

PITZER COLLEGE



Pitzer College

2011-12 Course Catalog

 **PITZER COLLEGE**
A MEMBER OF THE CLAREMONT COLLEGES
1050 North Mills Avenue
Claremont, CA 91711-6101
www.pitzer.edu

2011-12 Course Catalog

Pitzer College

Founded in 1963, Pitzer College is a coeducational liberal arts and sciences college offering a Bachelor of Arts degree. Social and behavioral science, the arts, humanities, natural sciences and interdisciplinary studies are very strong at the College. Enrolling approximately 1,000 men and women, Pitzer College is part of the unique educational environment known as The Claremont Colleges—a consortium of five undergraduate colleges and two graduate institutions. All seven campuses are physically contiguous and share such facilities as a central library, bookstore and medical center. Numerous joint programs are available in the sciences, in music, in theatre and in interdisciplinary studies.

Within Claremont, Pitzer's educational philosophy is singular. Pitzer strives to enhance individual growth while at the same time building community. Students create their own academic programs in close collaboration with their faculty advisers. There are no lists of requirements to be checked off; rather, students choose their courses with a unique set of Educational Objectives. One of these objectives encourages students to become involved in some kind of community service-learning activity. In addition, students are encouraged to participate in the governance of the College. Working with the faculty and staff, they have the opportunity to build the community in which they reside by serving on standing committees and becoming voting members of College Council, the College's decision-making body.

Pitzer celebrates cultural diversity and intercultural understanding. Students of ethnically diverse backgrounds come from all parts of the United States as well as from nearly twenty other countries. In addition to learning from one another, students are encouraged to participate in one of Pitzer's Study Abroad programs in Botswana, China, Costa Rica, Ecuador, Italy, Nepal or Japan. Other study abroad programs are also available. One of Pitzer's Educational Objectives challenges students to develop a set of courses that will examine an issue from the perspectives of at least two cultures and two disciplines. Intercultural and interdisciplinary learning are highly valued at Pitzer. Students are encouraged to take advantage of these programs as well as many other resources available in Claremont, to become proficient in a foreign language and thus enrich and strengthen their appreciation of global diversity.

Pitzer College is located in the City of Claremont, a Southern California community of some 35,000 residents, noted for its tree-lined streets and numerous parks. Situated at the southern base of the San Gabriel Mountains—with Mt. Baldy, a 10,000-foot mountain peak rising above it—Claremont is approximately an hour's drive to downtown Los Angeles, the Pacific Coast beaches, the desert highlands and snow-capped mountain ranges.

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The Claremont Colleges

Nestled in the beautiful, tree-lined city of Claremont, California, The Claremont University Consortium is an association of five undergraduate liberal arts colleges and two graduate higher education institutions reminiscent of the Oxford-Cambridge model. The seven independent institutions on adjoining campuses offer rigorous curricula, small classes, distinguished professors and personalized instruction in a vibrant residential college community that provides intensive interaction between students and faculty.

The unique consortium offers an education that focuses on broad-based knowledge, development of critical and analytical thinking and effective communication at the undergraduate and graduate level in the liberal arts and sciences. The curriculum includes natural and applied sciences, social and behavioral sciences, the humanities, business, mathematics, engineering, and the arts.

Pitzer College is a comprehensive liberal arts college that offers a Bachelor of Arts degree in more than 40 majors and 19 minors. Pitzer's curriculum emphasizes intercultural understanding, social responsibility and interdisciplinary learning. More than 70 percent of Pitzer students study abroad. For the past six consecutive years, Pitzer has held the record for the highest number of the prestigious Fulbright Fellowships awarded per capita for colleges and universities nationwide. Pitzer stands positioned to become the first college in the nation to have all Gold LEED-certified residence halls by the U.S. Green Building Council. Pitzer is the youngest college ranked in the *U.S. News & World Report's* Top 50 liberal arts colleges and the only college within the group with a social responsibility requirement for all of its students.

Claremont Graduate University (CGU) is America's only research-extensive university dedicated solely to graduate study and research. More than 2,000 graduate students pursue advanced degrees across 38 masters and 22 doctoral fields in nine schools, including the internationally renowned Peter F. Drucker and Masatoshi Ito Graduate School of Management. The CGU experience is intimate, transdisciplinary and engaged with the world. CGU provides a unique blend of intimacy and community, of high academic standards, and transdisciplinary research, and innovative teaching concerned with making our world a better place. This blend is just what some of the world's ablest graduate students demand—and just what tomorrow's hardest problems require.

Claremont McKenna College (CMC), established in 1946, is among the highest-ranked and most selective liberal arts colleges in the nation. CMC excels in preparing students for leadership through the liberal arts in business, the professions, and public affairs. The College is home to more than 130 accomplished teacher-scholars who are dedicated to teaching and to offering unparalleled opportunities for student collaboration in the research process. Enrolling approximately 1,200 students, CMC combines highly-selective need-blind admission, innovative programs, a 9-to-1 student-faculty ratio, ten research institutes, the impact of the seven-member Claremont College Consortium, and a strong and committed network of alumni, to educate its graduates for a lifetime of leadership.

Harvey Mudd College (HMC) is the liberal arts college of engineering, science and mathematics, ranked high among the nation's best colleges. Our 750 undergraduates pursue Bachelor of Science degrees in biology, chemistry, computer science, engineering, mathematics, physics, plus dual degree programs in biology/chemistry, computer science/mathematics and mathematical biology. For more than 50 years, HMC has led the way with hands-on undergraduate research opportunities on a par with graduate institutions, a strong focus on the humanities and social sciences, an exceptional faculty who challenge students to achieve beyond their expectations and one of the nation's highest rates of graduates who go on to earn PhDs. Our graduates are highly trained scientists, technologists, educators, entrepreneurs and other professionals who understand the impact of their work on society.

Keck Graduate Institute (KGI) Educating the future leaders of the bioscience industry, Keck Graduate Institute (KGI) offers an interdisciplinary graduate education through its Master of Bioscience (MBS), Postdoctoral Professional Masters in Bioscience Management (PPM), PhD programs, and other degrees. Using team-based learning and real-world projects, KGI's innovative curriculum seamlessly combines applied life sciences, bioengineering, bioethics and business management. KGI also has a robust research program concentrating on the translation of basic discoveries in the life sciences into applications that can benefit society.

Pomona College, founded in 1887, is a place for people who are venturesome by choice, people who want to make a difference and are prepared to dream big and work hard in order to grow. Students' interests are distributed across concentrations in the humanities, natural and physical sciences, social sciences and the arts. With a student-faculty ratio of 8:1, students have the opportunity to work closely with professors who are also top scholars. Pomona offers 45 majors, individually designed concentrations and approximately 650 courses each year. Opportunities include 42 study abroad programs, summer undergraduate research grants, public policy internships and 227 active clubs. Approximately 72 percent of faculty shared a meal with students at least six times last year.

Pomona's 1,520 students come from 47 states and 32 countries and reflect an impressive diversity of socioeconomic, ethnic and geographic backgrounds. Eighty percent go on to graduate or professional schools.

Scripps College, founded in 1926, is a nationally top-ranked liberal arts college and the women's college of The Claremont Colleges. With approximately 900 students, Scripps College offers an intense learning experience with small classes on a campus famous for its beauty. Yet, as part of a consortium with four other colleges in immediate proximity and two graduate institutions, Scripps offers its students the benefits of a larger university, with shared facilities, co-curricular activities, and ability to cross-register at any or all of the colleges.



Laura Skandera Trombley
President

Pitzer College stands for academic excellence, social leadership and intercultural understanding. We deliberately explore the dynamic tension that exists in the world and work closely with our students to appreciate and critically interpret the beauty and challenges that frame our existence.

Pitzer College is dedicated to providing students with a transformative liberal arts education and developing the individuality of each student. Students are expected to lead thoughtful, involved lives and to positively contribute and work toward constructive social change.

Mission Statement

Pitzer College produces engaged, socially responsible citizens of the world through an academically rigorous, interdisciplinary liberal arts education emphasizing social justice, intercultural understanding and environmental sensitivity. The meaningful participation of students, faculty and staff in college governance and academic program design is a Pitzer core value. Our community thrives within the mutually supportive framework of The Claremont Colleges that provide an unsurpassed breadth of academic, athletic and social opportunities.

About Pitzer College

Pitzer College is accredited by the Western Association of Schools and Colleges (985 Atlantic Ave., Suite 100, Alameda, CA 94501, 510.748.9001). The accreditation report is available in the Office of the President and the Office of the Dean of Faculty.

Pitzer College adheres to both the letter and the spirit of Equal Employment Opportunity and Affirmative Action. It does not discriminate on the basis of race, color, creed, sex, sexual orientation, age, marital status, disability, or national or ethnic origin in administration of its admission policies, educational policies, scholarship and loan programs, athletic and other College-administered programs, and employment policies.

The regulations, rules, and requirements contained in this catalog constitute a binding agreement between Pitzer College and its registered students. The Faculty Handbook and the Student Handbook also contain rules of operation that are binding.

The information contained in this catalog is subject to change without published notice. Such changes may result from action by the trustees, the President, the committees, or the College Council of Pitzer College.

Academic Information

Educational Objectives of Pitzer College

As a liberal arts college with a strong curriculum in the social and behavioral sciences, Pitzer presents a unique opportunity for self-exploration and for exploration of the world. The College expects students to take an active part in planning their course of study, bring a spirit of inquiry and adventure to planning that course of study and to work hard to meet the intellectual goals of a Pitzer education. To guide students and their advisers, the College has six educational objectives.

1. **Breadth of Knowledge**

The human experience is the center of a Pitzer education. By exploring broadly the programs in humanities and fine arts, natural sciences and mathematics and social and behavioral sciences, students develop an understanding of the nature of human experience—its complexity, its diversity of expression, its continuities and discontinuities over space and time, and the conditions which limit and liberate it.

2. **Understanding in Depth**

By studying a particular subject in depth, students develop the ability to make informed, independent judgments.

3. **Critical Thinking, Quantitative Reasoning, and Effective Expression**

By comparing and evaluating the ideas of others and by participating in various styles of research, students develop their capacities for critical judgment. By exploring mathematics, statistics, quantitative/survey research methods, and formal logic, students acquire the ability to reason quantitatively. By writing and communicating orally, students acquire the ability to express their ideas effectively and to persuade others.

4. **Interdisciplinary Perspective**

By integrating the perspectives of several disciplines, students gain an understanding of the powers and limits of each field and of the kind of contribution each can make; students learn how to understand phenomena as a complex whole.

5. **Intercultural Understanding**

By learning about their own culture and placing it in comparative perspective, students appreciate their own and other cultures and recognize how their own thoughts and actions are influenced by their culture and history.

6. **Concern with Social Responsibility and the Ethical Implications of Knowledge and Action**

By undertaking social responsibility and by examining the ethical implications of knowledge, students learn to evaluate the effects of actions and social policies and to take responsibility for making the world we live in a better place. Pitzer College encourages students to pursue these educational objectives during their undergraduate years and throughout their lives.

Guidelines for Graduation

In order to graduate with a Bachelor of Arts degree, students are expected to fulfill the educational objectives of Pitzer College by designing, in cooperation with their advisers, an individualized program of study which responds to the students' own intellectual needs and interests while at the same time meeting these objectives in the following five ways:

1. Interdisciplinary and Intercultural Exploration

Students, working closely with their advisers, will select a set of three full-credit courses which address a topic of special interest to them. Selected courses will represent at least two disciplines and more than one cultural perspective. Students may wish to satisfy this guideline through appropriate courses in a Pitzer College Study Abroad program (see p. 16). Students, in consultation with their faculty advisers, will write a brief statement explaining the rationale for their selection of courses to meet this guideline and attach this statement to the completed major declaration form. The completed major declaration form/rationale statement is due in the registrar's office prior to mid-term of the first semester of the junior year.

The following examples illustrate how such a program might be constructed:

- A student interested in healthcare could have a program that includes courses on (a) biology, (b) the sociology of health and medicine and (c) the politics of healthcare in the U.S. and Japan.
- A student interested in gender and racial stereotypes in literature and art could have a program including courses on (a) women and literature, (b) African American literature and (c) contemporary Chicano art.
- A student interested in education could have a program that includes courses on (a) the psychology of child development, (b) the history, sociology, or anthropology of U.S. education and (c) an internship-based course involving work in a multicultural school or school district.
- A student interested in shifting concepts of freedom could have a program including courses in (a) sociology which analyze the modern manifestations of dispossession, (b) ancient social history or philosophy and (c) the literary/dramatic portrayals of the issue.

The three courses chosen provide only a minimum strategy for meeting this guideline. Students are strongly encouraged to deepen their understanding through additional course work and non-classroom experiences and to conclude their programs with a synthesizing essay or research paper.

Courses used to meet other guidelines may count toward satisfaction of the Interdisciplinary and Intercultural Exploration guideline.

2. Social Responsibility and the Ethical Implications of Knowledge and Action

Working closely with their advisers to plan their programs, students will meet this objective in one of the following ways:

Options with Academic Credit

1. One full-credit course that involves either community service, community-based fieldwork, or a community-based internship (for courses that fulfill this requirement, see your adviser or the Registrar's office).
2. A directed independent study with a community-based experiential component; see the Guidelines for Internship and Community Service Independent Study (available at the Registrar's Office, at Career Services and on p. 308) for instructions on how to design the independent study.
3. Participation in apposite Study Abroad programs (those involving a community-based internship or community service).

Non-Credit Options

Involvement in a single semester (or equivalent) of 45 hours (e.g., 15 weeks × 3 hours per week) of volunteer or community service while at Pitzer. Normally, an involvement that includes pay is not acceptable.

1. One semester (or equivalent) of service to the Pitzer community (for example, as a participant in College governance, the Ecology Center, or as a Resident Assistant).
2. Students must discuss either of these non-credit options with their faculty advisers to determine if the placement is appropriate for the Social Responsibility Objective. Students must complete a "Social Responsibility (Non-Credit Option) Verification Form" (available at the Registrar's Office) and write a 3–5 page report summarizing their activities and evaluating their experiences. This report is due to the major adviser and the verification form to the office of the Registrar prior to graduation.

3. Breadth of Knowledge

Students may not count the same course toward meeting more than one breadth of knowledge area. Half-credit courses may not be used to fulfill any of the breadth of knowledge areas.

1. **Two courses in humanities and fine arts.** Normally, courses in the performing arts, fine arts, foreign language, literature, history, and philosophy meet this objective. Such courses are offered by disciplinary and interdisciplinary field groups including Art; Asian Studies; Asian-American Studies; Africana Studies; Chicano Studies; Classics; English and World Literature; Environmental Studies; Media Studies; History; History of Ideas; Modern Languages, Literatures and Cultures; Music; Philosophy; Theatre; Dance; and Gender & Feminist Studies. In cases of uncertainty about the suitability of courses meeting this objective, the advisers will consult with the instructor of the course. A course which

meets both the humanities and fine arts objective and the social and behavioral science objective can be counted toward meeting only one of these objectives.

2. **Two courses in the social and behavioral sciences.** Normally, courses in anthropology, economics, linguistics, political studies, psychology, and sociology will meet this objective, as well as courses taught from a social science perspective in interdisciplinary programs such as Asian Studies; Asian-American Studies; Africana Studies; Chicano Studies; Environmental Studies; Organizational Studies; Science, Technology and Society; and Gender & Feminist Studies. In cases of uncertainty, the advisers will consult with the instructor of the course. A course which meets both the humanities and fine arts objective and the social and behavioral science objective can be counted toward meeting only one of these objectives.
3. **One course in the natural sciences, with or without a laboratory component.** Course options available to students include all courses offered through the Joint Science Department, including science courses designed especially for non-science majors, as well as most courses in chemistry, biology, physics, astronomy, and geology offered at the other Claremont Colleges. In addition, Psychology 101 (Brain and Behavior), as currently taught with a significant emphasis in biology, is considered appropriate to this objective.

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisers must get approval from the faculty member directing the independent study and from a faculty member in the Joint Science Department in the apposite discipline. Students may not count the same course toward meeting both this and the mathematics/formal reasoning objective.

4. **One course in quantitative reasoning.** Students will satisfy this objective by taking any mathematics, statistics, quantitative/survey research methods, or formal logic course offered at The Claremont Colleges or accepted for transfer credit, with the exception of mathematics courses whose sole purpose is to prepare students to take calculus.

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisers will get approval from the faculty member teaching the course or directing the independent study and from a faculty member in the Mathematics field group. Students may not count the same course toward meeting both this and the natural sciences objective.

4. Written Expression

In order to be eligible for graduation, students are expected to demonstrate the ability to write competently by completing one full-credit writing-intensive course. It is assumed that most students meet the objective by successfully completing a First-Year Seminar course. These seminars have been designed as writing-intensive courses and are required of all first-year students (see p. 13).

Near the end of a First-Year Seminar course, the instructor will provide an assessment of the students' competence in writing. The evaluation, which will be sent to the students' advisers, will state whether they have met the writing objective. If they do

not meet the writing objective through a First-Year Seminar, they will be required to successfully complete an appropriate writing-intensive course (i.e., an academic writing course or some other course designated as writing-intensive) before they graduate. Transfer students who have not already taken a writing course will meet the writing objective by completing a writing-intensive course.

Writing-Intensive Courses.

Instructors may designate a course Writing Intensive if: (1) at least 25 pages of written work are included among class assignments, (2) they comment extensively on the writing quality of at least 10 of those pages and (3) they allow students the opportunity to re-write those pages in light of instructors' remarks (the remaining 15 pages may be journal entries, essay exams, or non-graded exercises, such as in-class free-writing).

5. Completion of a Major

Students should engage in an in-depth investigation and thereby sharpen their ability for critical analysis. To aid in meeting these objectives, students will, by the time of graduation, complete the requirements of a major, which are listed by field in the catalog.

Procedures for Satisfying the Major/ Educational Objectives

Prior to midterm of the second semester of the sophomore year, students will choose a major adviser and begin discussions regarding the major. Advisers must be full-time faculty and have an appointment in the field. Students must complete a Major/Educational Objectives form and submit it to the Registrar's Office no later than midterm of the first semester of the junior year.

Prior to midterm of the first semester of the junior year, students will complete, in cooperation with their advisers, the Major/Educational Objectives form identifying the courses or other work through which students have met or intend to meet each of the guidelines stated above. Students should begin discussion of these Educational Objectives in their first year at Pitzer as they plan their course schedules.

Copies of the completed Major/Educational Objectives form will be kept by the Registrar's Office, the students and the advisers. The list of courses or work may be revised upon discussion and with the agreement of the advisers at any time. It is hoped that the formulation and later revisions of the statement will provide contexts for mutual, creative interaction between students and advisers in shaping a program that meets the Educational Objectives of the College and of the individual student. Students and advisers will review the Major/Educational Objectives form at the beginning of the first semester of the senior year to assure that students have satisfied and/or are making satisfactory progress toward completion of the guidelines stated above.

At the beginning of the students' final semester, the advisers will verify with the Registrar that the students will have met all the guidelines by the end of the semester (when the academic program is completed as proposed). Students will have to satisfy each of the guidelines in order to graduate. In the case of disputes between students and advisers, appeals can be made to the Academic Standards Committee.

The College acknowledges the wide diversity of student interests, abilities, needs and styles. We expect that each student, together with a faculty adviser, will create a coherent program of study in accordance with the College's Educational Objectives.

Academic Advising

Advising is considered an integral function of the teaching role of faculty members. Each student entering Pitzer College is assigned a faculty adviser. Students are encouraged to consult frequently with their advisers concerning the formulation and development of their academic programs.

Beyond officially designated academic advisers, students are encouraged to consult with other faculty members as well. The faculty represents a wide range of expertise and members of the faculty will be glad to talk with students about their fields of interest. In conjunction with the Center for Career and Community Services, one faculty member of each field group is designated as the graduate school adviser.

Academic Opportunities

Pitzer has developed a variety of special courses, seminars and programs beyond the regular course offerings. Among these are the New Resources program, designed for the special needs of post-college-age students; PACE, designed to provide intensive English language training for international students; the First-Year Seminar program; Internships; Independent Study; and Study Abroad programs in the U.S. and abroad.

These opportunities are described below. For further information, please contact the persons listed in the sections below or the Dean of Faculty's office.

First-Year Seminars

The First-Year Seminar program is designed to help students become more literate people who think, read, write, and speak both critically and competently. Although each seminar has a different instructor, topic, and set of readings, all seminars focus on close textual analysis and effective writing strategies.

First-Year Seminars are writing-intensive courses that fulfill the College's Written Expression educational objective. Enrollment is required of all first-year students in the fall semester. Class size is limited.

1. **American Anarchists.** This seminar will examine the history of anarchism in the United States from the 1830s through the present. D. Ward.
2. **Soccer and Social Change.** This seminar will introduce students to: (a) the academic study of the history and politics of soccer; (b) the relationship between soccer and social change; and (c) participate in a community engagement project with soccer-related organizations. N. Boyle.
3. **Colonialization, Racilization, and Renewal: Indian Nations of Southern California.** This seminar will utilize field research, community interaction, and classroom meetings to address the following questions: Who are the indigenous communities near Pitzer? How do they view the world? What experiences have they survived to simply exist today? What are their current goals and challenges? E. Steinman.
4. **Video and Diversity.** This seminar studies video as a medium, particularly as it is utilized by women, people of color, lesbians and gays, grassroots activists, as well as other peoples who are under and/or misrepresented by dominant media. The class explores independent video production from historical as well as issue-oriented approaches. The history of video technology, from analog to digital, is studied with a focus on developments that made video an accessible and powerful tool for self-expression and political intervention. Issues around gender, race, class, and sexual politics are examined in relation to works from the above-mentioned communities. Bodies of work by individual makers and collectives are presented as case studies in how multiple issues can be addressed through singular oeuvres. M-Y. Ma.

