (an independent student may borrow a maximum of \$3,000 each year) from his/her local bank, although individual lenders often establish lower limits than the Federal maximum. The total Guaranteed Student Loan indebtedness for undergraduate studies may not exceed \$12,500. The interest rate on a Guaranteed Student loan is 9%, simple interest per annum for all new borrowers in 1981-82. Students who previously bor-

rowed at 7% and still have outstanding loans may continue to borrow at 7%. Repayment for loans borrowed after July 1981, begins six months after a student completes his educational program including graduate and professional school, or drops below half-time status. Loans borrowed at 7% have a nine month grace period rather than six months. Deferment privileges (similar to those in the NDSL program) are available for Guaranteed Student Loans. Cancellation however, is limited to circumstances of death or total and permanent disability. Any enrolled student who is a U.S. citizen or permanent resident may apply. Some California banks, however, will not lend to freshmen or out of state students. Bank policies defining application qualifications (prior loans, year in school, bank customers, etc.) vary greatly. 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. Students working in the work-study program are paid with 80% federal funds and 20% college funds. This program is administered by the Financial Aid Office and the only application required is the Financial Aid Form or Student Aid





Application for California.

Emergency Student Loan Fund.

Short-term, no-interest, emergency student loans are available to students faced with unexpected emergencies. Students may borrow up to \$100 for 30 days if they are able to verify their ability to repay the loan. Students needing a small, short-term, emergency student loan should contact the Financial Aid Office. A student need not be a recipient of financial aid to qualify for an emergency student loan. The funds which make these loans possible represent Pitzer College's portion of a gift to the Independent Colleges of Southern California made by United

California Bank.

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 or Guaranteed 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 acknowledgement 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 & SAAC) for new Cal Grants are available from high school counseling offices or from the Financial Aid Office at Pitzer.

December — SAAC/FAF mailed to homes of currently enrolled Pitzer students.

Renewal applications for Cal Grants are mailed to home addresses of students by The California Student Aid Commission.

February 1 — Deadline for submitting FAF or SAAC of new applicants to the College Scholarship Service

February 1 — Deadline for submitting Student Aid Application for California and Commission Supplements for the Cal Grant programs to CSS, Box 70 Berkeley, CA 94701.

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).

March 1 — Deadline for submitting FAF or SAAC for currently enrolled students to the College Scholarship Service.

March 15 — Final date to submit FAF or SAAC for transfer students.

Mid-April — On or before April 15 freshmen will be notified of admission and financial aid.

May 1 — Deadline for all students receiving financial aid from Pitzer for 1981-82 academic year to apply for Basic Grant.

Deadline for receipt of 1981 1040 tax return copies.

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 1980-81 academic year:

Bank of America Foundation

California State Association for Colored Women's Club

Corvallis Community Calendar

Deardens

Elks Lodge Scholarship

Pullman Foundation

Gemini Club of Santa Ana
Golden State Minority Scholarship
Grand Lodge
Greenleaf Foundation
Imperial County Uniserv
Scholarship

Kamehameha Schools
Marion MacCarrell Scott
Scholarship

National Merit Scholarship
Phoenix Newspapers, Inc.
Puget Sound Assoc. of Delta Kappa
Epsilon

Rhode Island State Scholarship
Rotary Club
Signal Oil

Stop N Go Markets
Teagle Foundation

Women's Club
Women's Service Alliance of the
Fresno Community Hospital

Youth Citizenship Award
Hans and Clara Davis Zimmerman
Fund

Pennsylvania State Scholarship

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

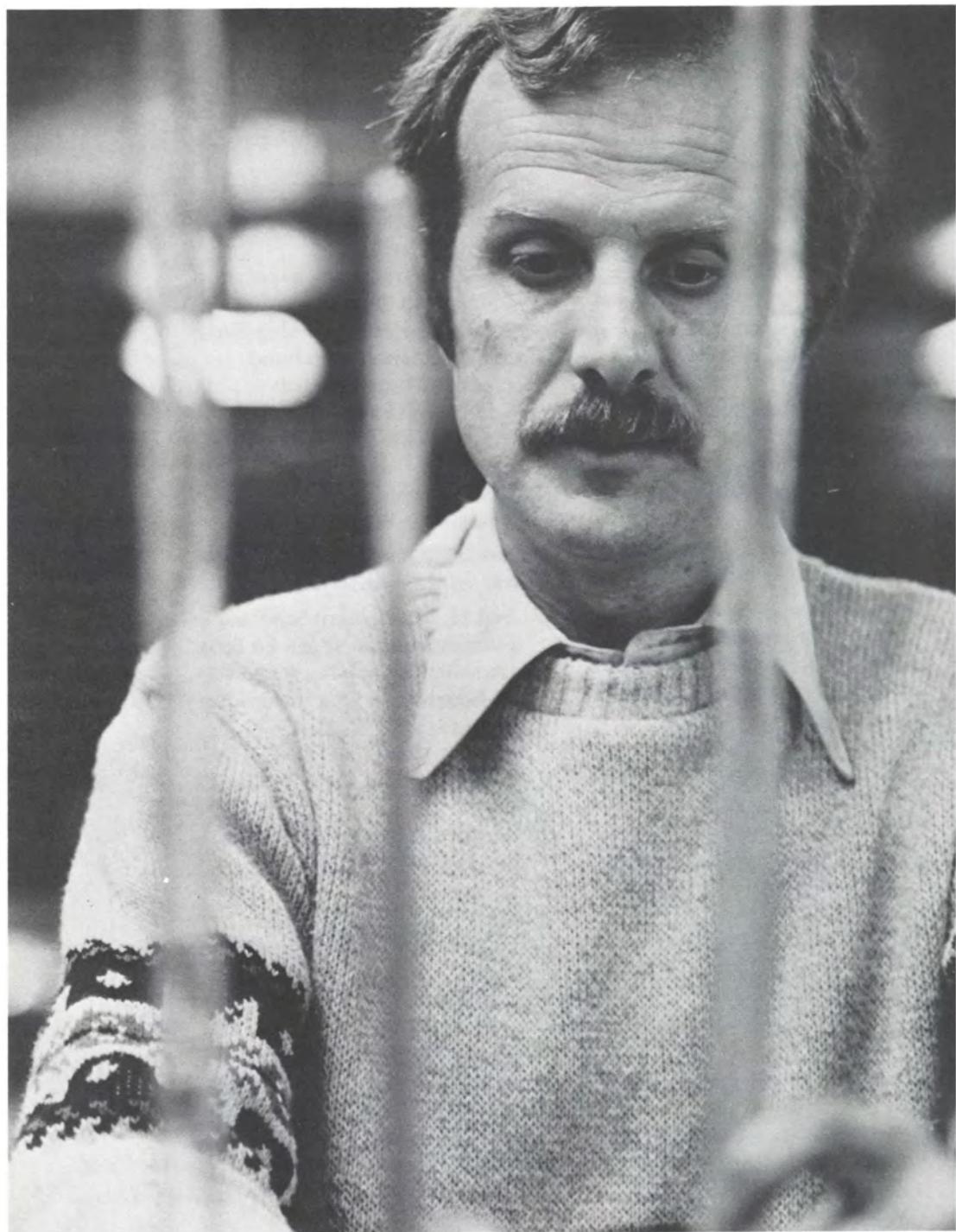
Jill Ford Harmon Scholarship —
Class of 1966