5. **California's Landscapes: Diverse Peoples and Ecosystems.** This seminar explores the diverse ecological and cultural landscapes of California, examining how different groups (Native American, Hispanic, African-American, Asian, and European) have transformed California's rich natural resources. Topics include: Native Americans in the Los Angeles Basin and the Redwood Forests; Spanish-Mexican missions of southern California; African-American miners in the Sierra; Chinese and Japanese farmers in the Central Valley; and the wildland-urban interface of L.A. M. Herrold-Menzies.
6. **It Takes a Village.** The focus of the course is to examine the proverb, "It takes an entire village to raise a child." Through the use of literature, we will examine the ways in which families and childhood have been constructed in different time periods, across different cultural contexts, and under varying political and social influences. A recurring theme will be to study to what extent the "nuclear family" actually typifies current families and family structure worldwide. M. Banerjee.
7. **Intercultural Romance: Sexual Border-Crossings and Geopolitical Transformations.** What can we learn about the most large-scale politico-economic processes—colonialism and globalization—through the most intimate of encounters—sex and love? Sex and love are usually described as being beyond culture, politics, and difference. But are they? We will look at the ways in which the most intimate encounters change or reinforce imbalances of power, the ways they are celebrated and punished. R. Talmor.
8. **The Rise of Science in the West.** In this seminar, we will explore the questions of how did science become the dominant discipline in Western Culture? Why did it emerge when and where it did? Why did science, as we now know it, not emerge in non-Western cultures? Is science multicultural, is it gendered? S. Naftilan.
9. **Reading China.** A child born in Shanghai is expected to live for 82 years, while one born in the United States has a life expectancy of 79 years. Understanding this surprising statistic requires us to examine the rapid change China has undergone in the last three decades. Drawing on articles from the New York Times, The Economist, The China Daily, and the China Heritage Newsletter, this class will interpret and contextualize current events about China. The class aims to provide students with an understanding of the challenges that China faces in the 21st century and its growing influence in a global arena. E. Chao.
10. **Character in American Politics.** As the presidential election year of 2012 approaches, American citizens must again sift through political rhetoric and media reports to decide who should hold perhaps the most powerful political position in the world. Some analysts argue that a candidate's voting record and policy proposals are more important than the public's perception of his or her character. But many Americans still consider personal character the single most important qualification for president. Far too often the media boils character down to a candidate's sex life or past experience with illegal drugs. This course explores the classic work of Aristotle along with the history of the American presidency to discover a much richer perspective on the politics of character. P. Miller.
11. **La Familia.** In this seminar, we will focus on the role of la familia for Latinos living in the U.S. We will explore the construction of la familia from both a historical and contemporary perspective, with particular attention to the psychological and sociocultural factors that contribute to the diversity of la familia. M. Torres.

12. **U.S. Educational Experiences.** This seminar will examine various cultural histories of educational experiences in the U.S. from the late 19th century to the current moment. We will read autobiographies, fiction, and primary historical texts that document the contradictory conditions of what it means to “get an education” in the U.S. M. Hidalgo.
13. **Heroic Deviance.** The seminar will examine the ways in which deviance can be positive, altruistic, even heroic. We will look at people from various cultures who went against the grain, violated social norms, and resisted their society’s rules for the good of humanity. P. Zuckerman.
14. **What is Science and Who Owns It?** This seminar traces the development of science from the Ancient Greek traditions (ca. 2400 to 2000 years ago) to the birth of modern science (16th and 17th centuries) to the present, with particular attention to the effect modern science has exerted and continues to exert on our view of the world and our place in it. Some portions of the course requires knowledge of basic mathematics, including basic algebra, geometry, and trigonometry. This will be accessible to all students who have taken pre-calculus in high school. T. Fucaloro.
15. **Environmental Toxicology.** This seminar will explore the impact of a variety of socio-environmental teratogens (e.g., lead, pesticides, malnutrition, and drugs) on the development and functioning of physiological and behavioral systems. The impact of these agents will be addressed at the cellular, organismic, and sociocultural levels. This seminar will include a “toxicology tour” of the Los Angeles area. A. Jones.
16. **Romanticism and the Culture of Childhood.** This course explores the connection between the poet and the child through examining the child as aesthetic object and subject and author of aesthetic experiences. Specifically, it will analyze both treatises on the nature of childhood as seen in philosophical and literary texts and specific depictions of children in poetry. S. Stallard.
17. **Rock in Las Americas: From “Refried” Elvis to Punk.** In this course, we will explore the history, political economy, and cultural production of Latino/a rock and roll in Las Americas. We will investigate the attitudes, dress, hairstyles, dance, and music of Latino/a rockers in Latin America and the United States. Rock and roll is a transnational phenomenon whose different manifestations point to race, class, sexuality, and gender divisions in different nations and contexts. In this course, we will look closely at the changes in rock and how these changes were interpreted in Latin America and Latinos/as in the U.S., as well as the reaction of governments and social groups. M. Soldatenko
18. **It’s a Mystery.** This seminar has been designated as the first-year seminar for international students in Bridge, CYA and selected other programs. We will look at the American mystery novel and how it represents contemporary issues and the diversity of the country where you currently live. Students will investigate such topics as gender and racial identity, and analyze how these issues shape the American experience. L. Herman.

New Resources Program

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 as well as 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. New Resources students may transfer up to 24 Pitzer equivalent courses, with a maximum of 16 Pitzer equivalent courses transferred from a two-year institution. Transfer credit does not calculate into a student's Pitzer GPA.

Further information about the program may be obtained from the Office of Admission 909.621.8129.

Summer Session

Summer Session at Pitzer provides an opportunity for students to continue and enrich their education in a rigorous academic atmosphere distinct from the traditional school year. Students may choose from a modest slate of undergraduate courses offered across the curriculum during two intensive six-week terms. All courses are taught by Claremont Colleges faculty.

Courses are regular, full-credit offerings of Pitzer College. Students earn one full-course credit (4 semester units) per course completed. Summer courses are open to students of The Claremont Colleges as well as students in good standing at other four-year colleges and universities. Housing and board options are available. Summer Session 2012 is tentatively scheduled to take place as shown below.

Specific course listings are generally published in January.

Session I	May 21 through June 29
Session II	July 2 through August 10

For more information, please see the Summer Session Website at www.pitzer.edu/summer

Pitzer College Study Abroad for the Liberal Arts and Sciences

Pitzer College embraces a unique set of educational objectives that encourage students from all majors to think about the world in ways that expand their understanding of other cultures while working to translate that knowledge into action that will benefit the communities they become a part of here and abroad. This type of learning is fostered by the Pitzer curriculum in Claremont and at our study abroad sites around the world.

To further its educational objective of intercultural understanding, Pitzer has carefully developed its own study abroad programs and cultivated exchanges with overseas universities that support responsible exploration of the world and sustained engagement with its diverse communities. Pitzer programs employ a nationally recognized cultural immersion model integrating intensive language instruction, family stays, a core course on the host culture and the opportunity to pursue an independent study project. The same model informs our Pitzer exchange programs, which require students to navigate a different educational system, often in another language, at selected institutions abroad while bringing international students and their diversity of linguistic and cultural perspectives to the classrooms and residence halls in Claremont. Pitzer is a member of an organization called International Student Exchange Programs (ISEP) to provide additional options for study locations.

A semester of study abroad is not an experience that is considered separate from the rest of a Pitzer education. Students are expected to complete coursework prior to going abroad that will facilitate a sustained engagement with another culture. Ongoing critical reflection is expected of all study abroad participants through a portfolio of writing and opportunities for independent research projects. Having a study abroad program fully integrated into a Pitzer education is a key factor contributing to the record breaking number of prestigious post graduate grants and fellowships like the Fulbright, Watson, Rotary and Coro awarded to Pitzer students since 2003. Students who study abroad comprise 85 percent of those winning such awards. Pitzer leads the nation for a school its size in the number of Fulbright awards received.

A semester of study abroad is a demanding academic experience that may not be for everyone. Seen not as a “break from college” but as a key component of Pitzer’s challenging liberal arts and sciences curriculum, Pitzer Study Abroad has strong support from faculty. Roughly 72 percent of Pitzer students will complete a study abroad program during their undergraduate career at Pitzer. Nationally only 10 percent of U.S. college students study abroad and only 45 percent of those do so for a semester or longer. In comparison, of the Pitzer students who study abroad, nearly 90 percent are on full semester or year-long programs. The remaining students participate on Pitzer’s own six-week summer programs that are particularly demanding due to the intensive program structure. The College is pleased that the destinations chosen by Pitzer students are more diverse and widely distributed around the globe than the national averages with the majority of Pitzer students choosing programs outside of Western Europe and the English-speaking world. Pitzer College encourages students to stretch beyond their comfort zone to become engaged, thoughtful and critically reflective citizens both of their own country and the contemporary world.

Pitzer Study Abroad Options

Exchange in Argentina through ISEP: The culture of this vibrant nation blends European and South American traditions to form a unique heritage all its own. Students with four semesters of Spanish completed prior to participation may select from a broad range of courses at one of two institutions in Buenos Aires, Argentina’s lively capital city, or at a third university in the historically rich city of Cordoba.

Pitzer Exchange in Australia: University of Adelaide: With more than 2,000 international students from 70 countries, the University of Adelaide has produced two Nobel Prize winning graduates and nearly 100 Rhodes Scholars. The University of Adelaide has major strengths in biological sciences, physical sciences, environmental sciences and social sciences. Students live in university dormitories with Australian students and other international students.

Pitzer College in Botswana offers students an in-depth, cross-cultural learning experience organized around a challenging schedule of language training in Setswana, field projects and a core course on Botswana and regional development. Students live with host families and have the opportunity to pursue independent research and internships. Botswana is one of Africa's most economically successful and politically stable countries. This "African Miracle" is home to 1.8 million people inhabiting 226,900 square miles of vast savannas, the Kalahari Desert and beautiful national wildlife parks. Botswana's citizens enjoy standards of health, education and economic well-being rivaled on the continent only by neighboring South Africa.

Pitzer Exchange in Brazil: Open to students with advanced Spanish skills, this exchange with Universidade Federal de Roraima in Boa Vista offers students an intensive Portuguese language course as part of the required course load and the opportunity to live with a Brazilian host family. Boa Vista is the capital of the state of Roraima located in the north region of Brazil. Boa Vista's estimated population is 250,000.

Exchange in Bulgaria through ISEP: The American University in Bulgaria is located in the southwestern part of the country in the city of Blagoevgrad. A GPA of 3.0 is required for applicants interested in taking coursework in a broad range of social sciences including European history, political science, international relations and journalism.

Exchange in Chile through ISEP: This volcanic land of "Fire and Ice" has some of the most diverse landscapes in the world. Students with four semesters of Spanish prior to participation may choose between Pontificia Universidad Católica de Valparaíso, one of the most prestigious institutions in Chile and located in the cultural and legislative capital and main commercial harbor in Chile, or Universidad Católica del Norte in the coastal city of Antofagasta.

Pitzer Exchange in French-Speaking Canada: Students select from one of several participating institutions in Quebec, Canada. McGill University in Montreal offers classes taught in English across the curriculum. Several other institutions throughout Quebec province offer coursework entirely in French as an option for students who have completed French 44. Students find their own housing in the local French-speaking community and live as regular members of a neighborhood in Montreal, Quebec City or Sherbrooke.

Pitzer College in China offers a unique in-depth learning experience in Beijing, China's capital and the heart of cultural and political life. Among the broad modern avenues and picturesque traditional hutongs, you will find the nation's leading universities, medical schools and centers of art and media. The program is affiliated with Beijing University, the premier institution of higher education in China. Students follow a structured and demanding schedule of intensive Chinese study, live in dormitories with Chinese students with a brief home stay with a Chinese

family, a core course on Chinese society and culture, and an independent study project. Students may also choose to take an elective course in Traditional Chinese Medicine (TCM), advanced Chinese, or calligraphy. Other elective courses can occasionally be arranged on a case by case basis.

Pitzer College in Costa Rica immerses students in two communities in Costa Rica while taking intensive Spanish and studying tropical and human ecology at the College's own Firestone Center for Restoration Ecology on the Pacific Coast. Language skills improve while living with one host family in Alajuela and completing an intensive Spanish course. In the second home stay in a community near the Firestone Center, families serve as important resources for students' understanding of the regional ecological issues that will be studied in an independent research project. The courses in tropical ecology and human ecology are taught at the Firestone Center by faculty from The Claremont Colleges.

The Costa Rica program also offers a second Spanish Track that emphasizes linguistic and cultural competence in Spanish, integrating appropriate disciplines in the comparative study of global/local education, health, and/or ecological issues. It uses Pitzer's Firestone Center for Restoration Ecology (FCRE) as a base to engage in sustained longitudinal social science research projects of benefit to communities in the surrounding District of Baru. Students who participate in the Spanish Track in the Pitzer in Costa Rica semester spend the first half of their 16-week semester at the same language institute in Alajuela. They spend the second half of their semester in the Baru area near the FCRE. Students must have intermediate levels in Spanish to participate in the Spanish Track.

Exchange in Denmark through ISEP: Aalborg University is Denmark's youngest, most innovative and internationalized university with an interdisciplinary approach to teaching. Courses available in English include international cultural studies, psychology, economics, philosophy and political science. Students will live in student dormitories or local residences, arranged through ISEP.

Pitzer Exchange in Ecuador: The program is located in Quito, one of the most spectacular cities in South America, and affiliated with Pontificia Universidad Católica del Ecuador (PUCE). Structured to deeply involve students in Ecuadorian life and culture, the program offers a core course on Ecuador, intensive Spanish language courses or electives at the university for those who have advanced Spanish language skills, and an independent study project. Students live with Ecuadorian families in the suburbs of Quito, providing a unique opportunity to improve their conversational Spanish while exploring the richness and complexity of urban life. A second, rural home stay experience with a highland, Quichua speaking family allows students to participate in indigenous life and culture.

Pitzer Exchange in England: University of Bristol. The University of Bristol declares its priorities to be learning, discovery, enterprise-teaching excellence, internationally distinguished research and scholarship and effective knowledge transfer. Bristol's track record in all three accounts for its position in the first rank of UK universities and its excellent reputation in Europe and the wider world. Located less than two hours west of London by train, Bristol offers a wide range of coursework. University-arranged, off-campus accommodations are available to exchange students.

Pitzer Exchange in England: University of Birmingham. The University of Birmingham is a leading research university in one of the most vibrant and cosmopolitan cities in Europe. At the heart of England's industrial belt, the University of Birmingham offers a wide selection of courses in languages, literature, history, multidisciplinary programs, social sciences, government and politics, engineering, and health sciences. Accommodation is available in university-arranged housing.

Pitzer Exchange in England: University of Essex. The University of Essex is the UK's most internationally diverse campus university with students from 130 countries included in the current enrollment of 8,000 students. Academic departments span the humanities, social sciences, science and engineering and law and management. Students are typically accommodated in residences near the campus.

Pitzer Exchange in France: The University of Nantes. The city of Nantes is two hours from Paris by train and is located close to the Atlantic, at the western end of the Loire river valley with approximately one million people living in the greater Nantes area. The University of Nantes is a large, well-known university with proportionately few foreign students among the 40,000 French students. Classes in the fields of languages, literature, history, geography, sociology, political science, economics, and psychology are taught in French and are open to students whose competence in the French language is up to the challenge. International students are housed in university residences and integrated with local French students.

Pitzer Exchange in France: The University of Valenciennes. Valenciennes, in northern France near the Belgian border, prides itself on its reputation for friendliness and getting around the city is convenient and safe. Its appeal includes a vibrant economy and an attractive way of life. The University of Valenciennes enrolls 12,000 students and offers a full range of subjects. Classes are taught in French and French language courses for non-native speakers are also available as support courses. Students live in a university residence on the campus or may rent a room from a local family. Students without strong French language skills may choose from a limited number of courses taught in English with an option to do an internship in Brussels in the spring semester.

Pitzer Exchange in Germany: The University of Erfurt's long history dates back to 1392, when it was established as Germany's third university, after Heidelberg and Cologne. The city is a culturally lively and historically interesting location for students interested in economics, history, linguistics, literature, philosophy and social sciences. Students should complete at least one year of German language study prior to participating in the program. Students may continue German language studies at intermediate and advanced levels. A home stay with a local family may be possible or students will be housed on campus.

Pitzer Exchange in Germany: University of Koblenz-Landau, situated in the historic city of Landau in southeastern Germany, offers classes taught in English in literature, cultural studies and linguistics. Students can take German language classes at beginner, intermediate and advanced levels. Additionally courses are offered in German to students with appropriate levels of language competence. Single room dormitory accommodations are available on the Landau campus.

Exchange in Ghana through ISEP: Located on the western coast of Africa, Ghana is one of the most peaceful and politically stable countries in Africa. Students

enroll in classes taught in English with local students at the University of Ghana. Fall participation is strongly advised so that students can take advantage of a required Twi language course. The most appropriate fields of study are African Studies, geography with resource development and the social sciences. One of the University's objectives is to ensure that its students have an understanding of world affairs and the histories and cultures of African civilization. Students will live in student residences.

Pitzer Exchange in Hong Kong: Lingnan University. A major objective of Lingnan's liberal arts education is to provide students with international exposure and whole-person development, particularly through bilateral cultural exchange. This is achieved by sending students abroad to experience different cultures, and by admitting non-local students for exchange or degree studies, so that they can experience Lingnan University's liberal arts environment as well as enrich it. Lingnan University seeks to equip students with language and communication skills in order to cope with Hong Kong's multilingual environment.

Exchange in Hungary through ISEP: At the Budapest University of Technology and Economics, students enroll in classes taught in English in Central European studies, engineering and social science. Alternately, students may study Central European languages and cultures, at the University of Debrecen with offerings in linguistics and British, Canadian and American cultural studies. Students are housed in local accommodations.

Pitzer Semester in Israel: University of Haifa. Through the International School, students may choose from a variety of courses taught in English, participate in an internship program, and take Hebrew and Arabic language courses. Students will also participate in a pre-semester intensive Hebrew Ulpan that is one of the most effective language learning programs in Israel.

Pitzer Exchange in Italy places students in the heart of the Emilia-Romagna region in the city of Parma. Home to Verdi, Toscanini, the country's oldest university and Europe's finest Romanesque cathedral, Parma offers a vital, friendly and authentic Italian setting off the tourist track yet within access of Milan and Florence. The program allows students to rapidly develop their language skills and arrive at a more profound understanding of Italian culture through an interdisciplinary core course while pursuing a community-based service learning project (independent study). According to interests, students are assigned to a volunteer organization in Parma (health, education, immigrant assistance, environmental, etc.) for a full immersion experience that combines Italian language, socio-anthropological training and field work.

Pitzer Exchange in Japan: Kwansai Gakuin University. This university was founded in 1889 and relocated to the current campus in Nishinomiya, Japan, outside of Kobe, in 1929. At least one year of Japanese language study is required to be eligible for the program. Courses in Japanese and Korean language and culture are available to exchange students, as well as environmental studies courses at the Sanda campus. Students with sufficient Japanese language skills may select from any of the regular courses taught at the university. Students live with host families.

Exchange in Korea through ISEP: Students may select from one of three institutions in the capital city, Seoul: Korea University, Ewha Womans University or Yonsei University. No previous study of Korean language is required and a limited selection of course options is possible in English. Housing arrangements vary depending on the campus selected.

Exchange in Latvia through ISEP: Latvia, the heart of the Baltic States, has made a successful transition from Soviet Republic to member of NATO and the European Union. The University of Latvia, located in the historic city of Riga, is the largest in the Baltic region, where students may take courses taught in English in Baltic studies, as well as anthropology, economics, history and international relations. Latvian and Russian language courses from beginner through advanced levels are also available. Housing arrangements vary depending on the campus.

Pitzer Exchange in Mexico: Autonomous University of the Yucatan. The Autonomous University of the Yucatan, located in Mérida, offers a wide range of coursework in Spanish with Mexican students, giving occasion for a high level of cross-cultural interaction and collaborative work. Pitzer students need to be fluent in Spanish to qualify (minimum of four semesters of Spanish or its advanced equivalent). University-arranged homestays are available at or near the Yucatan campus.

Pitzer Exchange in Morocco: Al Akhawayn University. Set in the Atlas mountain region, Ifrane has been around for centuries with the earliest permanent settlement dating from the 16th century. The fall semester begins with an Arabic language course taught in Fes (or Fez), the third largest city in Morocco and an UNESCO World Heritage site. Students then relocate to the campus of Al Akhawayn University with classes in a broad range of liberal arts subjects. Courses are taught in English. Exchange students are expected to continue their Arabic language studies in addition to the other courses selected. Students live with Moroccan students in campus dormitories.

Pitzer College in Nepal is the College's longest-running program and has gained recognition for its highly effective approach to language and cultural training. An intellectually and physically demanding schedule blends family stays, language classes, lectures, field trips, community projects and independent study. A trek and family stay in a Himalayan village, allow participants to learn first-hand about a surprising wealth of cultures and climates. The integrated curriculum enables students to interact more closely with the people and cultures of Nepal.

Pitzer Exchange in Singapore: Singapore Management University. Set up as Singapore's first private university, SMU occupies a state-of-the-art city campus located in the heart of Singapore's civic, cultural and business districts. SMU is home to more than 6,000 students and comprises six schools. Students must take Introduction to Malay or Chinese language and a course on Singapore while at SMU. Students are welcome to take any other courses from across the curriculum.

Pitzer Exchange in South Africa: University of KwaZulu Natal. Located in Durban, near the Indian Ocean, the University of KwaZulu Natal provides instruction in English across the curriculum. Special courses are available in Zulu language, cultural studies and media studies. The University of KwaZulu Natal offers a unique slice of the diversity of South Africa for a student of culture. Within a square mile one is likely to meet South African Indians, Afrikaners, Xhosas, Zulus, San, Sothos, Ndebeles and English-speaking peoples. University dormitory accommodation is offered.

Pitzer Exchange in Spain: University of León. The city of León is one of the most historic sections of Old Castile with a bustling market area and ample historic buildings to view. The University of Leon maintains high standards in both teaching and research in over 30 departments with particular strengths in biotechnology, natural resources and environmental sciences. Courses are taught in Spanish with regular Spanish university peers or students may enroll in a program of intensive Spanish language classes for the full semester. Students typically live in university-arranged accommodations which may consist of home stays or dormitory living, depending on availability.

Pitzer Exchange in Spain: Geranios Language Institute and the University of Sevilla. This program is coordinated through the Geranios Language Institute in Dos Hermanas, Spain, twenty minutes outside of Sevilla. The institute offers an orientation program and a three-week refresher Spanish class for students with intermediate and advanced Spanish language skills. Students are then eligible to take special courses arranged for foreigners at the University of Sevilla. The university classes cover topics related to Spanish area studies in fields such as literature, history, international relations and language. Students live in homestays throughout the area and commute by bus to classes each day.

Pitzer Exchange in Thailand: Payap University. In Chiang Mai, students will find old-fashioned Thai hospitality in a thriving, modern metropolis where they can immerse themselves in the color and spectacle of Thai culture. Through the Thai and Southeast Asian Studies program at Payap University, students take courses in Thai language and culture as well as electives, which vary each semester but in the past have included topics in art history, Thai dance, Thai literature, major Southeast Asian religions, Buddhism, sustainable development, women's issues/gender studies, environmental studies, and ethnic studies. Students live in an international student dormitory with a short homestay included during the semester, when possible.

Pitzer Exchange in Turkey: Middle East Technical University (METU). Based in Ankara, the capital of Turkey with a population approaching 5 million people, students on the METU exchange can select from a wide range of courses taught in English that they attend together with their Turkish peers. The university has strong offerings in the sciences, sociology, political studies and economics. While appropriate for students in any major, METU is an ideal choice for natural science students who want to explore a new culture while maintaining a competitive standing in their major. Combined with Pitzer's cultural immersion model, through which students can study Turkish language and culture and live in METU residence halls with Turkish students, participants get the best of all possible worlds: a rich investigation of a fascinating culture at the crossroads of European and Middle Eastern civilization as well as a first-rate education.

Pitzer Exchanges for Science Majors. For science students interested in health care there are three possibilities for a specialized program of study abroad in Finland, Germany or Ireland. As one of their four courses, all students will take a biotechnology course in wound care research. Students may choose from a number of other disciplines for their remaining coursework or take additional science classes. Courses are offered in English in Ireland and Finland. Students should complete at least one year of German language study prior to participating in the program in Germany. Housing and meal arrangements vary by campus. Pitzer offers two summer programs lasting five to six weeks for students who may have difficulty in fitting a semester abroad into their schedules.

Pitzer Summer Health Program in Costa Rica provides participants with an opportunity for a Spanish-speaking, cultural immersion experience and a first-hand look at health care in Latin America. The integrated curriculum combines intensive Spanish language study and family stays with health-related internships in San Jose, the Costa Rican capital city and a core course focused on health issues. Students accepted to the program must be enrolled in courses on campus in the prior spring semester to attend lectures and orientation during the spring semester. Several excursions help students gain a broader perspective on health and environmental issues.

Pitzer Summer Study in Japan program gives students a chance to participate in a unique exchange agreement between Pitzer College and Kobe Shukugawa Gakuin University in the city of Kobe, Japan. The program consists of Japanese language classes, demonstrations and lectures on Japanese culture, field trips to places of economic, political, cultural and historical interest and stays with Japanese families. Students may choose to combine an independent research project with the experience in Japan to earn two course credits.

Domestic Exchanges are possible with Spelman College (GA), Colby College (ME) or Haverford College (PA). Additional exchanges are available with the CIEL institutional partners—Alverno College (WI), Berea College (KY), Daemen College (NY), The Evergreen State College (WA), Fairhaven College (WA); Hampshire College (MA), Joseph C. Smith College (NC), New College (FL), New Century College (VA), Prescott College (AZ), and Marlboro College (VT).

In addition to the choices given above, a small number of students may be approved to attend programs administered by other institutions and organizations. To be eligible for a non-Pitzer program, students must demonstrate a significant level of appropriate academic preparation for the specific program selected and that the program meets a special academic need that cannot be fulfilled on one of the options listed above. The External Studies Committee will give preference to applicants for programs that focus on intercultural and language education and offer a strong fit with Pitzer's graduation guidelines. Depending on the number of applications, approval for a non-Pitzer program is highly competitive so students should select an alternate option from the Pitzer programs and exchanges.

Note: This list of program options may change without notice. Consult with an adviser in the Office of Study Abroad in Scott 110 for more information.

Preparation

Preparation is required for students who intend to participate in study abroad. Students are encouraged to plan well in advance and are required to consult with their faculty advisers early in their academic career. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, or issue. In cooperation with the other Claremont Colleges, Pitzer offers a rich selection of appropriate courses in international, intercultural and language education. The Office of Study Abroad can provide interested students with advice on their program choices and help students make the most of what is almost always a life-changing educational experience.

The opportunity to participate in a study abroad program is a privilege and the application process is competitive. Students typically participate on study abroad

programs in their junior year or the first semester of their senior year and those students are given priority. Class standing is determined by the number of courses completed so students normally should have completed at least 16 courses but not more than 25 courses prior to the semester of participation. Students may participate as sophomores if appropriate to the student's academic plan and space is available on the chosen Pitzer program or exchange. Sophomores are not eligible for non-Pitzer programs. Ordinarily, second semester seniors and all first-year students are ineligible.

Participation in study abroad is generally limited to one semester during enrollment at the College. Students wishing to have a year-long or other study abroad experience may be eligible to do so through an exchange by demonstrating how the second experience fits with their overall educational plan at the College.

Students typically begin the application process by consulting early with their faculty adviser about their plans and attending an information session in the fall of their sophomore year. There is a preliminary application deadline in early December and a supplementary application deadline on the first Monday of February for both fall and spring semester programs. Priority is given to students who follow the advising procedures and meet all application deadlines.

Cost

For students participating in study abroad, cost is the same comprehensive fee (inclusive of tuition, fees, double room charge and full board) as a semester at Pitzer College. Students make a contribution to the cost of the airfare (\$550 for the 2011–12 academic year) and the College will cover the remainder of the airfare charges out of Los Angeles for the first semester of study abroad. Students are responsible for the full airfare on any additional semesters of study abroad. Students traveling on dates that differ from the program dates or departing from airports other than Los Angeles may be responsible for the additional airfare charges. Normally, the costs for tuition, housing, food and the remainder of the airfare expenses are covered in the fees that Pitzer collects from each student. In cases where the total program costs paid by Pitzer, including the College's own direct expenses, exceed the comprehensive fee, students may be asked to pay the difference. All fees, charges and expenses are payable in U.S. dollars at Claremont, California. There are other costs associated with overseas study that students should plan for in their budget. Students are advised to consult with a study abroad adviser early in the process about any additional expenses.

Financial Aid

Financial aid awards are transferable to semester programs approved by Pitzer College and the External Studies Committee. Financial aid is not available for summer programs with the exception of the Summer Health Program in Costa Rica and the two-course option for Summer Study in Japan. Pitzer College does not provide financial aid for students from other colleges and universities participating on Pitzer programs and such visiting students are advised to consult their home institution for information on whether their financial aid package can be applied to a Pitzer program.

Credit

Academic credit for the Pitzer programs and exchanges in Botswana, China, Costa Rica, Ecuador, Japan, Italy and Nepal is treated as any other grades received in

Claremont. Credit for all other exchange programs and pre-approved non-Pitzer programs will follow the Registrar's policies for transfer credit. Students must check carefully to ensure that the course load abroad is the equivalent of four course credits or a full semester load at Pitzer College allowing for normal progress toward graduation. Students are required to study the host language in any non-English speaking destination unless already fluent in that language. In addition, students are required to take at least one area studies course and may receive credit for one or two other courses in any discipline as available at their chosen program. Please consult the Registrar and Office of Study Abroad about the amount of credit typically awarded for each program. Faculty advisers will determine whether courses taken abroad can be used to fulfill requirements of the major. The coursework completed on a study abroad program may be used toward the residency requirement of 16 courses completed while registered at Pitzer.

No Pitzer College credit will be granted to Pitzer students for study abroad programs during the academic year without prior approval of the External Studies Committee and payment of the regular Pitzer College comprehensive fee and airfare contribution. This applies to any course work taken outside of the United States or outside the campus of another U.S. institution during the regular academic year. This policy does not apply to summer programs or to courses enrolled in or completed by students prior to their admission to Pitzer College.

Application Process

Applications for participation in study abroad programs for either Fall 2012 or Spring 2013 include the Pitzer Study Abroad Application due in early December and any supplemental application forms due on the first Monday of February. Priority is given to students meeting all Pitzer application deadlines. Students applying for non-Pitzer programs and fall programs with early deadlines must submit the complete application by the December deadline. Note: Non-Pitzer programs will require that students complete the program's own application paperwork in addition to Pitzer's forms which may have earlier deadlines.

Selection Process

Selection for any particular program is based on a student's college record, the strength of the application essays, academic preparation and suitability of the chosen program to the College's goal of intercultural understanding. The competitiveness of the applications will vary based on the number of applicants, the limited availability of some exchanges or the allotment of limited spaces on non-Pitzer programs. All applicants are required to list a Pitzer program or exchange as an alternate choice. The External Studies Committee, consisting of faculty, students and staff will make final selections. In the event that the number of qualified applicants exceeds the number of spaces available for studying abroad, priority for programs with limited spaces will be based on class standing and the strength of the application. Some qualified students may be asked to delay their participation to another semester or to select an alternate program. Students on academic or disciplinary probation or with outstanding debts to the College are ineligible for participation in study abroad.

Further information on study abroad is available through the Office of Study Abroad in Scott 110. Students are encouraged to drop in or contact the office by e-mail at studyabroad@pitzer.edu, or visit the Pitzer College Website at www.pitzer.edu/studyabroad.

English Language and American Culture Studies

Established in 1977, Pitzer's English Language Programs develop advanced levels of English proficiency for international students. Programs include the Bridge Program for English proficiency for incoming students; the Global-Local Studies Program with Kobe Women's University in Japan; the Claremont Study Abroad Program (CSA) for visiting students; the International Fellows Program (IF) with the Peter F. Drucker and Masatoshi Ito Graduate School of Management at Claremont Graduate University; and the English language and American studies for Study Abroad Exchange Students. See also International Students section.

Bachelor/Master's Accelerated Degree Programs

Claremont Graduate University offers superior undergraduate students at The Claremont Colleges the opportunity to work simultaneously toward the completion of their undergraduate degree requirements and a master's degree in selected academic fields. Applicants must be recommended by their respective colleges and usually enter the program at the beginning of their junior year or later. Depending on the students' qualifications, these programs will involve some shortening of the time normally required to complete an undergraduate and a master's degree.

Pitzer College and Claremont Graduate University offer several programs in mathematics, economics and public policy, leading to both a bachelor's degree and a master's degree. Further information on the accelerated degree program in mathematics is contained under Mathematics on p. 157.

The BA/MA Accelerated Degree Program in Economics, completed in five years, is most appropriate for students with a major in Economics; students with other majors should consult a faculty adviser. For further information, see Economics, p. 103.

The BA/MSIS Accelerated Program in Information Science offers Organizational Studies majors the opportunity to obtain an accelerated M.S.I.S. degree. For further information see Organizational Studies, p. 200.

The BA/MA Accelerated Degree Program in Psychology offers majors the opportunity to obtain an accelerated MA degree in Psychology. Students must formally be admitted into the School of Behavioral and Organizational Sciences at CGU. For further information see Psychology, p. 224.

The BA/MPH Accelerated Degree Program in Public Health offers majors the opportunity to obtain an accelerated bachelor's and Masters in Public Health within five years. The first three years of study are undertaken on the Pitzer campus. Students must formally apply to the School of Community and Global Health at CGU in the spring semester of their junior year. If accepted, students begin taking MPH courses in their senior year. Details of specific course requirements, recommendations and general program expectations may be obtained from Darleen Schuster at CGU.

The BA/MPP Accelerated Degree Program in Public Policy is directed toward students majoring in Political Studies, Organizational Studies, Environmental Studies and Sociology; however, students with other majors may apply. Interested students should contact a member of one of the following field groups: Political Studies, Organizational Studies, Environmental Studies, or Sociology.

Combined Bachelor/ Medical Degree Program

A unique linkage program between Pitzer and Western University of Health Sciences in nearby Pomona, California, allows students to complete the BA degree from Pitzer and the Doctor of Osteopathic Medicine (DO) degree in seven years.

Admission to this program is highly selective. A joint Admission Committee admits a maximum of six students each year. The Admission Committee expects that applicants have taken some of the most challenging courses offered at their high school, including Honor/AP/IB biology, Honor/AP/IB chemistry, Honor/AP/IB physics and Honor/AP/IB calculus. In addition, we expect to see community involvement and motivation for a career in primary care medicine. Finalists are required to come for a day-long personal interview with the Admission Committee at Pitzer and Western University in late March. Interview dates change from year to year, so we advise you to check our website for the most up-to-date information.

Admitted students will study at Pitzer for three years, fulfilling the Education Objectives and premedical requirements, interacting with Western University clinics and physicians, and undertaking medically related internships. Upon completion of their third year at Pitzer and having maintained a minimum overall GPA of 3.20 in the non-science courses, a minimum of 3.30 in the science courses, and a minimum of 24 on the scored sub-tests of the Medical College Admission Test, and demonstrated personal dedication and traits suitable for health professions and career development, students will be admitted to Western University of Health Sciences where they will pursue the four-year course of study for the DO degree. This is followed by internship and residency. For further information and an application, contact the Office of Admission at Pitzer.

Combined BA/BSE in Management Engineering

A five-year program, offered in conjunction with other institutions, allows students to receive both a bachelor of arts Degree in Management Engineering from Pitzer and a Bachelor of Science Degree in Engineering from the second institution. The first three years of study are undertaken on the Pitzer campus. After this, students enroll in the engineering programs at other institutions. Upon completion of the two-year engineering program, graduates simultaneously receive an engineering degree from the second institution and a bachelor of arts degree from Pitzer. Although a formal program exists with Columbia University, students can transfer to other engineering programs. It is essential for students to plan courses carefully and early in the

program. Details of specific course requirements, recommendations, and general program expectations may be obtained from Prof. Jim Higdon or other members of the Joint Science Faculty.

Internships

Comprehensive internship listings can be accessed through the Career Services office and the Center for California Cultural and Social Issues, CEC. Internships affirm Pitzer's commitment to connecting knowledge and action. They also provide opportunities to link Pitzer students to social issues in Los Angeles communities and thereby enhance awareness of social responsibility. Internships can provide students with an opportunity to select and gain invaluable work experience and thereby enhance career development. Often, in conjunction with a class requirement or as part of an Independent Study, an internship can be arranged for academic credit. See p. 308 for Guidelines for Internship and Community Service Independent Study.

Independent Study

Independent Study is a creative option for students wanting to explore an area in more depth. The provisions for Independent Study are intended by the faculty to foster students' intellectual development. 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. See p. 308 for more information about Independent Study.

Teacher Education

As preparation for teaching all subjects in an elementary school classroom, students must pass the MSAT (Multiple Subjects Assessment for Teachers) of the PRAXIS Series and the California Basic Educational Skills Test (CBEST) which they are strongly encouraged to take before their senior year. Interested students should see Professor Mita Banerjee or Professor Maya Federman and should contact the Career Services for information regarding teaching as a career. The Office of Teacher Education at Claremont Graduate University also has specific information regarding its Internship Program.

Although there is no undergraduate major in education at The Claremont Colleges, students seeking an Elementary Teaching Credential should take courses in the following areas in preparation for the MSAT and a graduate program in teacher education: (a) 5 courses in English, linguistics, basic writing and communications; (b) 4 courses in mathematics, science (including health, environmental, physical and natural), statistics and computers; (c) 5 courses in the social sciences, including one course that addresses the U.S. Constitution; (d) 3 courses in the humanities, such as dance, art, music and philosophy; (e) 2 courses in a foreign language; (f) 1 fieldwork experience, such as intercollegiate courses Education 170G and 300G; and (g) 1 course in the study of education, such as sociology of education, culture and education, educational psychology and early childhood education. Students planning to enroll in Claremont Graduate

University's Teacher Education program can use Education 300G toward their credential program.

Students seeking a Single-Subject Teaching Credential should declare a major in the field they wish to teach.

Community-Based Education Programs

Community Engagement Center (CEC)

The Community Engagement Center (CEC) at Pitzer College is committed to teaching students to be responsible citizens of local communities by linking a liberal arts education to concrete action. CEC supports Pitzer faculty, students, staff and community partners in forwarding social responsibility and community engagement in surrounding neighborhoods through research, service, advocacy and action.

CEC works in the community creating partnerships not to dispense “expert” solutions to pre-defined needs, but to identify and engage resources—both human and material—within the community. Among its core partnerships are the Pomona Labor Center and Fernando Pedraza Community Coalition, both programs of the Pomona Economic Opportunity Center (PEOC); Camps Afflerbaugh-Paige, a youth detention camp located in La Verne; and Prototypes Women's Center in Pomona, which serves at-risk women and their children. At these sites both faculty and students are provided with extraordinary opportunities to engage in applied problem-solving activities. Ongoing programs include teaching English as a second language to day laborers, facilitating a writing and spoken word program for incarcerated youth at Camps Afflerbaugh-Paige, and providing tutoring, mentoring and childcare at Prototypes.

In addition to these core partnerships, CEC works with dozens of local community organizations and schools on themes related to social, cultural, political and environmental justice and community-building. CEC endeavors to support faculty and students with the logistics of community engagement (travel, funding, and programmatic resources) as well as pedagogical tools related to research and service. Through on-going relationship-building with community partners and advocating of community-based learning and teaching within the college culture and curriculum, CEC advances Pitzer's learning objectives related to social responsibility and intercultural understanding.

CEC is located on the second floor of Bernard in the Core and in Avery 105–107. Contact us at cec_staff@pitzer.edu or phone 909.607.8183. For further information, visit our website at www.pitzer.edu/offices/cec.

Munroe Center for Social Inquiry

The Munroe Center for Social Inquiry at Pitzer College promotes interdisciplinary research and public discussion of important issues concerning society, cultures and public policy. Each year the Center sponsors a themed series of events, including lectures, seminars, panel discussions, exhibitions, screenings, and performances. Students can apply to be Fellows of the Center for each spring semester. Student Fellows take MCSI 195 (See full course description on p. 196), which involves attending all of the springs events of the Center, small group meetings with the

Center's visiting speakers and the preparation of a semester long research paper or media presentation. For 2011–12, the Center's theme of inquiry is "Democracies." For more information about the Center, see the Center's Website at www.pitzer.edu/mcsi The Director for 2008–12 is Professor Daniel Segal.

Pitzer in Ontario Program

Pitzer in Ontario is a comprehensive, semester-long, three-course community-based education and cultural immersion program in Ontario, California, with theoretical foundations in the social sciences and a strong emphasis on experiential education. The program integrates an extensive internship with interdisciplinary coursework that provides the analytical framework from which social and urban issues can be effectively evaluated. The core course, Critical Community Studies, provides a transdisciplinary, theoretical and contextual framework for the Pitzer in Ontario program. The Social Change practicum course incorporates an intensive internship experience to provide students with a focused exposure to the roles particular agencies play in addressing urban issues and a hands-on experience in playing a proactive role in the local community. The primary goals of the Qualitative Methods course is to use the classroom itself to generate empathy toward conditions of research and to enable the creation of a mutually beneficial research project at the internship site. See p. 198 for course descriptions.

Fields of Major

At Pitzer College, field groups (similar to a discipline or department) organize major requirements and courses. Students may choose existing majors at the other Claremont Colleges provided that the fields are not offered as majors at Pitzer.

Africana Studies
 American Studies
 Anthropology
 Art—Studio
 Art History
 Asian American Studies
 Biochemistry (JSD*)
 Biology (JSD*)
 Chemistry (JSD*)
 Chicano/a-Latino/a Studies
 Classics
 Dance (Pomona, Scripps)
 Economics
 English and World Literature
 Environmental Analysis
 Gender & Feminist Studies
 History
 Human Biology (JSD*)
 International and Intercultural Studies
 International Political Economy
 Linguistics
 Management Engineering (JSD*)
 Mathematical Economics
 Mathematics

Media Studies
 Modern Language, Literature and
 Cultures: Spanish
 Molecular Biology (JSD*)
 Music (Pomona, Scripps)
 Neuroscience (JSD*)
 Organismal Biology (JSD*)
 Organizational Studies
 Philosophy
 Physics (JSD*)
 Political Studies
 Psychology
 Religious Studies
 Science and Management (JSD*)
 Science, Technology & Society
 Sociology
 Theatre (Pomona)

*JSD—Joint Science Department shared by Pitzer College, Claremont McKenna College, and Scripps College.

Additional majors are available by arrangement with the other Claremont Colleges. Students with off-campus majors and advisers must also have a Pitzer faculty member as an adviser to oversee completion of the Pitzer Educational Objectives.

Combined majors meld two or more existing fields, with some modification of the normal requirements in each. Combined majors must be approved by a faculty member representing each field involved, following the principles established by each field group. Such approval normally must be obtained not later than midterm of the first semester of the junior year.

Double majors require completion of all requirements for two fields. If the requirements for the two fields overlap, some field groups may place restrictions on the number of courses that can be counted in both fields. Students must have the approval of faculty advisers in both fields and should submit two separate Major/Educational Objectives forms not later than midterm of the first semester of the junior year. Majoring in three fields is possible but inadvisable, will be subject to the same requirements as those listed above for double majors and will require approval of the Curriculum Committee.

Honors in a field of major may be awarded to an outstanding student in recognition of academic excellence. Each field group for regular or combined majors (or both academic advisers in the case of special majors) may decide whether to award honors and establish specific criteria for honors. Honors in combined majors may be awarded for the combined major itself, but not for any one of the majors that the combined major comprises. 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 advisers in the case of special majors) will send to their senior majors 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.

Pitzer does not rank students or award Latin honors.

Guidelines for Special Majors

Students may wish to pursue a major that does not fit an established major. A special major proposal should be developed with and must be approved by a minimum of two faculty advisers in appropriate fields. Students must have at least one Pitzer adviser, so if both special major advisers are from off-campus, the student must have a third Pitzer adviser. Proposals should be submitted to the Registrar's Office to be forwarded to the Curriculum Committee for their review, comment and approval. The criteria detailed below will be used by the Curriculum Committee in evaluating proposals.

Students should choose special major advisers and begin discussing the proposal in the sophomore year. Proposals must be submitted to the Registrar's Office no later than midterm of the first semester of the junior year (the same date that standard major declarations are due). If the Curriculum Committee has not approved the proposed

major by the end of the first semester of the student's junior year, the student must choose and complete an existing major. The Curriculum Committee will consider a late proposal only if it is strong enough to meet the criteria listed below without need for revision. A late proposal must be accompanied by a petition addressed to the Curriculum Committee that provides a clear rationale for why it is late. Students will be notified of curriculum committee decisions via Pitzer e-mail.

Special Major forms are available in the Registrar's Office and contain two components:

1. An explanation for the Special Major including:

- **Title:** The title must correspond with the course list and rationale for the major.
- **Purpose:** Proposals must state the goals to be achieved through the implementation of the desired major and explain why these goals cannot be met with existing majors.
- **Coherence:** The proposed courses must demonstrate a cohesive, feasible and organized program of study and explain how the courses work together to achieve the desired goals.
- **Mastery:** The proposed major must exhibit sufficient depth and rigor, including a substantial number of advanced courses. For interdisciplinary special majors, the course list should include advanced work in each discipline.
- **Capstone:** The proposal must discuss plans for a synthesizing paper, project, seminar or thesis. The course list should include a full-credit independent study devoted to completion of this thesis or project, or explain how an existing advanced seminar would serve this purpose. The capstone experience should integrate the knowledge gained through the special major.

2. Course List: A completed Major Declaration form must be included, listing both educational objectives and a course list, including a minimum of ten courses for the proposed special major. The course list should match the explanation for the Special Major and should be consistent with curricular capabilities of The Claremont Colleges.