Sylvia Sticha Holden Scholarship

Katie Lawson Memorial Fund —
Class of 1973

John A. McCarthy Foundation

Scholarship	The Hollywood Canteen Foundation Scholarship Fund
Ada Belle McCleery Scholarship	Horton Publishing Company Scholarship Fund
Maud Barker Neff Scholarship	Keyline Sales, Inc. Scholarship Fund
Flora Sanborn Pitzer Endowed Scholarship	H. Kramer Foundation Scholarship Fund
Harold B. Pomeroy Scholarship	George Henry Mayr Educational Foundation Scholarship Fund
Pitzer Parents Association Endowed Scholarship	Nathan Scholarship
Primus Inter Pares Fund—Class of 1967	Nissho-Iwai American Corporation Scholarship Fund
Esther Stewart Richards Scholarship	Norris Industries Scholarship Fund
The Harry W. and Virginia Robinson Scholarship Fund	Price Pfister Scholarship Fund
William Rodgers Scholarship—Class of 1969	The Mabel Wilson Richards Scholarship Fund
Annis Van Nuys Schweppé Scholarship	S. Bernard Schwartz Scholarship Fund
John Stauffer Memorial Scholarship	Diane Shammas Student Scholarship Fund
George G. Stone Memorial Scholarship	<i>Pitzer College has received gifts to establish the following special funds:</i>
Mr. & Mrs. Leslie A. Warren Endowed Scholarship	Robert H. Atwell Merit Scholarship Fund established by Mr. Eli Broad
<i>Pitzer College is grateful to the many individuals, corporations and foundations who have supported the following named student scholarship funds during 1980-81:</i>	Chicano Scholarship Book Fund established by the Chicano Studies Corridor
The Ahmanson Foundation Scholarship Fund	Class of 1980 Research Fellowship Fund established by the Class of 1980
BankAmerica Foundation Scholarship Fund	Katie Lawson Memorial Fund established by Mr. and Mrs. Andrew Lawson
Bohemian Distributing Company Scholarship Fund	Elise G. Mead Fund established by Giles W. and Elise G. Mead Foundation
Eli Broad Scholarship Fund	Pitzer College Visiting Fellows Program established by Mr. and Mrs. Ellis H. Stephens & Becky
Carnation Scholarships	Frances LaMotte Waddell History of Ideas Award established by Robin Waddell Wallach
Elsie De Wolfe Foundation, Inc. Scholarship Fund	Faculty Fellowships in the Social Sciences established by Nicholas Rosenbaum
Barbara Donaldson Scholarship Fund	
Franconia Industries Scholarship Fund	
General Telephone Independent Colleges Scholarship Fund	
Haynes Foundation Scholarship Fund	



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Administration

Dolores Barrett, Director of Alumni Relations, 1981. B.A., Pitzer College.

Sandra La Beach Boyd, Assistant Director of Financial Aid, 1980. B.A.,

California State University at Los Angeles.

James E. Butler, Director of English as a Second Language Program, 1977. B.A., California State Polytechnic University, Pomona; M.A., California State University, Fullerton.

Nancy Chandler, Assistant Director of Development, 1978. B.A., Lake Forest College; M.A., University of California at Los Angeles.

Sharon Toomey Clark, Assistant to the Director of Administrative Services, 1979. B.A., Rutgers University.

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

Linda P. Elderkin, Assistant Dean of Students, 1981. B.A., University of Colorado; M.A., Brown University; Ph.D., Claremont Graduate School. (See Faculty).

Frank L. Ellsworth, President and Professor of Political Studies, 1979. A.B., Case Western Reserve University; M.Ed., Pennsylvania State University; M.A., Columbia University; Ph.D., University of Chicago. (See Faculty)

Joseph A. Farmer, Associate Director of Development, 1980.

+**Deniese Rayford Hayes**, Dean of Student Affairs, Office of Black Student Affairs, 1981. B.A., Scripps College; M.A., Atlanta University.

Jane Holcombe, Associate Dean of Students, 1980. B.A., University of Alabama at Tuscaloosa; M.A., East Tennessee State University.

Lee A. Jackman, Director of Development, 1971.

James B. Jamieson, Executive Vice President and Professor of Political Studies, 1965. B.A., Claremont Men's College; M.A., Claremont Graduate School; Ph.D., Brown University. (See

Faculty).

Karen M. Kennedy, Assistant Dean of Students for Career and Life Planning, 1980. B.A., University of California at Los Angeles; M.A., University of Southern California.

Alice H. Love, Assistant Director of Admission, 1979. B.A., Pitzer College.

Ann Maberry, Registrar, 1964.

Ronald K.S. Macaulay, Dean of Faculty and Professor of Linguistics, 1965. M.A., University of St. Andrews; Ph.D., University of California, Los Angeles, (See Faculty).

Richard McColl, Director of Campus Maintenance, 1980. B.A. and M.A., California State University, San Diego.

Marilyn Parker, Associate Director of Admission, 1976. B.A., Pitzer College; M.S.Ed., University of Southern California; Ph.D. Candidate, Claremont Graduate School,

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

Linda L. Pitchford, Administrative Assistant to the Executive Vice President, 1977. B.A., University of Redlands.

***David E. Sadava**, Chairman, Joint Science Department, 1972. B.Sc., Carleton University; Ph.D., University of California, San Diego. (See Faculty).

Vicke F. Selk, Treasurer and Controller, 1971. M.A., Claremont Graduate School.

+**Maria Aguiar Torres**, Director/Dean, Chicano Studies Center, 1976. B.A., University of California, Riverside; M.A., New Mexico State University; Ph.D. Candidate, Claremont Graduate School.

Martin A. Tucker, Director of Admission, 1980. B.A., San Jose State College; M.A., University of Santa Clara.

Everardo Vargas Valencia, Admission Counselor, 1980. B.A., Claremont Men's College.

Faculty

Roger D. Abrahams, Kenan Professor of Humanities and Anthropology at Scripps and Pitzer Colleges, 1979 □ B.A., with Honors, Swarthmore College; M.A. with Honors, Columbia University; Ph.D., University of Pennsylvania. Instructor, Assistant Professor, Associate Professor, Department of English; Associate Director, Center for Intercultural Studies in Folklore and Oral History; Professor, Departments of English and Anthropology; Director, African and Afro-American Research Institute; Chairman, Department of English: the University of Texas.

+**Maria Aguiar Torres**, Dean of Students, Chicano Studies Center, The Claremont Colleges, and Visiting Instructor in Spanish, 1976 □ B.A., University of California, Riverside; M.A., New Mexico State University.

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).

■ Creative behavior and eminence; cultural and historical backgrounds of psychoanalysis.

William Baker, Visiting Professor of English, 1981 □ B.A. University of Sussex, Ph.D. University of London. Senior Lecturer in English, West Midlands College of Higher Education.

■ Nineteenth Century English literature; modern drama; T.S. Eliot;

D.H. Lawrence.

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.

■ 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.

■ 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 Fellow, Bank of America Headquarters (San Francisco); Visiting Research Associate, International Labor Organization (Geneva); Assistant Instructor, University of Miami; Instructor, Princeton University.

■ 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, Associate 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).

■ Sociolinguistics; law and society, including legal institutions and informal conflict management; folklore and ethnomusicology; child language; India, Nepal, Oceania.

#Raymond Buriel, Assistant Professor of Psychology, Pomona College, 1977 □ B.A., M.A., Ph.D., University of California, Riverside.

***Newton H. Copp**, Assistant Professor of Biology, 1980 □ B.A., Occidental College; M.A., Ph.D., University of California, Santa Barbara; Assistant Professor, University of Redlands.

***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.

Linda P. Elderkin, Lecturer in Religious Studies, 1981 □ B.A., University of Colorado, M.A., Brown University, Ph.D., Claremont Graduate School. Director of the Working Seminar in Feminist Theology, regional AAR meetings 1975-76, Teaching observer, Pomona College Senior Seminar, 1977.

■ Philosophy of religious language and religious experience, theories of religion, women and religion.

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.

Frank L. Ellsworth, President, Professor of Political Studies, 1979 □ A.B., *Cum Laude*, Adelbert College, Case Western Reserve University; M.Ed., Pennsylvania State University; M.A., Columbia University; Ph.D., University of Chicago. Assistant Dean, University of Chicago Law School; Instructor, Collegiate Division of the Social Sciences, University of Chicago; Director of Special Projects and Professor of Literature, Sarah Lawrence College; Assistant Director of Law Development and Alumni Affairs, Columbia University.

■ Political Order and Change; Natural Law and Social Contract Theory; Education and the Enlightenment.

***Clyde H. Eriksen**, Professor of Biology and Director, Bernard Biological Field 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.

Marcia L. Falk, Associate Professor of English, 1981 □ B.A., Brandeis University; M.A., Stanford University; Ph.D., Stanford University. Teaching Assistant, Stanford University, 1969-73; Teacher: Congregation Beth Am, 1970-73; Fulbright Scholar, Hebrew University of Jerusalem, 1973-74; Assistant Professor, University of New York at Binghamton, 1974-81; Postdoctoral Fellow, Hebrew University, 1978-79.

■ Lyric poetry, English and comparative literature, creative writing, philosophical literature, Bible as literature, women's poetry, Jewish literature.

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

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

Lorn S. Foster, Assistant Professor of Government, Pomona College 1978 □ B.A., California State University, Los Angeles; A.M., Ph.D., University of Illinois.