Minors

Minors are currently offered in the following fields:

Africana Studies	Gender & Feminist Studies
Anthropology	History
Art—Studio	Linguistics
Art History	Mathematics
Asian American Studies	Media Studies
Biology (JSD*)	Music
Chemistry (JSD*)	Philosophy
Classics	Science, Technology & Society
Dance	Sociology
Economics	Spanish
English/World Literature	Theatre
Environmental Analysis	

Academic Minors will be available only in existing majors and only when the relevant field group chooses to offer one. In addition, students may choose existing minors at the other Claremont Colleges provided that the fields are not offered as majors at Pitzer. The availability of this alternative is contingent on the willingness of a professor at the other college in the relevant field to serve as a minor adviser. (For example, a student could minor in geology because it is formally available at Pomona and is not a major at Pitzer. On the other hand, if economics at Pitzer chooses not to offer a minor, a student cannot minor in economics just because Pomona has a minor in economics available.)

The specific requirements for a minor are designed by the relevant field group, approved by Curriculum Committee and approved by College Council. The requirements for a minor should include at least six letter-graded courses. Students cannot design “special” minors. **Students cannot select more than one minor.** There should be no overlap between courses comprising a student’s major and his/her minor. An exception could be made in the case where a specific course is required for both the major and the minor, if the field group offering the minor approves.

Students will have a minor adviser (a professor in the relevant field group offering the minor). The minor adviser’s signature is needed on two forms: one declaring the minor and listing proposed courses and one certifying the minor prior to graduation. As with majors, minors should be declared by the middle of the junior year. The minor adviser will not need to sign off on courses each semester; the adviser’s role is to give advice on the minor itself such as choice of courses.

Courses and Major Requirements in Each Field

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 first-years and sophomores or students with little or no preparation in the field. Certain field groups may choose to differentiate further their offerings by designating certain series as general education courses for students who are not necessarily majoring 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 among courses by level of preparation necessary and, thus, may designate courses by a simple consecutive numbering system. Students should consult the introductions which precede each field group’s course offerings.

A semester course, or one semester of a year sequence, is credited as a full course unless it is designated as a half-course. A semester course is indicated by a single number. Two-semester courses may be indicated either by consecutive hyphenated numbers (for example, 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. Pitzer College does not give academic credit or accept transfer credit for courses in physical education or in military science.

The letter “G” after a course number indicates an undergraduate course that is taught by a member of Claremont Graduate University faculty and 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 “AA” after a course number indicate an intercollegiate course taught by the Intercollegiate Department of Asian American Studies; “CH” indicates a course taught by the Intercollegiate Department of Chicano/a Studies; or “AF” by the Intercollegiate Department of Africana Studies. These courses are open to all students of 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, for example, “(Formerly 22).” This refers to a former course numbering system and is provided for informational purposes only.

Pitzer students may register for courses offered at the other Claremont Colleges with the approval of their advisers and subject to intercollegiate regulations. (see p. 307). Please consult “The Claremont Colleges Undergraduate Schedule of Courses” online for a complete listing of courses offered during the academic year. The courses described in this catalog are not always taught every semester.

Standard Class Times at Pitzer

Unless otherwise indicated, classes meet at the times listed below. Some courses including art classes, music classes, some language courses and laboratory sessions deviate from these times.

MWF	MW	TTh	TTh
8–8:50	Noon–1:10	8:10–9:25	Noon–1:10
9–9:50	1:15–2:30	9:35–10:50	1:15–2:30
10–10:50	2:45–4		2:45–4
11–11:50	4:15–5:30		
Noon–12:50			

Evenings: 7–9:50 p.m. [one day per week, with break]

Single day seminars:

M, W or F	F
2:45–5:30	1:15–4

AFRICANA STUDIES

The Intercollegiate Department of Africana Studies offers a multidisciplinary curriculum that examines the experiences of people of the African diaspora from a liberal arts perspective. Courses accommodate the needs of majors and non-majors, providing significant preparation for careers in education, social work, public policy, law, medicine, business, international relations and advanced research.

Pitzer Advisers: D. Basu, H. Fairchild, L. Harris.

Requirements for the Major in Africana Studies

Major requirements ensure that students are thoroughly exposed to the broad range of research and scholarship in the discipline. Africana Studies majors must complete at least 11 courses from the following list, plus a senior exercise (project, thesis, or comprehensive examination). While six of these courses are expected to be at the upper-division level, credit will be given, where appropriate, to courses numbered lower than 100. Students elect to focus on one of the following areas of concentration: Arts, Humanities, or Social Sciences.

1. AFRI/AS10A&B. Introduction to Africana Studies; two courses. **This is a two-semester course that should be completed by the end of the student's sophomore year.**
2. Literature (African, African American, or Caribbean); one course.
3. History (African, African American, or Caribbean); one course.
4. Social Science (e.g., Economics, Politics, Psychology, or Sociology); one course from the list of approved Africana Studies courses.
5. Art, Music, or Religion: one course from the list of approved Africana Studies courses.
6. 4 courses which represent Africa and its Diaspora in the student's area of concentration within the major, e.g. Arts, Humanities or Social Sciences.
7. Senior Seminar. **Required of all majors; and 191 (thesis), 192 (project), or 193 (comprehensive exam).**

Upon approval by the department Chair, substitutions in the major requirements can be made to respond to an individual student's interests and needs.

Students majoring in Africana Studies are strongly encouraged to spend a semester or a year abroad, preferably in countries in Brazil or Africa or the Caribbean.

In addition, the department strongly recommends that students take 4 semesters of a language spoken in the African Diaspora (e.g., Arabic, French, Portuguese, Spanish, or an African language).

Requirements for the Minor in Africana Studies.

Minor: For the Africana Studies minor, students are required to complete seven courses in African Studies, two of which must be the two-semester AFRI/AS 10A&B course, and five other Africana Studies courses that represent at least *three* disciplines.

Art and Art History

Arhi 140AF. The Arts of Africa. Survey of African art and architecture exploring ethnic and cultural diversity. Emphasis on the social, political and religious dynamics that foster art production at specific historical moments in West, Central and North Africa. Critical study of Western art historical approaches and methods used to study African arts. TBA, P. Jackson (Pomona).

141A AF. Seminar: (Re)presenting Africa: Art, History and Film. Seminar centers on post-colonial African films to examine (re)presentations of people, arts, cultures and socio-political histories of Africa and its Diaspora. Course critically examines the cinematic themes, aesthetics, styles and schools of African and African Diaspora filmmakers. TBA, P. Jackson (Pomona).

141B AF. Seminar: Africana Cinema Through the Documentary Lens. This course examines documentary films and videos created by filmmakers from Africa and African Diaspora in the United States, Britain and the Caribbean. Topics include: history and aesthetics of documentary filmmaking, documentary as an art, the narrative documentary, docu-drama, cinema verite, biography, autobiography, and historical documentary. TBA, P. Jackson (Pomona).

144B AF. Daughters of Africa: Art, Cinema, Theory, & Love. Course examines visual arts and cultural criticism produced by women from Africa and the African Diaspora (North American, Caribbean, & Europe). Students identify and analyze aesthetic values, key representational themes, visual conventions, symbolic codes and stylistic approaches created from feminism's love of Africananess, Africaness, and justice. Complement to Africana Women Feminism(s) and Social Change (144AAF). P. Jackson. [not offered 2011–12]

178AF. Africana Aesthetics and the Politics of (Re)presentation. Survey of the visual arts produced by people of African descent in the U.S.A., from the colonial era to the present. Emphasis of Africana artists and changing relationship to African arts and cultures. Examines the emergence of an oppositional aesthetic tradition that interrogates visual constructions of "Africananess" and "whiteness," gender and sexuality as a means of re-visioning representational practices. P. Jackson (Pomona). [not offered 2011–12]

186L AF. Critical Race Theory Representations & Law. Critical Race Theory (CRT) and Critical Race Feminism (CRF) examine the role of law in constructing and maintaining racialized, gendered and classed disparities of justice. Course examines the intellectual, aesthetic and political convergences of critical jurisprudence with representational practices in the visual arts. TBA, P. Jackson (Pomona).

186W AF. Whiteness: Race, Sex and Representation. An interdisciplinary interrogation of linguistic, conceptual and practical solipsisms that contributed to the construction and normalization of whiteness in aesthetics, art, visual culture, film and mass media. Course questions the dialectics of "Africananess" and "Whiteness" that dominate in Western intellectual thought and popular culture, thereby informing historical and contemporary notions and representations of race, gender, sexuality and class. TBA, P. Jackson (Pomona).

Economics

116. Race and the U.S. Economy. Examination of impact of race on economic status from Jim Crow to present; historic patterns of occupational and residential segregation; trends in racial inequality in income and wealth; economic theories of discrimination; and strategies for economic development. Spring, C. Conrad (Pomona).

English and World Literature

12AF. Introduction to African American Literature. (See English and World Literature 12AF) Spring, L. Harris.

103. Third Cinema. Emerging in Latin America in the 1960s and 1970s, the notion of Third Cinema takes its inspiration from the Cuban revolution and from Brazil's Cinema Novo. Third Cinema is the art of political filmmaking and represents an alternative cinematic practice to that offered by mainstream film industries. Explores the aesthetics of film making from a revolutionary consciousness in three regions: Africa, Asia and Latin America. Fall, I. Balseiro (HMC).

117AF. Novel and Cinema in Africa and the West Indies. Examination of works by writers and filmmakers from French-speaking countries of Africa (Senegal, Cameroon and Burkina Faso) and the Caribbean (Martinique, Guadeloupe and Haiti). Special emphasis will be placed on questions of identity, the impact of colonialism, social and cultural values, as well as the nature of aesthetic creation. Prerequisite: French 44 or equivalent. (Taught in French) M-D. Shelton (CMC). [not offered 2011–12]

125c AF. Introduction to African American Literature: In the African-Atlantic Tradition. Survey of 18th and 19th century Africana Atlantic literary production, including oral and song texts, slave and emancipation narratives, autobiographical writing, early novels and poetry, with attention to cultural and political contexts, representations of race, gender and class, cultural political contexts, aesthetics of resistance, and African-centered literary constructions and criticisms. V. Thomas (Pomona). [not offered 2011–12]

130AF. Topics in 20th Century African Diaspora Literature: Readings and discussions of contemporary African Diaspora literary production, with emphasis on particular authors, themes, critical and/or theoretical issues. Fall, V. Thomas (Pomona).

132. (CMC) North African Writers After Independence. In this course, we will examine the post-independence work of North African writers from Morocco, Algeria, and Tunisia. Lectures and discussion will focus on those texts that are central to an understanding of the North African situation and that of its writers. Readings will also include theoretical texts such as those by Frantz Fanon and Amie Cesaire, as well as novels by Tahar Ben Jelloun, Albert Memmi, and Rachid Mimouni. (Taught in French). F. Aitel (CMC). [not offered 2011–12]

132AF. Black Queer Narrative & Theories. (See English and World Literature 132AF). L. Harris. [not offered 2011–12]

140. Literature of Incarceration: Writings from No Man's Land. Focusing on writing by women within prison systems worldwide including the United States and South Africa, the course seeks to frame and analyze their confrontations and experiences where conflicts of gender, ethnicity, class and state authority produce inmates of policed and criminalized landscapes. Fall, V. Thomas (Pomona).

155. Post-Apartheid Narratives. This seminar maps the literary terrain of contemporary South Africa. Through an examination of prose, poetry, and visual material, this course offers some of the responses writers have given to the end of Apartheid to major social events such as the hearings of the Truth and Reconciliation Commission, and to the idea of a “new” South Africa. Fall, I. Balseiro (HMC).

160AF. Caribbean Literature. Reading and analysis of novels, poetry, and essays representing the most important trends in modern Caribbean literature. Fall, M-D. Shelton (CMC).

162AF. African Literature. Reading and analysis of novels, poetry, and essays representing the most important trends in modern African literature. Spring, M-D. Shelton (CMC).

164AF. Harlem Renaissance: Gender, Class, and Sexuality. (See English and World Literature 164AF). L. Harris.

165AF. Writing between Borders: Caribbean Writers in the U.S.A. and Canada. Examines works by women writers from the Caribbean who live in the U.S.A. and Canada. Uncovers the complex nature of cross-cultural encounters. Special attention is given to questions of identity, exile, history, memory and language. Authors include Paule Marshall, Michelle Cliff and Jamaica Kincaid. Prerequisite: Upper division literature course or permission of instructor. M-D. Shelton (CMC). [not offered 2011–12]

166AF. Major Figures in 20th Century American Literature: James Baldwin. (See English and World Literature 196AF). L. Harris. [not offered 2011–12]

170JAF. Special Topics in American Literature: Toni Morrison. A seminar on Morrison's contributions to African-American literature, the Western canon, Africana feminist discourse and promoting African Diaspora literacy. Students will examine Morrison as a writer of fiction, literary criticism, essays, short stories, cultural criticism, and editorial commentaries. Fall, V. Thomas (Pomona). [not offered 2011–12]

187. AF. Special Author: Nuruddin Farah. This course will be examination of the major novels of Nuruddin Farah with an emphasis on Pan-Africanism, feminism, and Islamic liberalism. Spring, A. Waberi.

History

40AF. History of Africa to 1800. History of Africa from the earliest times to the beginning of the 19th century. Attention given to the methodology and theoretical framework used by the Africanist, the development of early African civilizations and current debates and trends in the historiography of Africa. Fall, S. Lemelle (Pomona).

41AF. History of Africa, 1800 to the Present. History of Africa from the nineteenth century to recent times. Attention given to political and economic aspects of Africa's development process. Methodological and theoretical frameworks utilized by Africanists, as well as current debates and trends in African historiography. Spring, S. Lemelle (Pomona).

50aAF. African Diaspora in the United State to 1877. Grounded in a transnational comparative approach, this course connects the diverse and complex experiences, belief systems and institutions of Africanas in the United States with those of others in the Diaspora. Beginning with pre-European contact in West and central Africa, we will examine the multifaceted nature of distinct cultures, forms of nationalism, significance of protest and gender and class relations across time and space. Fall, R. Roberts (Scripps).

50bAF. African Diaspora in the United States since 1877. This is the second half of the African Diaspora in the United States survey. This course connects Africanas emancipation and post-emancipation political struggles throughout the Diaspora. Other topics include nationalism, civil rights and contemporary feminist theory. History 11a is not a prerequisite for History 111b. R. Roberts (Scripps). [not offered 2011–12]

100uAF. Pan-Africanism and Africanas Radical Traditions. Examination of the historical evolution of the Pan-African concept and its political, social and economic implications for the world generally and for Africanas people in particular. Discussion of 20th century writers of Pan-Africanism and especially of Padmore, DuBois, Garvey, Nkrumah, Malcolm X, Toure (Carmichael) in terms of contemporary problems of African Americans. Prerequisites: lower-division IDBS courses and permission of instructor. TBA, S. Lemelle (Pomona).

100X PO. Sexuality, Empire and Race in the Modern Caribbean. Examines European and U.S. imperialism in the region through the analytical lenses of sexuality and race. Emphasizes the ideological construction of subject peoples and the creative means by which colonized "subjects" resisted colonialism. Pays close attention to the racial and sexualized politics of emancipation, U.S. military intervention, migration, tourism and economic development. Juniors and seniors only. A. Mayes (Pomona). [not offered 2011–12]

143AF. Slavery and Freedom in the New World. Survey course covering the history of Africans and their descendants in the Americas from the epoch of the Trans-Atlantic slave trade until the end of the 19th century. Divided into two general sections: the slave epoch and emancipation (and aftermath). Fall, S. Lemelle (Pomona).

145. Afro-Latin America. This course examines the social and political effects of racial and ethnic, categorization for people of African descent in Latin America, with a particular focus on Cuba, Brazil, Colombia, Puerto Rico, the Dominican Republic and Mexico. We will look at the social organization of difference from a theoretical and historical perspective as it relates to colonialism, economic systems of production, such as slavery, issues of citizenship, national belonging and government services and access to resources. Our questions include: what have been the experiences of African-descended people in Latin America? Who is "Africanas" or "African" in Latin America and why have the meanings of "Africananess" changed over time? Spring, A. Mayes (Pomona).

149AF. Industrialization and Social Change in Southern Africa. History of Southern Africa from seventeenth century to recent times, with emphasis on the last two centuries' rapid industrialization and social change. Examines political, economic, and sociocultural ramifications of these changes on Southern African societies. Spring, S. Lemelle (Pomona).

151AF. African American Women in the United States. Exploration of the distinctive and diverse experiences of women of West African ancestry in the United States from the 17th century to the present. Topics, including labor, activism, feminism, family and community, are examined within a theoretical framework. Narratives, autobiographies, letters, journals, speeches, essays, and other primary documents constitute most of the required reading. R. Roberts (Scripps). [not offered 2011–12]

153AF. Slave Women in Antebellum America. This course examines the role of power and race in the lives and experiences of slave women in antebellum United States mainly through primary and secondary readings. Topics include gender and labor distinctions, the slave family, significance of the internal slave trade and regional differences among slave women's experiences. The course ends with slave women's responses during the Civil War. Fall, R. Roberts (Scripps).

173AF. Black Intellectuals and the Politics of Race. This course explores the varied way in which scientific racism functioned against African Americans in the United States from the mid-nineteenth to mid-twentieth centuries and addresses African American intellectuals' response to biological racism through explicit racial theories and less explicit means such as slave narratives, novels, essays and films. Fall, R. Roberts (Scripps).

176AF. The Modern Civil Rights Movement. Mainly through primary readings, film and guest lectures, this course explores the origins, development and impact of the modern African American struggle for civil rights in the United States. Particular emphasis is placed on grass-roots organizing in the Deep South. History 111b recommended. R. Roberts (Scripps). [not offered 2011–12]

Humanities

187F AF. Black France. This course will be an interdisciplinary examination of cultural, political, and economic realities for Black populations in France. Spring, A. Waberi.

Interdisciplinary

144A AF. Africana Women Feminism(s) and Social Change. Introduction to the theoretical and practical contributions of African American feminists who maintain that issues of race, gender, sexuality and social class are central, rather than peripheral, to any history, analysis, assessment or strategy for bringing about change in the United States. P. Jackson (Pomona). [not offered 2011–12]

150AF. Africana World Cup Soccer, Literature and Culture. This course will explore the connection between soccer, literature and global culture in Africa and the African Diaspora. (Literature). Spring, A. Waberi.

195E AF. Special Topics in Africana. Topics change from year to year. TBA, Staff.

Media Studies

MS 113. African Masculinities and Media. (See Media Studies 113). Spring, R. Talmor.

Music

56. Word and Music: History of Black Song. Study of the development of the solo song in Western art music. Student will learn how to analyze texts and compositional techniques. Examines the works of selected African-American composers. The ability to read music would be helpful, but it is not required. Spring, G. Lytle (Pomona).

62 PO. Survey of American Music. Introduction to the contributions that specific ethnic cultures have made to the diverse fabric of American music. Examines two ethnic populations and the elements which make up the musical life of each group. Lectures, guest presentations and concerts. G. Lytle. [not offered 2011–12]

Politics

149AF. Africana Political Theory: Black Political Theory in the United States.

Given the Black dispersal throughout the world, Africana Political Theory will analyze the intersection of race, class, gender, and sexuality in the formation of political structures through the African Diaspora. Utilizing the texts of Black scholars throughout the Diaspora, the course will provide a broad look into Black politics. Prerequisite: at least one course in Africana Studies. Fall, D. Schnyder.

Psychology

12AF. Introduction to African American Psychology. Includes perspectives, education, community, life-span development, gender, and related issues. Emphasizes the critical examination of current research and theory. Students are expected to contribute orally and in writing. Prerequisite: Psych 10 or permission of instructor. H. Fairchild. [not offered 2011–12]

125AF. Culture and Human Development: African Diaspora. Explores the growing movement to situate the study of development in the context of culture. Examines cross-cultural research, but the focus is not on cross-cultural appreciation. Methodological issues pertaining to research across cultures, and theories important in culture and development will be explored. Spring, E. Hurley.

150AF. Psychology of the Black Experience. Facilitates students' understanding of Afro-American psychological experience. Critical review of historical and traditional approaches to the psychological study of Black people; examination of the contributions of the first three generations of Black psychologists who set the foundations for the current generation; concludes with a look at Black psychology today and its influence on the mainstream of the field. Prerequisite: Psyc 51. Fall, E. Hurley.

157. Psychology of the Black Woman in America. this course explores black women's lives by examining various psychological phenomena from a black feminist perspective. Emphasis will be placed on the multiplicity of experience and how it is shaped by oppression and struggle. Discussion topics will include identity, mental health, sexuality, academic achievement and work. Prerequisite: Psychology 52. Fall, S. Walker (Scripps).

188AF. Seminar in African American Psychology. Critically examines contemporary literature in African American Psychology. Emphasizes the ideas of leading theorists (e.g., Naim Akbar, Wade Nobles, Linda Myers) and the research literature on contemporary problems (e.g., teen pregnancy, gangs). Prerequisites: Psychology 10 or 12 (or permission of instructor). Fall, H. Fairchild.

194. Seminar in Social Psychology. (See Psychology 194). H. Fairchild. [not offered 2011–12]

Religious Studies

142AF. The Problem of Evil: African-American Engagements With (in) Western Thought. This course thematically explores some of the many ways African Americans, in particular, have encountered and responded to evils both as a part from the broader Western tradition. We will see how the African-American encounter with evil troubles the distinction often made between natural and moral evil and highlights the tensions between theodicies and ethical concerns. Spring, D. Smith (Pomona).

Sociology

51. Cast, Class, and Colonialism. (See Sociology 51). Fall, D. Basu.

88. Literacy of Self and Society: Through Hip Hop and Mediation. Fall, D. Basu.

109. African American Social Theory. (See Sociology 109). Spring, A. Bonaparte.

124. Race, Place and Space. (See Sociology 124). Spring, D. Basu.

134. Urban Life in L.A. (See Sociology 134). D. Basu. [not offered 2011–12]

136. Framing Urban Life. (See Sociology 136). Fall, D. Basu.

142. Transatlantic Africana and South Asian Experiences. (See Sociology 142), D. Basu. [not offered 2011–12]

Courses for Majors

AFRI 10A AF. Introduction to Africana Studies. Interdisciplinary exploration of key aspects of Black history, culture, and life in Africa and the Americas. Provides a fundamental, intellectual understanding of the global Black experience as it has been described and interpreted in the arts, humanities, and social sciences. Fall, D. Schnyder.

AFRI 10B AF. Introduction to Africana Studies: Research Methods. The purpose of this course is to introduce students to the methodologies used in research on topics pertinent to Africana Studies. In keeping with the interdisciplinary nature of the field, the course will introduce students to research methods in the humanities and social sciences. Coverage of research methods includes, but is not limited to, interviewing; content analysis; archival, library and Internet research; and participant-observation. Spring, D. Schnyder.