***Anthony E. Fucaloro**, Associate 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, Associate Professor of Art, 1973 □ B.A., University of Oregon; M.F.A., University of Washington. Teaching Assistant, University of Washington, National Endowment for the Arts Fellow, 1975; Fulbright Fellow, 1979, Perú. (*On leave Spring semester.*)

■ Ceramic sculpture and glass; Peruvian pottery; ceramics of ancient Perú; contemporary ceramics.

Ira N. Gang, Assistant Professor of Economics, 1981 □ B.A., Johns Hopkins University, 1977; Ph.D., Cornell University, 1981; Teaching Assistant and Research Assistant 1978-79.

■ Labor Economics, International Trade, Development Economics, Economic History.

Karen E. Gaston, Assistant Professor of Psychology, 1981 □ B.A., Stanford University; M.A., California State University, Los Angeles; Ph.D., California Institute of Technology, 1975-80; Lecturer, California State Polytechnic University, Pomona, 1980-81.

■ Visual system, visually-based learning, determinants of interocular and interhemispheric transfer of visual information; memory consolidation; physiological basis of motivation & emotion.

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.



- 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.

Paul Goldman, Assistant Professor of Sociology and Organizational Studies, 1980 □ A.B., Stanford University; M.A., University of Chicago; Ph.D., University of Chicago. Research Assistant, University of Chicago; Instructor, Mudalein College, Chicago; Instructor, Illinois Institute of Technology; Lecturer, University of Nevada, Reno; Research Assistant, University of Oregon; Visiting Assistant Professor, American University, Washington, D.C.; Assistant Professor, University of Oregon.

- Bureaucratic organizations, sociology of work and occupations, industrial sociology, historical methods, sociology of education, social stratification.

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; Visit-



ing 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; sociology of alienation through literature.

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.

David Grote, Director of Performance and Assistant Professor of Theatre, 1980 □ B.A., University of Texas; M.A., Occidental College.

***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.

†**Benjamin Hernandez**, Visiting Instructor in Dance, Harvey Mudd College, 1970 □ B.A., Universidad de Guadalajara; advanced study, Universidad Nacional Autonoma de Mexico, Escuela de Bellas Artes.

Carl H. Hertel, Professor of Art and Environmental Design, 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.

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

- Film criticism; 18th century British literature; novel; critical theory; women and film.

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

- 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; poetry.

James B. Jamieson, Executive Vice President and Professor of Political Studies, 1965 □ B.A., Claremont Men's College; M.A., Claremont Graduate School; Ph.D., Brown University. Teach-

ing 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; President, Creative Capers, Inc.

- Currently on administrative assignment.

Perry Jamieson, Lecturer of Theatre Design, 1980 □ B.A., Scripps College.

Sherry Jeffe, Assistant Professor of Political Studies, 1978 □ B.A., Goucher College; M.A., Rutgers University; Ph.D., Claremont Graduate School 1980. Visiting Instructor, Loyola Marymount University.

- Public administration; health care policy; citizen participation in public issues; American politics.

Mary Ann Jimenez, Assistant Professor, 1978 □ B.A., Immaculate Heart College; M.A., University of California, Los Angeles; M.S.W., San Diego State University; Ph.D., Social Policy, Brandeis University. Research Assistant, Teaching Assistant, Brandeis University.

- Social welfare; history and policy; Colonial America.

***Stanley Klein**, Professor of Physics, 1967 □ B.S., California Institute of Technology; M.A., Ph.D., Brandeis University. National Science Foundation Fellow; Visiting Scholar, Psychology Department, Stanford University; Visiting Associate, Biology Division, California Institute of Technology. (*On leave 1981-1983.*)

- Theoretical physics; brain mechanisms and modeling.

Michael D. Lamkin, Assistant Professor of Music, 1977 □ B.M.E., M.M., Baylor University; Ph.D., University of Iowa. Studies also at American Institute of Musical Studies, Freiburg, Germany, and Graz, Austria. Assistant Professor, William Penn College; Professor and Head of Department of Music, Martin



College; Visiting Professor of Voice, University of North Alabama; Choral Director, American Institute of Graz. Recordings for PBS and conducting performances in West Germany, Austria and United States. Pitzer College Joint Music Program 1977.