AFRI190 AF. Africana Studies Senior Seminar. Seminar for Africana studies majors. Compliments guidance of primary thesis advisor, by focusing on interdisciplinary research strategies and data collection methods; development of authorial voice for the interrogation African/African Diasporan topics, notions of race, and manifestations of racism. Emphasis on writing, rewriting, and peer review. Minors require professor's permission. Fall, E. Hurley.

AFRI191AF. Senior Thesis. An independent research and writing project culminating in a substantial, original work. Directed by one faculty member chosen by the student. Each thesis is also read by one additional reader. Offered each semester, Staff.

AFRI192AF. Senior Project. An independent reading, research and participatory exercise on a topic agreed to by the student and the adviser. Normally, the project involves a set of short papers and/or culminates in a research paper of substantial length based upon participation in a project or program, e.g. original playscript, film or filmscript, or artwork. Offered each semester, Staff.

AFRI193AF. Senior Comprehensive Examination. Taken during the senior year, the comprehensive examination consists of two field examinations that test the depth of the student's understanding of Africana Studies. The student chooses two fields in Africana Studies (e.g., history and literature) in which to be examined. (This option is not open to Scripps students). Offered each semester, Staff.

AMERICAN STUDIES

Sponsored by the five undergraduate Claremont Colleges, American Studies is a multidisciplinary major that encourages students to think critically and creatively about culture in the United States. The American Studies Program is coordinated by an intercollegiate faculty whose aim is to introduce students to the complexity of the American experience. Majors take courses in a variety of disciplines such as literature, history, sociology, anthropology, political science, music, and the visual arts. In addition, majors take multidisciplinary courses that use materials from different disciplines to explore a particular issue in American life. The interdisciplinary approach to this major affords the student many career choices. Some follow graduate study; other paths include the professions of law, library science, journalism, business and museum curatorship.

Pitzer Advisers: B. Anthes, S. McConnell, D. Segal, C. Strauss, E. Steinman.

Requirements for the Major

An essential component of the American Studies curriculum is American Studies 103, a prerequisite course that is team-taught by members of the intercollegiate faculty in the spring semester. This course is an excellent introduction to the themes, concerns and methodologies of American Studies.

Before the junior year, majors consult with a member of the intercollegiate faculty to plan a program of courses. Beyond the course mentioned above, majors are required to write a senior thesis (discussed below) and to complete ten additional courses approved by an American Studies faculty member. These include:

- A two-semester survey of U.S. History (History 25 and History 26 at Pitzer, or equivalent courses at the other Claremont Colleges).
- One other survey-level course focusing on the U.S. in another discipline, such as Art History, Literature, Music, Sociology.
- One course in Asian American, Africana, or Chicano Studies.
- The American Studies Seminar (180), which is normally taken in the fall of the junior year.
- The Senior Thesis Seminar (190) taught in the fall and Senior Thesis Independent Study (191) in the Spring. The Senior Thesis Independent Study will be directed by the student's two thesis readers/advisers, at least one of whom must be from the student's home campus.

In order to give the program depth as well as breadth, three courses a student takes must be seminar or upper-division level courses in a single discipline (for instance anthropology or English).

Honors: Students whose GPA equals or exceeds 3.5 both overall and in the four core courses required for the major (AS 103, AS 180, History 25 and History 26) and who have completed the senior thesis with a grade of A, are eligible for honors in American Studies. Candidates for honors also must pass an oral examination on the thesis, administered by a committee consisting of the two thesis readers plus one outside reader. The awarding of honors in American Studies is at the discretion of this oral examination committee.

The following courses are a sample of the range of courses offered in American Studies at Pitzer and the other Claremont Colleges. This is not an exhaustive list; students should consult their advisers or an American Studies adviser at their home campus for current course offerings.

103. Introduction to American Culture. This course, taught by an intercollegiate faculty team, introduces principal themes in American culture. Its interdisciplinary approach brings together such areas as art, music, politics, social history, literature, sociology, and anthropology. Topics frequently covered include the origins of the American self, ethnic diversity, immigration, women, the West, modernism, consensus and dissent. Spring, C. Strauss/M. Delmont.

180. Seminar in American Studies. Interdisciplinary examination of problems in the history, politics and culture of the United States. M. Delmont (Scripps).

190. Senior Thesis Seminar. This faculty-led, intercollegiate seminar is intended to help students work through the process of conceptualizing, researching and writing a senior thesis in American Studies, with the goal of producing one complete chapter by the end of the semester. Staff.

191. Senior Thesis. Spring, Staff.

Other courses appear under appropriate fields. At Pitzer these include:

Anthropology

- 10. Historical Anthropology
- 12. Native Americans and Their Environment
- 76. American Political Discourses

Art History

- 137. Tradition and Transformation in Native North American Art and Culture.
- 139. Seminar: Topics in Native American Art History.

English and World Literature

- 12AF. Intro to African American Literature.
- 117. Contemporary American Fiction.
- 121AF. Studies in Poetry: Love and Revolution—Black Women's Poetry/Song in the 20th Century
- 134AF. Harlem Renaissance: Gender, Class and Sexuality
- 160. Literature of the Americas

Environmental Studies

- 74. California's Landscapes: Diverse Peoples and Ecosystems

History

- 25 & 26. U.S. History: 1620 to Present.
- 50. Journalism in America: 1787 to Present.
- 51. The Atomic Bomb in American Culture Since 1945.
- 95. U.S. Environmental Policy.
- 118. Teaching U.S. History: Practicum
- 152. Down and Out: The Great Depression, 1929–1941.

- 154. U.S. Labor History.
- 156. American Empire: 1898 and After.
- 158. The Era of the Civil War and Reconstruction, 1845–1877.
- 159. Victorian America, 1870–1900.

Linguistics

- 82. Race, Ethnicity and the Politics of Teaching
- 116. Language and Ethnicity

Media Studies

- 100. Asian Americans in Media
- 197. Media Praxis in Ontario

Political Studies

- 101. The U.S. Electoral System
- 103. Power and Participation in America
- 104. War and the American Presidency
- 105. American Politics
- 107CH. Latino Politics
- 108. California Politics
- 130 & 131. U.S. Foreign Policy
- 134CH. U.S. Foreign Policy and Mexico
- 174CH. U.S. Immigration Policy
- 191. The Political Economy of the Inland Empire

Psychology

- 12AF. Introduction to African American Psychology
- 171. Research in Latino Psychology
- 173AA. Asian American Mental Health
- 184. Culture and Diversity in Psychology

Sociology

- 30CH. Chicanos in Contemporary Society
- 78. Indigenous Peoples of the Americas
- 109. African American Social Theory.
- 134. Urban Life in L.A.
- 145CH. Restructuring Communities
- 147AA. Asian Americans and the Sociology of Sport
- 155 CH. Rural and Urban Social Movements

ANTHROPOLOGY

Pitzer Advisers: E. Chao, L. Martins, S. Miller, D. Segal, C. Strauss.

Requirements for the Major

The major in anthropology requires a minimum of ten courses. Anthropology includes a variety of subfields, which are incorporated in the major. It is the goal of the major to introduce students to all subfields. However, students often develop special areas of interest within anthropology. To accommodate this diversity, the major offers two alternative tracks. Students interested in combining anthropology with the study of medicine, education, public policy, linguistics, art, or other fields are encouraged to talk to one of the anthropology advisers for recommended courses.

1. The Sociocultural Track requires:

A. All of the following courses:

1. Introduction to Archaeology and Biological Anthropology
2. Introduction to Sociocultural Anthropology
3. Language, Culture and Society (or another course in linguistic anthropology)
11. The World Since 1492
105. Field Methods in Anthropology or 58. Doing Research Abroad
153. History of Anthropological Theory

B. A minimum of four electives in Anthropology. Courses taken on Pitzer Study Abroad programs may be eligible, if they are approved by the Anthropology Field Group.

2. The Human Evolution, Prehistory and Material Culture Track requires:

A. All of the following courses:

1. Introduction to Archaeology and Biological Anthropology
2. Introduction to Sociocultural Anthropology
11. The World Since 1492
101. Theory and Method in Archaeology (or Anth 110PO, Field Methods in Archaeology, or an approved summer Field School)

B. Two upper level courses selected from the following:

101. Theory and Method in Archaeology (cannot satisfy two requirements)
102. Museums and Material Culture
103. Museums: Behind the Glass
110. Field Methods in Archeology (Pomona)
111. Historical Archaeology
128. Pre-history of the Americas (Pomona)
161. Greek Art and Archaeology
164. North American Archaeology
168. Prehistoric Humans and Their Environments
170. Human Evolution
- Classics 125. Ancient Spectacle
- Classics 150. Archaeology in the Age of Augustus.
- Classics 162. Roman Art and Archaeology.
- Classics 164. Pompeii and the Cities of Vesuvius.

C. A minimum of four electives in anthropology.

A student may substitute a comparable course for a required course with the permission of the field group. Students majoring in anthropology should consult

with their adviser to select for the fulfillment of their formal reasoning requirement a course suited both to their interests in anthropology and their background in mathematics. Normally, courses in the student's major cannot be taken on a pass/no credit basis.

As part of their Pitzer experience, students are encouraged to undertake internships or Pitzer Study Abroad. In the senior year, students may undertake a senior exercise with the guidance of the Anthropology faculty.

Students 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.

Combined Major: A combined major in anthropology (Sociocultural Track) requires at least seven courses, including Introduction to Sociocultural Anthropology (Anth 2), Language, Culture and Society (Anth 3) and The World Since 1492 (Anth 11). In addition, students will normally take Introduction to Archaeology and Biological Anthropology (Anth 1) or one course primarily in archaeology, biological anthropology, or material culture. A course on field methods (e.g., Anth 105) is strongly recommended. At least two courses for the combined major should be ones at an advanced level in anthropology that are particularly suited to the interdisciplinary major of the student.

A combined major in anthropology (Human Evolution, Prehistory and Material Culture Track) requires at least eight courses, including Introduction to Archaeology and Biological Anthropology (Anth 1), either Introduction to Sociocultural Anthropology (Anth 2) or the World Since 1492 (Anth 11), Theory and Method in Archaeology (Anth 101 or the PO field methods course, or an approved summer field school). In addition, students will take two courses from the advanced courses listed in the catalog for the major; normally, this will include Historical Archaeology (Anth 111). Finally, students will take at least three other courses in anthropology, chosen in consultation with the adviser.

For either track, up to two courses may be counted for both fields of the combined major. Where no specific courses are listed in the above requirements, the adviser and student will make a determination of what courses will be taken and the adviser will then circulate that outcome to the field group for approval.

Minor in Anthropology: Students who wish to graduate with a minor in anthropology must satisfactorily complete at least six graded anthropology courses, at least two of which are listed in the requirements for one or both of the anthropology tracks.

Honors: Students who compile extraordinary records in field group and other Pitzer courses and whose senior exercise is deemed outstanding, will be recommended for honors in anthropology.

1. Introduction to Archaeology and Biological Anthropology. An introduction to the basic concepts, theories, methods and discourses of these fields. The course includes an examination of human evolution as well as a survey of human cultural development from the Stone Age to the rise of urbanism. Each student is required to participate in one lab session per week in addition to the regular lecture meetings. Spring, S. Miller.

2. Introduction to Sociocultural Anthropology. An introduction to the basic concepts, theories and methods of social and cultural anthropology. An investigation of the nature of sociocultural systems using ethnographic materials from a wide range of societies. Fall/Spring, L. Martins; Fall/Spring, A. Shenoda (Scripps).

3. Language, Culture & Society. How speech and writing reflect and create social and cultural differences (and universals). We will consider factors that can lead to miscommunication between speakers with different cultural expectations—including speakers who seem to share the same language but use it very differently, whether language shapes thought, how social ideologies and relations of status and power are reflected in language use and the politics of language use (e.g., who decides that a particular language variety is “standard”). Spring, C. Strauss.

Anth 11/Hist 11. The World Since 1492. This course explores the last 500 years of world history. In examining this large expanse of time, the focus is on four closely related themes: (1) struggles between Europeans and colonized peoples, (2) the global formation of capitalist economies and industrialization, (3) the formation of modern states and (4) the formation of the tastes, disciplines and dispositions of bourgeois society. Fall, C. Johnson/D. Segal.

12. Native Americans and Their Environments. This course will investigate the traditional interrelationships of Native American ethnic groups with their various environments. Are patterns of collecting wild resources or farming primary foods environmentally determined? How does the physical environment affect a group's social system, politics, art, religion? What impact do these cultural factors have on a group's utilization of its environment? We will examine these and other issues through class discussions and readings. We will consider several regions of North America in our study of such groups as the Inuit, Kwakiutl, Cahuilla, Hopi, Navajo, Dakota and Iroquois. Fall, S. Miller.

16. Introduction to Nepal. The course provides an introduction to the history and cultures of Nepal. Drawing on ethnographic accounts and anthropological framings, the class explores gender, literacy, class, caste, consumption, and recent political changes in contemporary Nepal. This course is appropriate for, but not limited to, students interested in study abroad in Nepal. Fall, E. Chao.

20. Anthropology of Latin America. Latin America is among the most extensively studied regions by anthropologists worldwide. This course surveys some of the main themes in *The Anthropology of Latin America*, through the close reading of several ethnographies on the region. We will critically examine topics including: gender, sexuality, violence, indigenous rights, difference, and marginality. Fall, A. Shenoda (Scripps).

Clas 20. Fantastic Archaeology: Modern Myths, Pseudo-Science, and the Study of the Past. (See Classics 20). M. Berenfeld.

23. China and Japan Through Film and Ethnography. This course will use feature films as ethnographic sources for exploring the cultures of China and Japan. It will juxtapose the examination of historical and anthropological material with films and recent film criticism. Includes weekly film screenings. Enrollment is limited. E. Chao. [not offered 2011–12]

25. Anthropology of the Middle East. Drawing on a variety of ethnographies, films, and theoretical perspectives, this course simultaneously provides an overview of the Middle East (broadly defined) from an anthropological perspective and a critical exploration of the ways anthropology has contributed to the construction of the Middle East as a region in the first place. L. Deeb (Scripps).

28. Colonial Encounters: Asia. This course will examine anthropological studies of colonialism. It is an introductory course that will focus on how the process of colonization altered both colonized subjects and colonizers. Particular attention will be paid to issues of gender, sexuality, race, national identity, religion and the interconnections between colonial (and imperial) practices and the formation of a broader world system. E. Chao. [not offered 2011–12]

29. Anthropology of Africa. Promotes understanding of contemporary African cultures and societies by presenting comparative anthropological and diachronic perspectives on the African peoples' experiences. Introduces Africa as the birth-place of human-kind and cultures by interrogating major stereotypes about Africa and its peoples. Emphasis on anthropological concepts and methods in understanding the origins and maintenance of patterns of adaptation among Africans. Staff (Scripps).

33. Caribbean Histories, Cultures and Societies. Though known to persons from the United States primarily as sites of recreational tourism ("sun, surf and sex"), the islands of the Caribbean are sites of daily work and life for some 36 million persons. This course examines the cultures, societies and histories of the Caribbean, focusing primarily on the English and French speaking Caribbean. Thematically, the course focuses on processes of racialization, effects of globalization, experiences of labor, the circulation of popular/mass culture and the openness of the Caribbean to travel. Prerequisite: History 11 or permission of instructor. D. Segal. [not offered 2011–12]

41. Social Movements and Other Forms of Political Struggles. The last decades have been marked by a proliferation of social and political movements all over the world. Indians, peasants, mothers, students, among others, have organized collective actions to fight discrimination, poverty, violence, environment degradation, etc. This course will examine the historical context and different forms of the so-called New Social Movements in the context of globalization and late-capitalism. We will read ethnographic accounts of these movements, watch movies made by and about them and analyze the theories that attempt to explain these struggles. L. Martins. [not offered 2011–12]

47. Other People's Beliefs: The Anthropology of Religion. How do we know when we are encountering the religious? And how can it be studied? This course will address these questions and others by examining the major themes in the anthropology of religion: magic, belief, symbols, ritual, morality, spirit possession, conversion, and secularization. Students will learn about a variety of religious practices while critically probing the question of studying other people's beliefs. Spring, A. Shenoda (Scripps).

50. Sex, Body, Reproduction. Is there a line between nature and culture? Drawing on historical, ethnographic and popular sources, this course will examine the cultural roots of forms of knowledge about sex, the body and reproduction and the circulation of cultural metaphors in medical, historical and colonial discourse. Spring, E. Chao.

52. Indigenous Societies: Histories of Encounters. The course gives an overview of the current lives of indigenous societies in different parts of the world (North America, South America, Africa, and Asia). We will examine major topics that mark their encounters with nation-states: political power, economic development, gender relations, collective rights, healthy, formal education, and religion. The course compares a variety of ethnographic cases (through movies and texts) to expose the difference and similarities between ‘indigenous peoples.’ Spring, L. Martins.

58. Doing Research Abroad. Designed to prepare students to conduct independent research projects in the Pitzer study abroad programs. This course will assist students in conducting research in unfamiliar or less familiar cultures than their own. We will focus on issues related to the scope of the research, methodology and ethics. The course will also provide a general basis for the encounter and understanding of other societies. Open and relevant to students in all areas. L. Martins. [not offered 2011–12]

62. Embodying the Voice of History. This course will examine various testimonials such as the education of Little Tree, the life of Rigoberta Menchu, Burundian refugee accounts, descriptions of satanic ritual possession and post-revolutionary Chinese narratives known as “speaking bitterness.” Do these testimonials unproblematically inform us about the historical contexts they describe? Issues of veracity and authenticity will be examined as well as processes of politicization. E. Chao. [not offered 2011–12]

EA 68. Ethnoecology. (See Environmental Analysis 68). P. Faulstich.

Mus 66. Music Cultures of the World. Fall, C. Jaquez (Scripps).

70. Culture and the Self. This course examines the way emotions, cognition and motivations are shaped by culture. Topics will include ideas of personhood in different societies, cultural differences in child rearing, whether there are any universal emotions or categories of thought and mental illness cross-culturally. C. Strauss. [not offered 2011–12]

76. American Political Discourses. This course will examine individualist discourses and alternatives to them (e.g., populist, religious, ethnic/racial identity, socialist, New Age) in the United States. We will study how these discourses have been used in the past and present by elites and average citizens, including their key words, metaphors, rhetorical styles and unspoken assumptions. The focus of the class will be original research projects examining the ways these discourses are used in discussions of politics and public policy. C. Strauss. [not offered 2011–12]

Anth 77/Hist 77. Great Revolutions in Human History? The Agricultural and Industrial Revolutions Compared. This seminar examines and compares the complex changes in human existence known, respectively, as “the agricultural revolution” and the “industrial revolution.” Topics include: (i) the received understanding of each of these “revolutions” in “developmental” or “social evolutionary” terms; (ii) the environmental history of each; (iii) how these two historical complexes have been framed as similar, despite divergences in their forms and structures, in terms of independent invention, diffusion and sustainability. Prerequisite: Anth 11. D. Segal. [not offered 2011–12]

- 83. Life Stories.** We cannot just tell any story about ourselves. This course examines life stories from various societies and time periods, including our own. The focus is on the cultural concepts of self, linguistic resources, and aspects of autobiographical memory that shape how we represent and imagine our lives. C. Strauss. [not offered 2011–12]
- 86. Anthropology of Public Policy.** Cultural assumptions help determine debates about public policy, as well as what is not even considered a subject for debate. This course will focus on the way past and current cultural assumptions have shaped policies in the United States and other nations about the environment, abortion, welfare, immigration and other issues. C. Strauss. [not offered 2011–12]
- 87. Contemporary Issues in Gender and Islam.** This course explores a variety of issues significant to the study of gender and Islam in different contexts, which may include the Middle East, South Asia, Africa and the U.S. Various Islamic constructions and interpretations of gender, masculinity and femininity, sexuality and human nature will be critically examined. Fall, L. Deeb (Scripps).
- 88. China: Gender, Cosmology and the State.** This course examines the anthropological literature on Chinese society. It will draw on ethnographic research conducted in the People's Republic of China. Particular attention will be paid to the genesis of historical and kinship relations, gender, ritual, ethnicity, popular practice and state discourse since the revolution. Spring, E. Chao.
- 89. The American Sixties.** This course will examine the now much mythologized period of American history known as “the sixties.” It will inevitably deal with the sordid history of “sex, drugs and rock ‘n’ roll,” as well as histories of revolting youth. But just as importantly, the course will be driven by three theoretical questions. First, what is the relationship between the political activism of bourgeois youth in the “the sixties” and ritualized processes of social reproduction, experienced as the transition from “childhood” to “adulthood”? Second, what is the relationship between the leftist politics of “the sixties” and the historical formation of professional managerial classes in U.S. and world history? And third, how do singular events—such as the decade’s iconic assassination of President John F. Kennedy—articulate with cultural schemas? Prereq: Anth/Hist 11 or concurrent enrollment in Anth/Hist 11. Fall, D. Segal.
- 90. Schooling.** This course examines the history of mass schooling, the undergraduate curriculum and professional education from the mid-19th through the end of the 20th century. The course is primarily concerned with the relationship of schooling at all these levels to the state, capitalism and popular belief. The geographic focus will be on the U.S., but comparisons will be made with schooling elsewhere, notably in Caribbean and European societies. Prerequisite: Anth/Hist 21 or permission of instructor. D. Segal. [not offered 2011–12]
- 95. Folk Arts in Cultural Context.** This course will investigate the nature of folk arts, along with the roles of the folk artist in a variety of cultures. We will discuss various media of folk expression such as ceramics, basketry and textiles; many of these are made by women and gender issues will be central to discussion. The course will consider traditional cultural controls over techniques and designs, as well as the impact of outside influence such as tourist demands for “ethnic” arts. Enrollment is limited. S. Miller. [not offered 2011–12]

97G. Political Anthropology. This course examines politics and power from an anthropological perspective. It explores the impact of the recognition of the importance of colonialism and capitalism on political anthropology; new ways of understanding “formal” and everyday forms of power, domination and resistance; and globalization in relation to identity, the state and political action. Staff (Scripts).

99. China in the 21st Century: Gender, Culture, Nation. This class will examine China in the 21st Century. Particular attention will be paid to the shift from communist to nationalist discourse; labor unrest and the declining state sector economy; land seizures and rural protest; generational differences and tensions; sex and gender; consumer culture; the rule of law; popular ritual practice; and modernity. Fall, E. Chao.