James A. Lehman, Assistant Professor of Economics, 1981 □ B.A., Davidson College, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1981. Teaching Assistant, Duke University 1980; Instructor, Kobe University, Kobe, Japan 1977; Teaching Assistant, Duke University 1975-77; Research Assistant, Duke University, 1968; Director of Protestant Bureau of Education, Kinshasa, Zaire 1968-69; Director of Centre de Jeunesse in Mbujimayi, Zaire 1969-70.
■ International Economics, Money and Banking, Public Finance.

Leah L. Light, 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.

Ronald K. S. Macaulay, Dean of Faculty, 1980, and 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, Associate 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.

Tom Manley, Instructor in Political Studies, 1981 □ B.S., Towson State University; M.A., Claremont Graduate School; doctoral candidate, Claremont Graduate School.

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); Visiting Tutor, Graduate Institute in Liberal Education, St. John's College, Santa Fe, New Mexico.

- 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., Case Western Reserve University. Assistant Professor, Haverford College; Visiting Assistant Professor, Pomona College; Visiting Research Associate, University College London.

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

***Jack Merritt**, Professor of Physics, 1966 □ A.B., Pomona College; Ph.D., University of California, Berkeley. Administrative Analyst, Bureau of the Budget; Administrative Officer, Atomic Energy Commission; Physicist, Lawrence Radiation Laboratory, Berkeley; Physicist, Shell Development Company. (*On leave Spring semester.*)

- Physics; national science policy and energy; limits to growth; science and ethics.

Sheryl F. Miller, Professor of Anthropology, 1969 □ B.A., Occidental College; M.A., Ph.D., University of California, Berkeley. Research Assistant, Teaching Assistant, University of California, Berkeley; National Science Foundation and Ford Foundation Fellowships. (*On leave fall semester.*)

- African archaeology; Old World prehistory; human evolution; primate behaviors; African and native American ethnology; cultural ecology.

Lee Munroe, Professor of Anthropology, 1964 □ Ph.D., Harvard University. ■ Cross-cultural human development.

Ruth H. Munroe, Professor of Psychology, 1964 □ B.A., Antioch Col-

lege; Ed.D., Harvard University. Research, Belize, Kenya, Nepal, Samoa, U.S.

- Human development; psychological anthropology; cross-cultural studies of socialization and personality.

Fred E. 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; Australian Institute of Aboriginal Studies Research Grant.

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

***Stephen A. Naftilan**, Assistant Professor of Physics, 1981 □ B.S., University of Chicago; Ph.D., Case Western Reserve University. Instructor, University of Southern California, and El Camino College.

- Binary stars; planetary astrophysics.

Peter M. Nardi, Associate 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; social psychology; alcoholism; magic.

Beverly W. Palmer, Assistant Professor of Writing, Assistant to the Dean of Faculty for the New Resources Program, 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.
 ■ Organic and organo-metallic compounds; NMR and infra-red spectroscopy.

Ellin J. Ringler, Professor of English, 1967 □ B.A., Wellesley College; M.A., University of Connecticut; Ph.D., University of Illinois. Instructor, Assistant Professor, Lake Forest College. (*On leave 1981-82*)

■ 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; environmental ethics; politics of ecology; energy 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 Fellow.
 ■ History of early modern philosophy; 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 Of-

ficer, Science Secretariat, Ottawa, Canada; Research Assistant, Teaching Assistant, University of California, San Diego; Woodrow Wilson Fellowship.
 ■ Cell development; genetics; plant systems; science policy.

Barry Sanders, 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.
 ■ Medieval Literature; Chaucer; modern novel.

Albert Schwartz, Professor of Sociology, 1965 □ B.A., Hunter College; M.A., Ohio State University. Dean of Faculty, Pitzer College (1971-1977); Dean of Students, Pitzer College (1977-1978).
 ■ 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. (*On leave Spring semester*)

■ 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. (*On leave Spring semester*)

■ Culture change; psychological anthropology; 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, 1976-78.

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

†**Marie-Denise Shelton**, Assistant Professor of French, Claremont Men's College, 1977 □ B.A., M.A., Ph.D., 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.

- 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. (*On leave Fall semester.*)

- Forensic psychology; program evaluation; conflict; conflict management and resolution.

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. (*On leave Fall semester.*)

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

Ann H. Stromberg, Associate 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 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, 1973 □ 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."