101. Theory and Method in Archaeology. This course considers theoretical approaches in archaeology and compares their assumptions, methods and results. Problems of interpreting archaeological data will be discussed. Students will have practical experience with field methods of excavation and laboratory analysis of artifacts. Enrollment is limited. S. Miller. [not offered 2011–12]

102. Museums and Material Culture. Material culture consists of artifacts that represent the behaviors of humans who create, utilize, value and discard things in culturally significant ways. This course will investigate the cultural and individual meanings of objects from several different groups. A major section of the course will focus on museums: how they present cultural materials (and possibly misrepresent). In required lab section meetings throughout the semester, students will cooperate to design and mount an exhibition of early American material culture. S. Miller. [not offered 2011–12]

103. Museums: Behind the Glass. The focus of this course is on the museum as a cultural institution. In the class we will consider why our society supports museums and why we expect that a museum will conserve materials which are deemed of cultural value and exhibit these for the education of the public. A significant part of each student’s experience in the course will consist of a working internship in a nearby museum. Fall, S. Miller.

105. Field Methods in Anthropology. An investigation of various methods used in the study of culture, e.g., participant observation, key informant interviewing, linguistic analysis. Students will learn techniques of both collecting and analyzing sociocultural data and will carry out a range of research projects during the course of the semester. Prerequisites: Anthropology 2. Fall, L. Martins.

108. Kinship, Family, Sexuality. How do cultures organize human reproduction and integrate it into social life? Because of the universality of biological reproduction, anthropology has used kinship to compare greatly diverse cultures and societies. Tracing the history of anthropology’s concern with kinship, the course examines marriage patterns, descent and family structure in Western and non-Western societies. It also considers emerging forms of kinship—involving new reproductive technologies and lesbian and gay kinship ties—in a global perspective. Prerequisite: Anth 2 and Anth 11. D. Segal. [not offered 2011–12]

110. Nature and Society in Amazonia. The course investigates the relations between humans and the environment, focusing on the inter-play of social and natural Amazonian worlds in material, political, cultural and economic terms. The course has ethnographic and historical components: we will study different Amazonian groups and the ways their lives connect to the forest and its beings; we will consider the history of the human presence and the colonization of the Amazon to tease out the different roles that the region has played in the political-economy and the imaginary of Western societies. Spring, L. Martins.

111. Historical Archaeology. This course examines the goals and methods of historical archaeology, as well as the archaeology of specific sites. Its focus is North America and the interactions of European immigrants with Native Americans and peoples of African and Asian ancestry. Archaeological data are used to challenge accepted interpretations (based on written documents) of such sites as Monticello and the Little Bighorn Battlefield. We will look at early Jamestown's relationship with the Powhatan Indians, the lives of Thomas Jefferson's slaves and other examples as seen through the archaeological evidence. S. Miller. [not offered 2011–12]

MS 111. Anthropology of Photography. (See Media Studies 111). Spring, R. Talmor.

MS 112. Anthropology of Media. (See Media Studies 112). Fall, R. Talmor.

Mus 112. Intro to Ethnomusicology. Spring, C. Jaquez (Scripps).

113. Ethnographic Tales of the City: Anthropological Approaches to Urban Life. Students in this course will examine the ways ethnographic fieldwork methods have been applied to research in urban settings, explore global patterns of urbanization and urban sociality, and consider the distinct theoretical and epistemological issues that arise from the cultural analysis of urban life. Seminar participants will critically engage a range of recent and classic urban ethnographies from around the world and conduct their own investigations. Staff (Scripps).

117. Language and Power. What is power and how is it reflected in and created through talk and writing? For example, who takes control of a conversation? Do women do more conversational work than men? How do immigrants feel about non-native speakers using their language? How are ideological differences reflected in the way “facts” are reported? When is language discriminatory? We will examine the theories of Bourdieu, Bakhtin and Foucault through our own analyses of power dynamics in language use. Spring, C. Strauss.

118. Visual Anthropology. Visuality and ethnographic representations are integral to the study of culture. We examine early documentary forms with contemporary digital video works. Special Attention will focus on ethical issues and agency in cultural portrayals. Staff (Scripps).

120. Studying Up: The Anthropology of Elites and Other Dominant Social Groups. This course surveys ethnographic studies of elites and other dominant class groups, bureaucracies, institutions, governmental and non-governmental organizations, etc. Through lectures, discussion of readings, and individual ethnographic research projects, students will explore the particular ethical, methodological, theoretic, political, critical, and moral dimensions of such work. Prerequisite: Anth 2 or permission of instructor. Staff (Scripps).

121. Science, Medicine, and Technology. This course will engage in critical studies of medicine, science, and technology from an anthropological perspective. Recent ethnographic research will examine configurations of knowledge and practice with special attention to social justice, community interventions, and the “study up” of institutions. Staff (Scripps).

124. Illness and Health: Anthropological Perspectives. This course provides an introduction to the study of medical anthropology, with emphasis on the human rather than the biological side of things. It examines medicine from a cross-cultural perspective, focusing on the relationship between culture, health and illness in various contexts. Students will learn how to analyze medical practice as cultural systems. The course also looks at how Western medicine (bio-medicine) conceptualize disease, health, body and mind and how they intersect with national and international organizations and processes. L. Martins. [not offered 2011–12]

125. U.S. Social and Immigration Discourses. How do Americans arrive at their beliefs about public policy? We will analyze interviews with diverse Americans (African American, European, American and Mexican American men and women from different backgrounds) about such issues as national health insurance, welfare and immigration. What ideologies have affected the way Americans talk about these issues? How are people’s views on these issues related to their personal identities? We’ll read the work of other scholars on Americans’ social policies views, but our focus in this seminar will be learning how to analyze what people say to uncover implicit and possibly conflicting cultural assumptions, ideologies and identities. Seminar, limited enrollment. C. Strauss. [not offered 2011–12]

Clas 125. Ancient Spectacle: Glory, Games and Gore in Ancient Greece and Rome. (See Classics 125). M. Berenfeld.

126. Gangs. What are gangs? Who joins them and why? Why are they so violent? While answers to these questions are often laden with political rhetoric, this class takes an ethnographic and community-based approach to the study of gangs, positioning gang culture within the complex social forces that necessitate alternative strategies for survival in urban arenas. S. Phillips. [not offered 2011–12]

129. Gender, Nationalisms and the State. This seminar examines the centrality of gender to identities produced in the modern world through participation in (or exclusion from) state, nation and nationalist and/or anti-colonial movements. Critical analyses of concepts such as “gender,” citizenship,” “imperialism,” “nationalism,” “power,” and “militarism” will be integrated with specific case studies. L. Deeb (Scripps).

130. Anthropology of Gender and Health. This course will engage with ethnographic studies of medicine, science, and technology that address gender, health, and bodies. There will be special focus on the politics of reproduction, gender roles, sexuality, race and ethnicity, and life cycles. Additional case studies will be on structural violence, psychiatry, big pharma, and alternative medicine. Staff (Scripps).

Anth133/Arhi133. Indians in Action. Understanding of the indigenous cultures in the Americas have been shaped profoundly by cinematic images. Representations of and by Native Americans have much to say not only about the people they depict but also about the complex relationships between them and national societies. This class studies a selection of iconic films: including ethnographies, mainstream narrative films, as well as the work of indigenous film and videomakers. Our focus will be on understanding the constructed nature of these cultural artifacts as they become important elements in the production of history and historical agents. This course considers that what is put into images is as important as what is left out. Spring, B. Anthes/L. Martins. [not offered 2011–12]

134. Colonial Societies. This seminar explores colonial societies through a small number of case studies. Themes will include the mutual shaping of colonizers and colonized peoples, the historical construction of identities of race, nationality and gender and the importance of colonialism in the history of the modern world. Students will participate in research on archival materials. Prerequisite: History/Anthropology 11. D. Segal. [not offered 2011–12]

Anth135/EA 135. Plants and People. Plants play an important role in nearly all areas of human activities and are the basis of human culture. Topics to be covered include plants used for food, medicine, clothing, shelter and poisons, past and present uses of indigenous and introduced plants by Native Americans, current uses of plants growing in California and sustainable plant communities. Course activities include field trips, field identification and preparation and consumption of certain plants. S. Miller/M. Herrold-Menzies. [not offered 2011–12]

137. Food and Culture. Food is at the heart of most cultures and this course examines the social practices and meanings that surround food and food rituals. Feasts, fasts, and diets will be viewed in historical and social context with close attention to issues of gender and class. Consumption and industrial foodways in the global context will be linked to local tastes and food practices. Staff (Scripps).

EA 140. The Desert As a Place. (See Environmental Analysis 140). P. Faulstich.

EA 141. Progress & Oppression. (See Environmental Analysis 148). P. Faulstich.

EA 148. Ethnoecology. (See Environmental Analysis 148). P. Faulstich.

149. Miracles, Visions, and Dreams: The Anthropology of the (Extra)Ordinary. What makes a phenomenon “extraordinary?” And how do anthropologists study such phenomena? This course explores these questions by looking at the roles of miracles, dreams, and visions in human life. Among the course’s tasks is to consider how such phenomena are studied, theorized, and written about. Spring, A. Shenoda (Scripps).

Clas 150. Archaeology of the Age of Augustus. (See Classics 150). M. Berenfeld.

153. History of Anthropological Theory. This course will provide a survey of the history of anthropological theory and method through a combination of theoretical writings and ethnographic monographs. It will examine how different historical moments and theories of knowledge have informed anthropological objectives and projects. Close attention will be paid to the changing content, form and sites addressed throughout the history of the discipline. Prerequisite: Anth 11/ Hist 11. Spring, D. Segal.

Anth 160. Native American Women's Arts. This course explores arts created by native American women emphasizing their traditional forms of ceramics, basketry, textiles and beadwork. Other media such as painting, sculpture and jewelry are included. A primary focus is on the lives and work of individual artists, expressed in their changing cultural contexts. S. Miller. [not offered 2011–12]

Clas 161. Greek Art and Archaeology. (See Classics 161). Fall, M. Berenfeld.

Clas 162. Roman Art and Archaeology. (See Classics 162). M. Berenfeld.

164. North American Archaeology. This course will cover the evidence for early human arrival in the Americas and subsequent cultural developments. Areas of emphasis will include prehistoric big-game hunters of the plains, cliff-dwellers of the southwestern U.S. and the mound builders of the Mississippi River region. Enrollment is limited. S. Miller. [not offered 2011–12]

Clas 164. Pompeii and the Cites of Vesuvius. (See Classics 164). M. Berenfeld.

168. Prehistoric Humans and Their Environments. The prehistoric development of human cultures occurred in a variety of environmental contexts. How did these environments shape the cultures? How did human cultures utilize and even try to control their environments? In this course we will consider examples from around the world, investigating the interaction of culture and environment in the prehistoric period. S. Miller. [not offered 2011–12]

170. Seminar in Human Evolution. The course will investigate recent discoveries and theories concerning our evolution. We will emphasize the interrelationships of environment and behavior, anatomical structure and function, technological advance and social change. We will focus particularly on the earliest African evidence, drawing on comparative materials from Europe and Asia. Prerequisite: Anthropology 1, or equivalent. Enrollment is limited. Spring, S. Miller.

171. Seminar in Sexuality and Religion. This advanced seminar examines a variety of theoretical and methodological approaches to questions of the relationship between religion and sexuality cross-culturally. Questions addressed may include the production and nature of categories, discipline, bodies, submission, marriage and juridical regulation, moralities, kinship, politics, and the state. Prerequisites: Anthro 2 or ID 26. L. Deeb (Scripps).

178. Prisons: Theory, Ethnography and Action. This seminar critically analyzes past and present issues in juvenile detention, mass incarceration and the prison-industrial complex in the United States. Although the class is primarily focused on juvenile detention, we familiarize ourselves with readings about the current state of our penal system as a whole. This semester, the class will create and pilot a curriculum designed as a rapid-fire, three-week literacy intervention. The class will consist of readings and discussion, as well as planning curriculum development and implementation. S. Phillips. [not offered 2011–12]

185. Topics in Anthropology of the Middle East/North Africa. Intensive and focused study of specific issues and themes in the Middle East and North Africa, drawing extensively on anthropological sources and modes of inquiry. Repeatable for credit with different topics. Staff.

185U. Topics in Anthropology of the Middle East/North Africa. Intensive and focused study of specific issues and themes in the Middle East and North Africa, drawing extensively on anthropological sources and modes of inquiry. Repeatable for credit with different topics. In Spring 2012, the topical focus will be the uprisings of winter 2011, including Tunisia, Egypt, Bahrain and Libya, among others. Spring, L. Deeb (Scripps).

190. Senior Seminar in Anthropology and Ethnographic Writing. This course has both practical and intellectual ends. Practically it aims to help students who plan to write theses on topics involving cultural representations to (a) formulate research questions; (b) situate their work in and against a relevant body of existing writing, and (c) structure their own descriptions and arguments. Intellectually, it aims to introduce students to some of the ways anthropologists have thought about the processes and politics of writing about culture(s) and people(s). Fall, L. Deeb (Scripps).

191. Senior Thesis Seminar. Spring, L. Deeb (Scripps).

MCSI 195. Advanced Seminar in Social Inquiry. Topic for Spring 2012: Democracies. (See Munroe Center for Social Inquiry 195). Spring, D. Segal.

ART—STUDIO ART AND ART HISTORY

Pitzer Advisers: T. Berg, C. Ennis, J. McCoy, K. Miller (Studio Art); B. Anthes (Art History & Studio Art).

In studio art, the relation of the artist-teacher to the students precludes the possibility of overly specific course descriptions, other than general indications of media and level of advancement. However, it is important to note that entry-level courses assume no prior knowledge. First-year students are encouraged to enroll in these classes. Lower division studio art courses focus on the development of individual ideas in the context of class assignments. Additionally, but no less important is acquiring an understanding of tools, materials and techniques for the successful manifestations of those ideas. The artist-teacher presents material from her/his experience, convictions, technical knowledge and aesthetic sensibilities in the order and at the rate which, in her/his judgment will best related to the needs of the class and the individual student. Classroom activities are placed in the context of an historical perspective. Ample opportunity for dialogue among the students and artist-teacher is encouraged. The advanced studio course offerings have prerequisites and as such, are oriented toward more complex problem-solving and projects, both for the individual and for the group.

Requirements for the Major in Studio Art

A major in studio art requires the successful completion of 12 courses.

Seven (7) Studio Art Courses working towards competence in three different media, with excellence in one.

Three (3) Art History courses, including one (1) in contemporary art or art theory.

Art 189 and Art 199, Art Innovation and Exhibition and Senior Projects in Art.

In the last semester of the senior year, studio art majors are required to mount an exhibition of their work as a part of the course Art 100: Senior Projects in Art. This involves the creation of a body of work that has a cohesive rationale, which will be discussed/critiqued with the entire Art Faculty and graduating peer group.

Studio Art Majors who intend to pursue graduate studies are encouraged to take at least 4 Art History courses as well as to apply for internships in museums, galleries, and conservation labs, and to study abroad.

Honors: Art majors with a cumulative grade point average of at least a 3.5 overall will be invited to have their work evaluated for honors. Students will submit a written proposal that will be evaluated by Art faculty in the fall of their senior year. Selected students will go on to write a thesis to accompany their artwork in the senior exhibition and prepare an oral defense of their work. Students who complete these required thesis components and receive a grade of "A" will be recommended by the Art Field Group for honors.

There are four exhibition spaces to accommodate these exhibitions. The Salathé Gallery, located in the lower level of McConnell Center, functions as a classroom lab and a gallery and is administered by members of the art faculty. The Nichols Gallery, located in Broad Center, is a spacious gallery that lends itself to large-scale painting, sculpture and performance activity. The Hinshaw Gallery, is an intimate domestic space located in the Grove House and is administered by the Grove House Committee. The Circle Gallery, located in the Gold Student Center, is a medium sized gallery that can accommodate free-standing and pedestal-based objects, as well as two-dimensional work. The Lenzner Gallery, is appropriate for works in all mediums and is particularly suitable for film and video.

Minor in Studio Art requires 6 graded courses, 5 in studio art and 1 in art history.

Combined Major in studio art requires 10 courses, which allows for a reduction of one (1) studio art class in the major. Art students are encouraged to consider combined and full majors with other disciplines. Recent combined and full majors include art and Environmental Studies, art and anthropology, art and art history and art and psychology, among others.

Students in the studio art and art history majors will be encouraged to enroll in no less than one semester of study abroad, usually during the junior year. Such study may be taken through one of Pitzer's many study abroad programs. No honors program is available in the studio art major.

Art/Media Studies Combined Major: A combined major in Art and Media Studies requires: seven (7) Media Studies courses (one introductory critical/theoretical Media Studies course; one introductory production course; one media theory course; one media history course; and three additional electives); six (6) Studio Art courses in at least three different media, and two Art History courses. Up to two courses can count for both fields if approved by the student's major advisers. In addition, students should take both Capstone courses (Senior Projects in Art and Senior Seminar in Media Studies) or can choose to substitute an independent study for one Capstone course as approved by major advisers.

Requirements for the Major in Art History

A major in art history at Pitzer College invites students to understand the history of art through interdisciplinary approaches, a global outlook and an interest in ethnic and gender diversity. Through the Five College Coordinated Art History Program, Pitzer College cooperates with Pomona College and Scripps College in offering courses in the history of African, Asian, European and North American art. Course offerings are designed to provide students with a broad grounding in the history of art, with attention to European as well as non-European traditions and to invite students to learn to analyze artworks in their complex relations to cultural, historical, political and philosophical/spiritual contexts. Specialties of art history faculty in the Five colleges Coordinated Art History Program include architecture and fresco painting in Italy; the art of Africa and of artists of African descent in the Americas; the history of cities and gardens; issues of gender and the body in Early Modern art; the social history of North American art, including the United States, Canada, Mexico and Native American traditions, from the 16th century to the present and contemporary art as a global discourse.

Art history majors will take two introductory art history courses, six additional art history courses, one studio art course, the senior seminar, and the senior thesis, for a total of 11 required courses.

1. Two introductory courses: 51a or 51b, and 51c.
2. One course in the art of Asia, Africa, or the African Diaspora.
3. One course in the art of the Americas.
4. One course in the art of Europe before 1840.
5. One course in art since 1840.
6. Two additional art history courses.
7. One studio art course.
8. Senior Seminar in the fall semester (Art History 190).
9. Senior Thesis in the spring semester (Art History 191).

Majors who intend to pursue graduate studies should study at least two foreign languages appropriate to their areas of interest. Students are strongly encouraged to apply for internships in museums, galleries, and conservation labs, and to study abroad during their junior year.

Minor in Art History:

The minor in art history requires the successful completion of six courses:

- Introductory surveys: Arhi 51A or 51B; Arhi 51C
- Four additional courses in art history, including at least one course in non-European art.

Honors in Art History: A student who wishes to graduate with honors in art history must achieve a minimum grade point average of 3.5 in the major and earn an A or A- in a two-semester thesis that is more substantial than that of students not graduating with honors. The honors thesis must be proposed to the student's advisor by the end of the first semester of the senior year. The honors student will write and then orally defend the thesis before a faculty honors committee comprising at least three members—the two thesis readers and an additional member to be selected by the student in consultation with the advisor and/or first reader.

Learning Outcomes for the Art History Major: Pitzer Art History majors will

- gain knowledge of the theories, histories, and philosophies of art
- gain an understanding of art objects and traditions in their historical contexts and across cultures
- learn how to communicate effectively about art works in both written and oral forms
- learn how to conduct research in art history
- attain the skills and knowledge to pursue a productive career or further education in art history, or a related field

Courses—Studio Art

11. Fundamentals of Drawing. This class will focus on realism as a basis for accurately perceiving shape, form, value and texture. The course will begin with measuring techniques and perspective, address light and surface quality and end with portraiture. Students will experience a range of drawing media and practice multiple techniques for applying value. Program fee: \$40. Fall, J. McCoy.

12. Fundamentals of Painting. This is a beginning oil painting course with a focus on realistic painting. An understanding of painting realistically will be developed through work on accurate color matching and attending to common drawing problems. This course will introduce all basic oil techniques. Program fee: \$40. Fundamentals of Drawing recommended. J. McCoy. [not offered 20011–12]

15. Beginning Wheel Throwing. An introductory studio course oriented toward exploring the possibilities of the utilitarian and ceremonial vessel. Students will utilize a variety of techniques, including the potter's wheel and hand-building, along with basic glaze formulation and application and kiln firing to create unique, well thought-out pottery. Enrollment is limited. Program fee: \$40. Spring, T. Berg.

16. Beginning Hand Building. An introductory studio course utilizing clay (and its related materials) as a sculptural medium. Hand-building techniques including pinching, coiling and slab work will be utilized. Creation of individual and group projects will focus on problem solving, acquiring technical skills and the development of ideas which express personal and provocative themes. Enrollment is limited. Program fee: \$40. Fall, O. Gardner.

37. Environments and Art. A seminar and practicum dealing with diverse aspects of the natural and human environments from the perspectives of the arts, architecture and environmental activism. "Environment" is defined here in the holistic framework as being an organism. Visionary and vernacular built forms will also be studied as these apply to human/environmental relationships. Readings and projects serve to integrate theoretical, spiritual, historical and practical viewpoints. Enrollment is limited. Program fee: \$40. Fall, K. Miller.

57. Mixed Media/Sculpture. A studio course in the use of mixed media techniques and materials including but not limited to assemblage, sculpture, photography and 3-D structures. Emphasis on exploring the unique properties of materials and incorporating diverse mediums to express personal and innovative development. Enrollment is limited. Program fee: \$40. Additional student expense approximately \$40. Fall, K. Miller.

75. Watercolor. This course will introduce the basic language of watercolor painting. An understanding of realistic painting will be developed through accurate color matching and painting from life. Students will learn to recognize the characteristics of watercolor as a medium and when to best utilize various techniques. Program fee: \$40. Fall, J. McCoy.

MS 93. Media Off-Screen. (See Media Studies 93). M-Y. Ma

101. Further Work in Mixed Media. A studio course in mixed media/sculpture for the student with some experience in three-dimensional art studio work. Projects are designed to develop ideas, personal expression and expertise using a variety of materials and techniques. Prerequisite: Art 57 or equivalent. Enrollment is limited. Program fee: \$40. K. Miller. [not offered 2011–12]

103. Environments Workshop. A studio course concerned with art forms that either use aspects of the environment itself as a medium and/or deal with environmental issues in a primary manner. Diverse mediums will be employed to explore a broad spectrum of possibilities existing under the rubric of environmental art. Students should be prepared for a high degree of innovation and the possibility of collaborative projects. Enrollment is limited. Program fee: \$40. Spring, K. Miller.

111. Intermediate Painting. Using realism as a foundation, we will push toward abstraction and explore the idea of unlimited space and mark making in painting. In particular, it seeks to maintain a balance between the orchestration of visual and syncopated energy in the exploration of mood, color and texture in crafting images. Program fee: \$40. J. McCoy. [not offered 2011–12]

112. Anatomy/Figure Painting. This course will focus on drawing as it applies to the human form. Students will gain a comprehensive knowledge of surface anatomy and render it correctly. Exercises will include gesture drawing, anatomical studies and longer poses for value studies. Prerequisite: Drawing 11 or equivalent. Program fee: \$40. J. McCoy. [not offered 2011–12]

113. Drawing Workshop. This advanced course emphasizes contemporary drawing techniques and concepts. The aim of the class is two-fold: to encourage experimentation and broaden your range of media and ideas and to help you define your own body of work. Program fee: \$40. J. McCoy [not offered 2011–12]

114. Figure Painting. This course will introduce painting from the model. The focus of the course will be painting the figure realistically and will be combined with lectures on anatomy and proportion. Emphasis will be placed on accurate color matching and attention will be given to correcting common drawing problems. Program fee: \$40. J. McCoy [not offered 2011–12]

115. Food and Painting. This course will examine the correlation between food and painting in three parts: the history of food painting, cooking technique as it parallels painting and adapting renaissance techniques for modern use. This is an advanced level studio class that will introduce unusual techniques. A thorough knowledge of painting methods is required. Prerequisite: Painting 12 or equivalent. Program fee: \$40. J. McCoy. [not offered 2011–12]

116. Moldmaking. A studio course introducing the intricacies of mold-making for ceramics. Students will learn how to make single and multi-part plaster molds from clay prototypes and everyday objects. Projects will rely upon press molding and slip casting multiples to create increasingly complex technical and conceptual resolutions to project outlines. T. Berg. [not offered 2011–12]

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 class and collaborative projects and more time for the student and instructor to discuss ideas and advanced techniques on an individual basis. Prerequisite: Art 16 or equivalent. Program fee: \$40, T. Berg. [not offered 2011–12]

118. Intermediate Wheelthrowing. A continued exploration of the wheel as a tool for the manifestation of sculptural and utilitarian ceramic forms. Students will be challenged to create increasingly complex thrown, altered and hand-built forms, formulate and mix their own glazes and expand their ability to use ceramics to communicate in mature and compelling ways. \$40. T. Berg [not offered 2011–12]

119. The Animated Object. This class explores the animation of clay raw materials, objects, and characters through digital stop motion technology. Students will work with wet and oil based clays, ceramics and other media to produce a variety of abstract and representational forms, which they will animate through digital photography and video editing software. Jr/Sr. only; others by permission. Program fee: \$40. T. Berg. [not offered 2011–12]

120. Photography Multi-Level. (Formerly Photography Studio) Black and white and color photography will be explored through studio and fieldwork with the camera, darkroom exercises and critiques. Field trips and gallery visits. Equipment needed: 35 mm camera with light meter. Enrollment is limited. Program fee: \$40. Additional student expenses around \$100. M. Schiff. [not offered 2011–12]

125. Photography Digital. An introduction to digital imaging as a fine arts medium. The course will center on the use of the Photoshop (Macintosh) program. It will cover scanning, manipulation and printing of images. Students are required to have basic photographic camera and dark room skills, as imagery will be scanned from photographs. Prerequisite: Art 120 or equivalent. Enrollment is limited. Program fee: \$40. Fall, Staff.

Art 126. Topics in Intermediate Photography. In this class we will create a strong body of work through theme-based assignments, as well as self-guided projects. By looking at art from present-day artists, we will be working to better understand decision-making and process in regards to our own photography. Each course will be exploring specific themes over the length of the semester. We will primarily be using digital photography as our main tool, so it is recommended that you have a digital SLR. Spring, M. Schiff.

130. Design/Build Studio. A hands-on design/build course that will culminate in a collaboratively designed building that will serve as a temporary emergency structure to house two people in case of a major environmental disaster in our area. Students will work together to design and build an aesthetic and sustainable structure that can be used as easily deployable prototype in the future should such an occasion arise. Program fee: \$40. K. Miller/A. Hendrickson [not offered 2011–12]

131. Mixing It Up. Advanced Mixed Media and Ceramics. A studio course that utilizes ceramic and mixed media materials. Emphasis will be placed on the design and construction of well-crafted sculptural and functional objects. Projects may incorporate the use of diverse materials including but not limited to clay, metal, wood, discarded and/or recyclable objects. Class will utilize resources in both the East and West Studios. Prerequisite: At least one college-level course in ceramics and in mixed media/sculpture or permission of instructors. Program fee: \$40. K. Miller. [not offered 2011–12]

Art132/EA 132. Practicum in Exhibiting Nature. The course focuses on designing and implementing an exhibition plan for the Pitzer Outback. Students will assess the Outback as a resource and develop an exhibit strategy and management plan. Walking paths and interpretive signage will be constructed, and students will work in teams to design and develop the appropriate infrastructure. Program fee: \$40. Spring; P. Faulstich/K. Miller

Art 133. Mural Painting. This course will introduce students to the history of local murals and the technical practice of mural painting. The second half of this course will be conducted off-campus, working with a local community group to develop a site-specific mural. Spring, J. McCoy.

135. Sculptural Objects Functional Art (SOFA). A hands-on intermediate and advanced sculpture course that deals with the hybridization of art, sculpture and furniture. Students will explore the design ramifications of various styles that emerged during the 20th century including the Arts and Crafts Movement, Art Nouveau, Art Deco, Modernism, Pop and Post-Modernism. Taking a sculptural approach to furniture making, students will fabricate well-crafted pieces of their own design, testing the technical possibilities and limits of new, eccentric and/or recycled materials. Prerequisites: Art 57 or equivalent. Program fee: \$40. Spring, K. Miller.

138. The Multi-Dimensional Figure. This course focuses on drawing and sculpting as it applies to the human form. The objective of this course is to realize a comprehensive knowledge and appreciation of the human form and to develop the practical and theoretical tools for using it as compelling subject matter. Spring, J. McCoy/T. Berg.

EA 140. The Desert As A Place. (See Environmental Analysis 140). P. Faulstich.

EA 144. Visual Ecology. (See Environmental Analysis 144). P. Faulstich.

147. Community, Ecology and Design. (Also Environmental Studies 147). This course is geared toward envisioning and creating an ecological future. We study aspects of community planning, architecture, urban design and transportation in an exploration of alternatives to current patterns of social living. Combining ecological design principles and social concerns, this course offers environmental perspectives, concrete examples and practical experience for making our communities socially healthy and ecologically benign. K. Miller/P. Faulstich. [not offered 2011–12]

189. Art Innovation and Exhibition. An upper level art studio course that explores the visual language of contemporary artists, including performance-based work, installations, exhibitions and conceptual approaches to art making. An experimental in-depth individual or collaborative student project and exhibition will be required during the semester. Recommended for students with some previous courses in studio art who are motivated and self-directed. Jr/Sr majors only, others by permission. Program fee: \$40. Fall, K. Miller.

195. Seminar: Humor in Contemporary Art. This seminar will explore the theoretical frame work for curating an international exhibition of contemporary ceramic art on the topic of humor. Students will discuss the role of humor in art history and contemporary ceramic practice through readings, critical thinking exercises, and visiting artist lectures. T. Berg. [not offered 2011–12]

196. Artist Apprenticeship Internship. This course provides students with the unique opportunity to intern and apprentice with a notable contemporary artist living and working in Los Angeles, one of the vibrant capitals of the art world, and train in various aspects of the professional art industry. Fall/Spring, C. Ennis.

199. Senior Projects in Art. Course is intended as a capstone for seniors majoring in Art and will involve the development and exhibition of each student's final thesis project. Spring, C. Ennis.

Art History Courses—Harvey Mudd, Pitzer, Pomona, Scripps

Clas 161. Greek Art and Archaeology. (See Classics 161). M. Berenfeld.

51A, B, C. Introduction to the History of Art. Asks how the visual cultures of past times relate to those of the present. Critically examines the modern notion of "Art." Proceeds chronologically and globally with examples from Europe, Africa, the Americas, and Asia. Courses may be taken in any order. **51A. Ancient Times in the Mediterranean World,** [not offered 2011–12], J. Emerick (PO); **51B. European Middle Ages,** Spring, G. Gorse. (PO); **51C. from ca. 1200 to the Present,** Fall, B. Anthes.

MS 88 Mexican Visual Cultures. (See Media Studies 88). J. Lerner. [not offered 2011–12]

133. Art, Conquest and Colonization. Examines how images were enlisted in and helped shape the systematic exploration, conquest and colonization of the continent of North America (present-day Canada, the U.S. and Mexico) by Europeans—e.g. the French, British, and Spanish—from the end of the 15th century to the beginning of the 19th century. Considers how images were used by indigenous populations—e.g. the Mexican, the Hopi, the Huron—both to resist attempts to erase their cultural production and ways of life and to control the manner in which they assimilated into European settler cultures. Fall, F. Pohl (Pomona).

135. Art and Nationalism in Nineteenth-Century North America. Examines how nineteenth-century North American artists and art institutions were involved in shaping the "imagined communities" that constituted the nations of Canada, the U.S. and Mexico. Includes works in a variety of media—painting, sculpture, prints, architecture—and museums, art markets, and mass media industries. F. Pohl (Pomona). [not offered 2011–12]

137. Tradition and Transformation in Native North American Art. This course offers an introductory survey of the visual and material culture of the Native peoples of North America in terms of materials, technique, cultural, historical and philosophical/spiritual contexts. This class will also consider patterns of cultural contact and transformation, the collecting of Native American art, Federal government Indian policy and education institutions, and modern and contemporary Native American art and cultural activism. B. Anthes. [not offered 2011–12]

139. Seminar: Topics in Native American Art History. Examines in-depth one or more themes or critical issues in Native American art history, or artworks from a local collection or cultural center. Spring 2012 focus will be on original research with the collections of the Pomona College Museum of Art. Prerequisite: ARHI 51 A, B, or C or one upper-division Art History course. Spring, B. Anthes.

140 Arts of Africa. Survey of African art and architecture exploring ethnic and cultural diversity. Emphasis on the social, political, and religious dynamics that foster art production at specific historical moments in West, Central and North Africa. Critical study of Western art historical approaches and methods used to study African arts. P. Jackson (Pomona). [not offered 2011–12]

141A Seminar: (Re)presenting Africa: Art, History and Film. Seminar centers on post-colonial African films to examine (re)presentations of the people, arts, cultures and socio-political histories of Africa and its Diaspora. Course critically examines the cinematic themes, aesthetics, styles and schools of African and African Diaspora filmmakers. P. Jackson (Pomona). [not offered 2011–12]

141B Africana Cinema: Through the Documentary Lens. This course examines documentary films and videos created by filmmakers from Africa and African Diaspora in the United States, Britain and the Caribbean. Topics include: history and aesthetics of documentary filmmaking, documentary as an art, the narrative documentary, docu-drama, cinema verite, biography, autobiography, and historical documentary. Spring, P. Jackson (Pomona).

144B Daughters of Africa: Art, Cinema, Theory, Love. Course examines visual arts and cultural criticism produced by women from Africa and the African Diaspora (North American, Caribbean, & Europe) Students identify and analyze aesthetic values, key representational themes, visual conventions, symbolic codes and stylistic approaches created from feminism's love of Blackness, Africaness, and justice. Complement to Black Women Feminism(s) and Social Change. P. Jackson (Pomona). [not offered 2011–12]

MS 147. Body, Representation, Desire. (See Media Studies 147). J. Friedlander (Pomona). [not offered 2011–12]

148. Theories of the Visual. This course examines theories for understanding relationships between viewers and images through an exploration of the cultural, political, and psychic mechanisms that accompany the act of looking. It engages these issues through consideration of painting, photography, film, science, and public space. Prerequisite: Any art history course or any one of the following: MS 49, MS 50, MS 51. Letter grade only. J. Friedlander (Pomona). [not offered 2011–12]

150. The Arts of China. Survey of artistic traditions from Neolithic to Modern times. Architecture, sculpture, painting, calligraphy, ceramics and metal work in their cultural contexts. Spring, B. Coats (Scripps).

151. The Arts of Japan. The development of Japanese art and civilization from the Prehistoric through the Meiji periods. Major art forms examined in their cultural context. Fall, B. Coats (Scripps).

154. Seminar: Japanese Prints. A seminar that treats the subject matter and techniques of Japanese prints. Examines woodblock printing in Japan from 1600 to the present, using the Scripps College Collection of Japanese Prints. Spring, B. Coats (Scripps).

155. The History of Gardens, East and West. From sacred groves to national parks, this survey focuses on the functions and meanings of gardens, on the techniques of landscape architecture and on the social significance of major parks and gardens in Asia, Europe and North America. Prerequisite: 51A,B,C, or 52. Spring, B. Coats (Scripps). [not offered 2011–12]

158. Visualizing China. China seems to yield one spectacle after the other, but underneath the representations offered by the mainstream media, we find views that are infinitely diversified and paradoxical. This course examines a number of political, social, and cultural issues in contemporary China through the study of its visual culture, including films, documentaries, videos, pop culture images, and the avant-garde art. To approach these images, we will build a vocabulary that combines art history with cultural studies. C. Tan (Harvey Mudd). [not offered 2011–12]

159. History of Art History. Theories of art history in Modern times, from Hegel to Schnaase, Semper, Riegl and Wolfflin, to Warburg and Panofsky and to the Frankfurt School (Benjamin and Adorno), Postmodern challenges to traditional art historiography. Not open to first-year students. J. Emerick (Pomona). [not offered 2011–12]

Clas 161. Greek Art and Archaeology. (See Classics 161). M. Berenfeld. [not offered 2011–12]

Clas 162. Roman Art and Archaeology. (See Classics 162). Fall, M. Berenfeld.

Clas 163. Hellenistic and Roman Art. Treats art in the Ancient Mediterranean from the end of the Periclean era in Athens (ca. 430 B.C.E.) to the reign of Augustus Caesar (27 B.C.E.–C.E. 14) in Rome. Asks how the public art of the Ancient Greeks and Romans incorporated the world views of its users. Charts the shifting meanings of standard forms or symbols over time and place. J. Emerick (Pomona). [not offered 2011–12].

Clas 164. Pompeii and the Cities of Vesuvius. (See Classics 164). Spring, M. Berenfeld.

165. Holy Men, Holy Women, Relics and Icons. Art from the reign of Constantine (313–337) to end of the Carolingian empire (9th century). Treats the classical world in its Christian phase and its slow transformation under the pressure of invading Germans and Arabs. J. Emerick (Pomona). [not offered 2011–12]

166. Pilgrimage and Crusade. Early Medieval art in Europe from the later ninth to the mid-12th centuries during the rise of the German empire, of the Anglo-Norman monarchy, of the Christian Spanish Kingdom of Oviedo and Leon (and the crusade versus the Muslims), of the pilgrimage to Santiago de Compostela and of the great reformed Benedictine monastic orders of Cluny and Citeaux. Letter grade optional. J. Emerick (Pomona). [not offered 2011–12]

167. Town, Castle and Cathedral in France. Early and High Gothic cathedral building in and around the Île-de-France from the reigns of Louis VI (1106–37) to Louis IX (1226–70). Church décoration in sculpture and stained glass. Letter grade optional. J. Emerick (Pomona). [not offered 2011–12]

168. Tyrants and Communes in Italy. Art of the new mendicant orders (Franciscans and Dominicans) in the central and north Italian communes of the 13th and 14th centuries. Sculpture of the Pisani; sculpture and architecture of Arnolfo di Cambio Cavallini and the Roman school of painting in the late 1200s. The “Assisi Problem.” The rise of Tuscan painting in Siena and Florence (Cimabue, Duccio, Giotto). Simone Martini in Siena and Avignon, Lorenzetti brothers in Siena. Painting of the later 1300s (Orcagna, Lorenzo, Monaco). J. Emerick (Pomona). [not offered 2011–12].

170. The Early Renaissance of Italy. Painting, sculpture, and architecture in Italy in the 15th century. Emphasis on Florence and princely courts as artistic centers of the new style. G. Gorse (Pomona). [not offered 2011–12]

171. High Renaissance and Mannerism in Italy. Art and architecture in Florence, Rome, and Venice during the 16th century. The invention of the High Renaissance style by Bramante, Leonardo, Michelangelo, Raphael, Giogione, and Titian. Major works of the post-High Renaissance masters. The interaction of artists and patrons in historical context. G. Gorse (Pomona). [not offered 2011–12]

172. Northern Renaissance Art. Painting, sculpture and architecture in northern Europe in the 15th and 16th centuries. Developments in painting emphasized; special attention to the Low Countries and Germany. G. Gorse (Pomona). [not offered 2011–12]

173. The Medieval and Renaissance City. Interdisciplinary approach to the Medieval and Renaissance city in Italy, 1250–1600, with emphasis on architecture and urbanism. The rise of Italian city-states and how their urban designs go hand-in-hand with their social, political and economic institutions. Compares Florence, Venice, Rome, Genoa, Pisa, Siena, and the small princely courts. City dwellers’ civic, religious and family rituals. Letter grade optional. Spring, G. Gorse (Pomona).

175. Baroque Art of Northern Europe. Painting, sculpture, and architecture of the 17th and early 18th centuries in Germany, France, Spain, England, and the Low Countries. Poussin, Velasquez, Rembrandt, Rubens, Vermeer, Wren, Fischer von Erlach. French and Bavarian Rococo. G. Gorse (Pomona). [not offered 2011–12]

177. Eighteenth-Century European Arts. The European Enlightenment will be explored with a focus on the visual and performing arts, and with concern for the popularization of the arts through public displays and performances. Field trips to see original 18th-century works are planned. Spring, B. Coats (Scripps).

178. Black Aesthetics and the Politics of (Re)presentation. Survey of the visual arts produced by people of African descent in the U.S. from the colonial era to the present. Emphasis on Black artists’ changing relationship to African arts and cultures. Examines the emergence of an oppositional aesthetic tradition that interrogates visual constructions of “blackness” and “whiteness,” gender and sexuality as a means of revisioning representational practices. P. Jackson (Pomona). [not offered 2011–12]

179. Modern Architecture, City, Landscape, Sustainability. Survey of Modernist traditions of architecture and city planning (19th–21st c.), tracing the roots of sustainability from the Spanish tradition through Arts and Crafts movement to Bauhaus machine aesthetic to post-modernism and sustainable architecture—the new Gesamtkunstwerk (total work of art). Los Angeles within these global contexts. Fall, G. Gorse (Pomona).

180. Seminar: Early 20th Century European Avant-Gardes. Examines major movements of early 20th-century European art, including cubism, dada, surrealism, futurism, constructivism and productivism, to explore how the avant-garde irrevocably altered traditional ideas of the definition and function of art. Prerequisite: one upper-division art history course. J. Koss (Scripps). [not offered 2011–12]

180R. Russian and Soviet Avant-Gardes. This course explores Russian and Soviet avant-garde art and culture from 1910 to 1938. It examines how artists responded to western European achievements, contended with the approach and aftermath of the October Revolution, engaged with sociopolitical changes in their country, and reworked traditional ideas about the definition and function of art. Open to juniors and seniors. Prerequisite: one previous art history course or instructor permission. Fall, J. Koss (Scripps).

181. Modern into Contemporary: Art from 1945–1989. An overview of significant issues and movements in art from 1945–1989. Mainstream and alternative art movements are discussed in relation to the cultural politics of the post-World War Two era. Topics include Abstract Expressionism, Pop, Minimalism, Performance and Conceptual Art, Process Art, Land Art, Site-Specificity, Institutional Critique, Feminist Art, and the Culture Wars of the 1980s. Emphasis is on North American and Western Europe, with comparisons to emerging global art centers. Fall, B. Anthes.

183. The Art World Since 1989. An examination of contemporary art in the context of economic and cultural globalization. Topics include the impact of the end of the Cold War and the rise of economic neoliberalism on the arts; the emergence of new global art centers in the wake of major political transformations, such as the fall of South African Apartheid; contemporary Native American and Australian Aboriginal artists in the global marketplace; and artists' response to issues of nationalism, ethnic violence, terrorism, and war. Spring, B. Anthes.

184. Modernism, Antimodernism, Postmodernism: A Social History of North American Art. Social History of North American Art: Modernism, Antimodernism, Postmodernism. A comparative analysis of artistic production in Canada, the U.S. and Mexico in the 20th- and 21st centuries. Examines issues of race, class, gender, sexuality, and the relationships between artistic theories and practices, economic developments, and social and political movements (e.g., the Mexican Revolution, the Depression, the Women's Movement). Spring. F. Pohl (Pomona).

185. History of Photography. This course is a survey of the complex interactions among photographers, subjects, the pictures they made and their audiences, past and present. Through an approach grounded in political, social and economic history, as well as the literature, arts and intellectual battles of the period, we consider the myriad roles of the photograph as document, aesthetic expression, commercial production and personal record. Letter grade only. Spring, K. Howe (Pomona).

185K. Seminar: Topics in History of Photography. Intensive investigation of topics relating to the production, distribution, and reception of photographs. Letter grade only. Includes field trips. Prerequisite, permission of the instructor. Topic: Picturing China, 19th century to contemporary. K. Howe (Pomona). [not offered 2011–12]

186A. Seminar: Theories of Contemporary Art. Based on close readings of key writings by artists, critics, curators and scholars, this discussion-based seminar focuses on the evolving aesthetic, social-political and theoretical discourses that have informed the art world since World War II. B. Anthes. [not offered 2011–12]

186B. Seminar: Topics in Contemporary Art Examines in-depth one or more themes or critical issues in contemporary art history or artworks from a local collection. Anthes. 2011–12

186C. Seminar: Topics in Asian Art. Designed as a “hands-on” experience with interpreting works of Asian art through investigative research and educational presentation. Fall 2010 topic: Arts of the Meiji Period. Fall, B. Coats (Scripps).

186E. Art and Activism. Examines ways in which North American (Canada, the U.S. and Mexico) artists have used their work in the 20th and 21st centuries to engage in political activism, either on the street through performance and protests, or at specific physical and/or visual sites through murals, paintings, posters, prints, sculptures, installations, or websites. Look at political and philosophical underpinnings of these artistic productions. F. Pohl (Pomona). [not offered 2011–12]

186F. Seminar: Topics in North American Art. Intensive investigation of a variety of topics relating to the production and reception of art in Canada, the United States and Mexico. Fall 2009 topic: Art and Nationalism in 19th Century North America. F. Pohl (Pomona). [not offered 2011–12]

186G. Gendering the Renaissance. Takes up historian Joan Kelly’s challenge, “Did women have a Renaissance?” Expands the question to cultural constructs of the male and female body, sexuality, identity, homosexuality and lesbianism and their implications for the visual arts, literature and the history of early modern Europe (14th–17th centuries). Spring, G. Gorse (Pomona). [not offered 2011–12]

186K. Seminar in Modern Art. Examines in-depth one theme or set of themes in 19th and 20th century art and related fields. Topics change from year to year. Prerequisite: ARHI 51 A, B, or C, or one upper-division Art History course. Fall, J. Koss (Scripps).