Richard N. Tsujimoto, Associate Professor of Psychology, 1973 □ B.A., Stanford University; Ph.D., State University of New York, Stony Brook.

- Clinical psychology; moral development; personality and cognition; psychology of Asian-Americans.

Robert E. Tubbs, Assistant Professor of Mathematics, 1981 □ B.A., University

of South Florida, M.A., Columbia University, Ph.D., Pennsylvania State University. Teaching Assistant, University of South Florida, 1976, Faculty Fellowship, Columbia University, 1976-78, Teaching Assistant, Pennsylvania State University, 1978-81.

■ Transcendental number theory, algebraic independence of special values of classical functions, quantitative results.

Rudi Volti, Associate 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; Danforth Associate. (*On leave Spring semester.*)

■ Joyce, Shakespeare; fiction; tragedy; theory of literature; and 20th century novel.

Steven Wallich, Visiting Assistant Professor of History □ B.A., California State University, Northridge; M.A., California State University, San Jose; doctoral candidate, Claremont Graduate School.

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.

†**Louis E. Wilson**, Assistant Professor of History, Claremont Men's College, 1977 □ B.A., California State University, Los Angeles; M.A., Ph.D., University of California, Los Angeles, 1979.

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.

■ Metal-promoted reactions; photochemistry of metal complexes; trace metals in the environment and heavy metal pollutants.

+Claremont University Center appointment.

*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.



Campus Map

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*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. Grove House

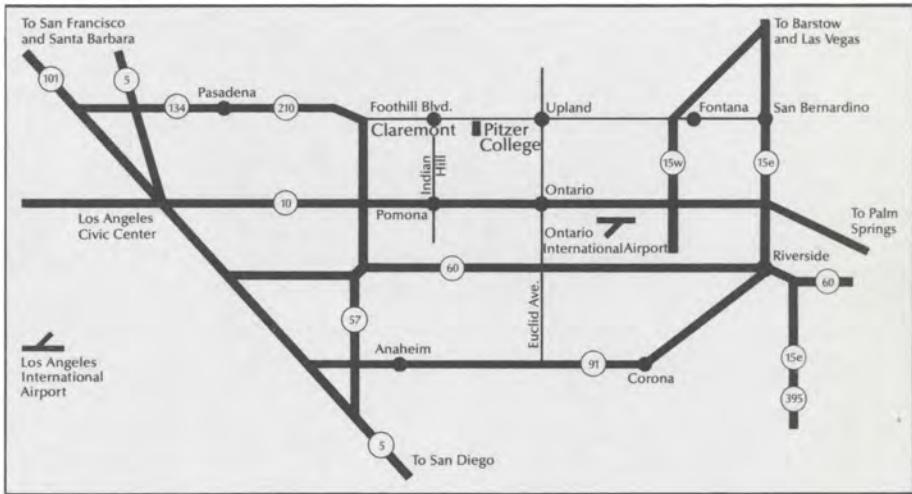
Joint Facilities

- 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



Pitzer College Calendar 1981-82

First Semester

August 30 - Sunday

Residence Halls open for new students.

August 30 - September 2

Orientation for new students.

September 2 - Wednesday

Residence Halls open for returning students.

September 3 - Thursday

First Semester classes begin at 8:20 a.m.

September 8 - Tuesday

I.D. Cards — Fee Paying Day.

September 16 - Wednesday

REGISTRATION for all students.

Last day for entering classes.

October 9 - Friday

Low grade reports due to Registrar.

October 16 - Friday

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.

October 16 - Friday

Fall Break begins after last class.

October 21 - Wednesday

Fall Break ends, 8:00 a.m.

November 25 - 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 30 - Monday

Thanksgiving vacation ends, 8:00 a.m.

December 2 - Wednesday

Pre-Registration.

December 11 - Friday

Final day of classes first semester.

December 14 - Monday

Final Examinations begin.

December 19 - Saturday

Final Examinations end.

December 22 - Tuesday

First Semester ends.

Second Semester

January 18 - Monday

Second Semester classes begin 8:00 a.m.

January 19 - Tuesday

I.D. Cards - Fee Paying Day.

January 29 - Friday

REGISTRATION for all students.

Last day for entering classes.

March 5 - Friday

Low grade reports due to Registrar.

March 11 - 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 12 - Friday

Spring vacation begins after last class.

Tuition Deposit due - \$200.

March 22 - Monday

Spring vacation ends 8:00 a.m.

April 16 - 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 28 - Wednesday

Pre-Registration

May 7 - Friday

Final day of classes second semester.

May 10 - Monday

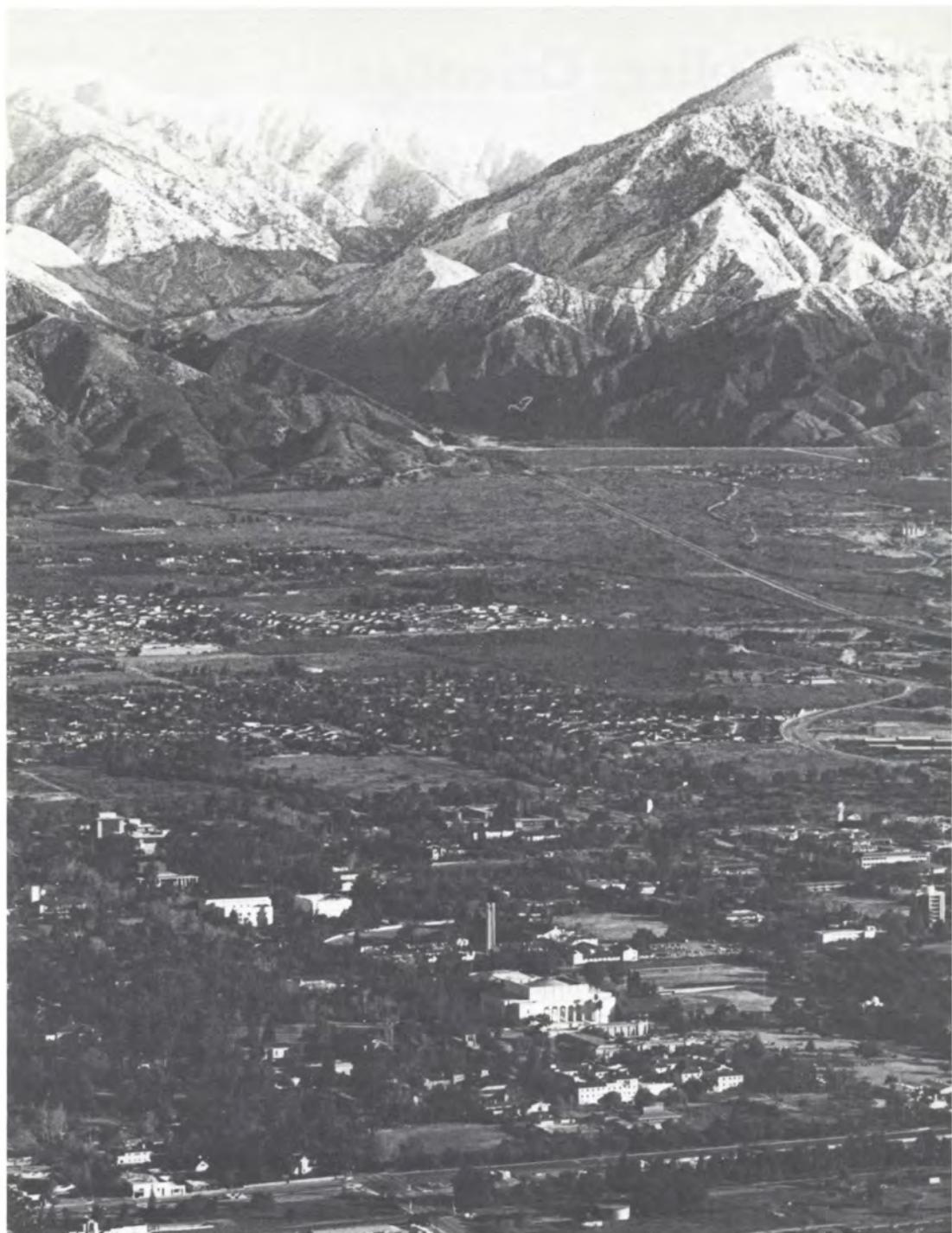
Final Examinations begin.

May 15 - Saturday

Final Examinations end.

May 16 - Sunday

Commencement.



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