186L AF. Critical Race Theory, Representation & the Rule of Law. Critical Race Theory (CRT) and Critical Race Feminism (CRF) examine the role of law in constructing and maintaining racialized, gendered and classed disparities of justice. Course examines the intellectual, aesthetic and political convergences of critical jurisprudence with representational practices in the visual arts. P. Jackson (Pomona). [not offered 2011–12]

186M. Seminar in 20th-Century Art. Seminar will examine one movement, artist or other selected topic within the art of the 20th century. Juniors and seniors only. Spring 2012 topic: Art at Mid-Century. Spring, M. MacNaughton (Scripps).

186P. Seminar: Women, Art, and Ideology. An examination of images of and by women, and of critical writings that attempt to locate these images within the history of art. Fall, F. Pohl (Pomona).

186Q. Reading the Art Museum. Investigation of the art museum through history. The emphasis is on reading the ways in which museums structure the experience of art as they relate to intellectual history of “experience” as a form of knowledge, integration, and consumption. Our field is the Euro-American museum from the 19th century to the present. Includes field trips. Prerequisite: instructor permission. Letter grade only. Fall, K. Howe (Pomona).

186T. Art and Time. Technological developments over the past 200 years have altered relations between art and time. How has moving from painting to lithography, photography, film and digital media influenced the creation of art and its relation to beholders? Considering North America and Europe since 1800, we explore relations between still and moving images, and ask how artists manipulate our experience of time. First years with written permission of instructor only. Spring, A. Reed (Pomona).

186W Whiteness: Race, Sex and Representation. An interdisciplinary interrogation of linguistics, conceptual and practical solipsisms that contribute to the construction and normalization of whiteness in aesthetics, art, visual, culture, film and mass media. Course questions dialectics of “Blackness” and “Whiteness” that dominate Western intellectual thought and popular culture, thereby informing historical and contemporary notions and representations of race, gender, sexuality and class. Spring, P. Jackson (Pomona).

186Y. WMDs: Cinema Against War, Imperialism and Corporate Power. Documentary films (weapons for mind decolonization) by human rights advocates offer critical narratives effectively silenced by the blare of commercial mass media and post-9/11 nationalism. Course explores how documentary filmmakers raise historical awareness, deconstruct the rhetoric of power elites, debunk the conceits of imperialism, and dismantle the deceits of transnational corporations. Course promotes active spectatorship and creativity as the antidote to fear. Requires production of a mini-documentary. P. Jackson (Pomona). [not offered 2011–12]

187. Old New Media. Beginning with the birth of photography in the 1830s, attending to telegraphy, telephony, radio, and television, and ending with video, this seminar explores the history of the fascination, fear, and peculiar associations that have accompanied new technological developments in Europe and the United States. Prerequisite: one previous art history course or the instructor’s permission. J. Koss (Scripps). [not offered 2011–12]

188. Representing the Metropolis. Concentrating on the visual arts and incorporating film and literature, this seminar examines selected 20th-century representations of such cities as Vienna, Paris, London, Moscow, Berlin, New York, and Los Angeles. We will explore the cultural and political configuration of the metropolis as modern, cosmopolitan, and urban. Prerequisite: one upper-division art history course. J. Koss (Scripps). [not offered 2011–12]

189. Modernism 1840–1940. Beginning with Courbet and ending with surrealism, this course surveys European art between 1840 and 1940 with particular emphasis on the relationship between modernism and mass culture. Spring, Staff (Scripps).

190 JT. Senior Seminar. An overview of methodological and theoretical issues in art history through readings and student-led discussions. Guidance on research and writing the thesis. Students meet with their first readers throughout the semester and turn in one thesis chapter at the end of the semester. Senior majors only. Fall, B. Anthes (Pitzer)/J. Koss (Scripps).

191. Senior Thesis in Art History. Students work independently, but in constant contact with their advisors. Letter grade only (no thesis accepted graded less than "C"). Prerequisite: 190. Spring, B. Anthes.

198. Summer Reading and Research. Prerequisite: permission of instructor. Course of half-course. Staff.

99/199. Reading and Research. Prerequisite: permission of instructor. 99, lower-level; 199, advanced work. Course or half-course. May be repeated. Each semester. (Summer Reading and Research taken as 98/198) Staff.

ASIAN AMERICAN STUDIES

The Intercollegiate Department of Asian American Studies of the Claremont Colleges (IDAAS) offers a rigorous, multidisciplinary major that emphasizes social justice, critical thinking, and innovative analysis of the history, society, and cultural production of Asians in the United States, within both multiracial American and transnational contexts. The curriculum provides students with a comprehensive grounding in a range of thematic, theoretical, and methodological approaches within Asian American Studies. The major integrates theory and practice through community work, and sustained and focused inquiry in the senior project or thesis. In consultation with an IDAAS adviser, students take core interdisciplinary courses in Asian American Studies and select appropriate courses in a range of disciplines throughout the five colleges.

Pitzer Advisers: M-Y. Ma, J. Parker, L. Yamane, K. Yep.

Requirements for the Major

Eleven graded courses are required for the major.

1. Six core courses:

- Asian American History (Asam 125 PZ)
- Asian American Contemporary Issues (Asam 150 HM)
- Communities course: approved field work in an Asian American community or internship with a Asian American community-based organization (Asam 90 PZ)
- Theory and Methods in Asian American Studies (Asam 115 PZ)
- Senior Seminar (Asam 190a PZ)
- Senior Thesis or Project: independent work with senior thesis/project adviser (Asam 190b PZ)

2. Breadth requirements and electives:

Five courses in addition to the core courses listed above. These courses should be selected in consultation with the IDAAS major advisor, and they must fulfill all the following requirements. Core courses above may not be used to fulfill any breadth requirements, but all other courses may fulfill two or more requirements. For example, a single non-core course might simultaneously fulfill the requirements for social sciences, gender and sexuality, and Asia and migration. If courses are used to fulfill multiple requirements, students must take additional IDAAS courses to make a total of eleven courses for the major. Consult list of approved courses for each requirement.

- At least one IDAAS social sciences course
- At least one IDAAS humanities course
- At least one IDAAS gender and sexuality course
- At least one approved non-Asian American ethnic studies course: e.g. comparative ethnic studies course, Black Studies course, Chicano Studies course
- At least one approved course related to Asia and migration, globalization, and/or imperialism

Asian language courses and ASAM 197 SC are strongly recommended but not required.

Minor in Asian American Studies

The minor in Asian American Studies requires six graded courses:

- Asian American History (Asam 125 PZ)
- Asian American Contemporary Issues (Asam 150 HM)
- Communities course: approved field work in an Asian American community or internship with a Asian American community-based organization (Asam 90 PZ)
- three additional IDAAS courses

IDAAS Core Courses

Asam 90. Asian American and Multiracial Community Studies. Introduces students to studying and working in Asian American and interracial communities. Issues to be addressed in the course include field research and community organizing; major issues in Asian American communities; nation-centered organizing; and interracial coalition-building. A major project for this course will be a community-based internship or other community research project. Occasional all-day site visits will take place on Fridays. Prerequisites: Any one of the following courses—HIST 125 or ASAM 150 or permission of the instruction. Spring, Staff.

Asam 115. Theory and Methods in Asian American Studies. This course identifies theoretical and methodological tools which distinguish Asian American Studies as a field of investigation. Asian American Studies not only documents the experience of Asian Americans and Pacific Islanders but also provides an approach to theorize, analyze, teach, community-build, and research. Spring, K. Yep.

Asam 125. Introduction to Asian American History, 1850–Present. Survey course examines journeys of Asian immigrant groups (and subsequent American-born generations) as they have settled and adjusted to life in the United States since 1850. Address issues such as the formation of ethnic communities, labor, role of the state, race relations, and American culture and identity. Fall, Staff.

Asam 150. Contemporary Asian American Issues. Survey of contemporary empirical studies focusing on Asian American experiences in the U.S. and globally; major themes include race, class, gender, sexuality, marriage/family, education, consumption, childhoods, aging, demography, and the rise of transmigration. Readings and other course materials will primarily focus on the period since 1965. Fall, Staff.

Asam 190a. Asian American Studies Senior Seminar: Applications, Analysis, and Future Directions. This is the capstone seminar for senior Asian American Studies majors (minors optional). The seminar is designed to bring seniors together to discuss and assess their understanding of Asian American Studies practice and theory at the Claremont Colleges and beyond. We will engage in minor research activities, read & analyze provocative books and articles, and revisit key issues & controversies. Fall, S. Goto.

Asam 190b. Asian American Studies Senior Thesis. Students will work with one or more faculty on original thesis research toward completion of senior thesis. Spring, Staff.

IDAAS Elective Courses

Asam 102. Fieldwork in Asian American Communities. This half-credit course is field work in Asian American communities and is a “lab” for the community engagement component of a full unit course. Fall/Spring, K. Yep.

Asam 179A. Asian American Cultural Politics: Hip Hop. From Far East Movement’s rise to the top of the charts to Asian American dance crews headlining MTV’s America’s Best Dance Crew, these Asian Americans receiving mainstream recognition are just a slice of a larger rich history of Asian Americans and hip hop culture. But what these artists and these practices show us are the complex ways Asian Americans articulate their individual and collective identities through popular culture practices. By examining competing conceptions of what hip-hop is, where it comes from, who it belongs to and who belongs to it, we will explore how Asian American identities, communities, and experiences are shaped by the complex weaving of race, class, gender, power, authenticity, and place in the late twentieth and early twenty first century. Fall, Staff.

Asam 197. Special Topics in Asian American Studies. Special topics courses typically provide advanced study of selected topics in Asian American Studies. Intensive faculty-student collaboration; students take on the responsibility of planning and running the course. Course topic varies depending on the socio-political climate on campus, as well as in the surrounding community. May be repeated with approval. Spring, Staff (Scripps).

ASAM Social Sciences Courses

Anth 16. Introduction to Nepal. (See Anthropology 16). Fall, E. Chao.

Anth 88. China: Gender, Cosmology, and State. (See Anthropology 88). Spring, E. Chao.

Asam/Lgcs 82. Racial Politics of Teaching. This class examines how race and ethnicity are constructed in schooling from sociological, linguistic, and ethnic studies standpoints. Specifically, we will discuss how race and ethnicity are constructed in schooling and ways teachers/educators may refine their pedagogies in relation to race and ethnicity. Students will do a research project. Fall, K. Yep/C. Fought.

Anth 99. China in the 21st Century: Gender, Culture, Nation. (See Anthropology 99). Fall, E. Chao.

Asam 111. Asian Americans and Education. The broader social processes of racialization and contestation are explored using the educational experiences of Asian Americans. We will analyze access to education and curricular marginalization. Issues like bilingual education, Asian American feminist and critical pedagogies, education as a workplace, and racialized glass ceilings will be investigated. L. Yamane/K. Yep.

Asam 135. Filipino American Experiences. Examine the interplay of historical, social, political, and cultural factors that have and continue to influence the Filipino American experience in the U.S. Filipino Americans’ experience, differences and similarities with other Asian American and ethnic/racial minority groups will also be examined. Staff.

Asam 188. Teaching as Social Change. This seminar will explore theoretical work on radical education—most notably the writings of Paulo Freire and Asian American Studies scholars. With an emphasis on “to serve the people,” Asian American Studies sought to transform higher education and strengthen students’ political engagement for a more just society. In this seminar, students will develop an understanding of theory and practice of Paulo Freire’s theories around education for critical consciousness or *conciencizacion*. This seminar is designed to engage students in the theory and practice of teaching that explores democracy, political engagement, and social justice. This seminar has a community-based component. K. Yep.

EA 86. Environmental Justice. (See Environmental Analysis 86). Fall, B. Sarathy.

Poli 118. Politics, Economics and Culture of Korea. This course is an intensive introduction to North and South Korea, with their interlocking histories and greatly divergent economic, political, and social realities. The course pays special attention to the impact of U.S. foreign policy on Korean national formation and Korean American identity and community formation. Spring, T. Kim (Scripps).

Poli 127AA. Politics and Public Policy of Asian Communities in the United States. This course examines the political struggle of Asian American and Pacific Islander communities in the U.S. T. Kim (Scripps).

Psyc 153AA. Asian American Psychology. Introduces students to the salient psychological issues of Asian Americans. Taking into account the social, cultural, and historical context of the Asian American experience, this course addresses values and cultural conflict development, acculturation, marriage and gender roles, vocational development, psychopathology, and delivery of mental health services. Spring, S. Goto (Pomona).

Psyc 173AA. Asian American Mental Health. (See Psychology 173AA). Staff.

Rlst 116. Asian American Religions. This course explores the role that religion has played in shaping Asian American identity and community through processes of immigration, discrimination, settlement, and generational change. It will analyze how Asian Americans make sense of their religious (e.g., Buddhist, Hindu, Sikh, Muslim, Protestant, and Catholic) identities, and how their faith communities have been sites of unity and division in the struggle for social change. This interdisciplinary course will draw from historical sociological, cultural studies and religious studies sources and examine how race and religion shape discussions of gender, sexuality, violence, transnationalism and popular culture in Asian America. Fall, K. Yonemoto (CMC).

Soc 84 AA. Nonviolent Social Change. (See Sociology 84AA). K. Yep.

Soc 95. Contemporary Central Asia. (See Sociology 95). A. Junisbai.

Soc 124AA. Global Asia/Asia America. This course is about the challenges that globalization poses to people of Asian descent living outside of their country of birth. We focus on case studies, paying particular attention to education, sexuality, citizenship, gender, family, and work. We will use these cases to question new concepts, such as “flexible citizenship,” “cultural hybridity,” and “transmigrant” that have emerged to describe new forms of belonging in this global age. Spring, H. Thai (Pomona).

Soc 124. Race, Place, and Space. (See Sociology 124). D. Basu.

Soc 136. Framing “Urban” Life. (See Sociology 136). D. Basu.

Soc 147AA. Asian Americans and the Sociology of Sport. (See Sociology 147AA). K. Yep.

ASAM Humanities Courses

Asam 103. Asian American Voices. From Kearny Street Workshop to San Jose Taiko, the arts have been central to rearticulating group identity and political consciousness in Asian American communities. Through critical and embodied pedagogies, this class analyzes popular culture as contested terrain. This class includes a community-base project. Spring, K. Yep/T. Kato-Kiriyama.

Asam 134. South Asian American Experiences. This course looks at the historical, cultural, social, and political issues which confront the South Asian American community today. Issues such as citizenship and transnational experiences, minoritization, economic opportunity, cultural and religious maintenance and adaptation, changes in family structure, gender roles, and generational shifts are explored. Staff.

Engl 180. Asian American Fiction. This course will focus on Asian American Fiction and will explore the function of representation (both political and aesthetic) in relation to questions of race, ethnicity, gender, sexuality, and class. The course will involve readings in both primary and secondary texts including critical and theoretical work in Asian American studies. W. Liu (Scripps).

IIS 110. (Mis)Representations of Near East and Far East. (See International Intercultural Studies 110). J. Parker.

Jpnt 178. Japanese and Japanese American Autobiography. The tradition of the native Japanese literary diary (*nikki bungaku*), modern Japanese autobiography and autobiographical writings, and Japanese American diary/autobiography, emphasizing works by women. Readings in literary criticism on autobiography in general and women’s autobiography in particular. Spring, L. Miyake (Pomona).

MS 100AA. Asian Americans in Media. (See Media Studies 100AA). M-Y Ma.

Mus 126. Music in East Asia and its American Diasporas. This course introduces the “traditional” music of China, Korea, and Japan and explores the ways in which traditional performing arts have been transformed, adapted, and given new meanings in these modern nation-states and the East Asian diasporic communities of the United States. A survey of these musical traditions will be followed by a closer study of *pungmul*, *kabuki*, *taiko*, Chinese opera, and *pansori*. Y. Kang (Scripps).

Rlst 116. Asian American Religions. Fall, K. Yonemoto (CMC).

ASAM Gender and Sexuality Courses

Asam 160. Asian American Women’s Experiences. This course is an interdisciplinary examination of Asian and Pacific Islander American women. It will examine the history and experiences of Asian American women in the United States. The class will include both lecture and discussion and will cover various issues, such as gender roles, mass media stereotypes, Asian women’s feminism, and the impact of sexism and racism on the lives of Asian American women through education, work, and home life. Spring, Staff (Scripps).

Engl 183. Asian American Literature: Gender and Sexuality. This course will explore questions of gender and sexuality in the context of Asian American literature, and will investigate how these key terms undergird even the earliest formations of Asian America. The course will investigate this idea through a variety of lenses, focusing on both creative and critical texts. W. Liu (Scripps).

Jpnt 178. Japanese and Japanese American Autobiography. Spring, L. Miyake (Pomona).

MS 80AA. Video and Diversity. (See Media Studies 80AA). M-Y. Ma.

MS 100AA. Asian Americans in Media: A Historical Survey. (See Media Studies 100AA). M-Y. Ma.

Soc 147AA. Asian Americans and the Sociology of Sport. (See Sociology 147AA). K. Yep.

Comparative Ethnic Studies Courses

(Comparative ethnic studies course as approved by your advisor or cross-listed in IDAS, or IDCS)

MS 80AA. Video and Diversity. (See Media Studies 80AA). M-Y. Ma.

Poli 128. Race and American Capitalism. This course engages in a sustained examination—both theoretical and grounded—of the contemporary political struggle of communities of color negotiating liberal-capitalist ideology and its empirical manifestations. Through textual engagement, the course seeks to significantly advance and refine analyses that focus on the relationship between race, racism, and American capitalism. Through direct engagement with individuals and organizations involved in social justice work that confronts white supremacy and class domination, the course seeks to provide practical insight into working for social change that is grounded in the lives of communities negotiating the systemic relationship between race and capitalism on daily basis. Spring, T. Kim (Scripps).

Psyc 151CH. Issues in the Psychology of Multicultural Education. This course examines educational theory, research and practice as it relates to the experience of Chicanos and other Ethnic and linguistic minorities. Consideration of selected psychological processes that potentially explain the scholastic performance of these groups. Discussion of case studies describing the relevance of multicultural education. Spring, R. Buriel (Pomona).

Soc 82AA. Race, Ethnicity, and the Politics of Teaching. (See Sociology 82AA). Fall, K. Yep.

Soc 84AA. Nonviolent Social Change. (See Sociology 84AA). K. Yep.

Courses related to Asia and Migration, Globalization and/or Imperialism

Hist 128. Immigration and Ethnicity in America. A study of the experiences of different ethnic groups in the U.S. from the colonial period to the present, which addresses the meanings of cultural diversity in American history. Fall, H. Barron (HMC).

Hist 172. Empire and Sexuality. (See History 172). C. Johnson.

Poli 118. Politics, Economics and Culture of Korea. Spring, T. Kim (Scripps).

Soc 126AA. Immigration and the Second Generation, Analysis of post-1965 children of immigrants, and/or immigrant children in Asia America. Examination of diverse childhood experiences, including “brain drain” children, “parachute” and “transnational” children, and “refugee” children. Emphasis on gender, class, ethnicity, intergenerational relations, education, sexuality, popular culture, and globalization. Spring, H. Thai (Pomona).

Soc 142AF. Transatlantic Black and Asian Experience. (See Sociology 142). D. Basu.

CHICANA/O-LATINA/O STUDIES

Chicana/o-Latina/o Studies is concurrently a multi-disciplinary and interdisciplinary field of academic inquiry broadly relating to people of Latin American descent within the hemisphere, in particular within the United States and the wider diaspora. Chicana/o-Latina/o Studies is the “umbrella name” for distinct and important academic and critical inquiries which began to converge in the last twenty years. Chicana/o-Latina/o Studies emerged in the academy as a product of educational and social movements of the 1960s. These movements led to the initial creation of the program here at The Claremont Colleges in 1969, making our program the second-oldest in the nation. More recently, Chicana/o-Latina/o Studies has emerged as a field of inquiry relating to Latin Americans in the hemisphere and has been the site for work seeking to transcend the gaps in area studies and ethnic studies.

As a multidisciplinary and interdisciplinary field, Chicana/o-Latina/o Studies contributes to every and all fields in the humanities and social sciences, including professional programs such as education, social work, medicine and law. Courses in Chicana/o-Latina/o Studies take into account the intersections of race, ethnicity, class, culture, gender, and sexuality. These courses are distributed across four areas of concentration that make up the major in Chicana/o-Latina/o Studies: 1) Border and Transnational Studies, 2) Educación: Social Justice, Formation and Critical Pedagogy, 3) Literature, Art and Representation and 4) Politics, Social Movements and Labor.

Pitzer Advisers: A. Pantoja, M. Soldatenko.

Requirements for the Major in Chicana/o-Latina/o Studies

Required Courses:

- SPAN 44, or equivalent
- Hist 17CH. Chicana/o-Latina/o Histories
- Two of the following introductory courses: Chlt 61CH, Psys 84CH, Soc 30CH

One course from each of the four areas of concentration:

- Border and Transnational Studies
- Educación: Social Justice, Formation and Critical Pedagogy
- Literature, Art and Representation
- Politics, Social Movements and Labor
- Two advanced courses in one area of concentration

Additional Requirements:

- Senior exercise: thesis with oral presentation, performance, project, exhibit, etc.
- One course with a service learning or civic engagement component. (Chlt 154CH, Soc 30CH, Soc 114CH, Soc 141CH, Soc 145CH, Soc 150CH, Soc 155CH)

Requirements for the Minor in Chicana/o-Latina/o Studies

History 17 and one of the introductory courses; one course from each of the four areas of concentration; and one lower-division Spanish language course taken from either Spanish 33, 65CH or higher, or equivalent.

Spanish Prerequisite

Border and Transnational Studies

Chlt 154CH. Latinas in the Garment Industry. Research seminar studies the lives and work of Latinas in the garment industry in Southern California, using a historical and comparative approach. Origins of this industry in the U.S., unionization efforts and impact of globalization on women in plants abroad. Emphasis is on contemporary Latinas working in the Los Angeles area. Students will need to be available to participate in several afternoon-long field trips to the garment district. Fall, M. Soldatenko.

Hist 17CH. Chicano/Latino History. Survey introduction to Chicana/o and Latina/o historical experiences across the span of several centuries, but focused on life in the U. S. Analyzes migration and settlement; community and identity formation; and the roles of race, gender, class and sexuality in social and political histories. Fall, T. Summers Sandoval.

Hist 31CH. Latin America Before Independence. Examines the history of Latin America up to 1820, focusing on indigenous civilizations of the region, (Olmecs, Teotihuacanos, Maya, Aztecs and Inca); the process of European expansion; and the evolution of societies, (gender, race and ethnicity) and the rise of colonial institutions in the Americas. Explores the contradictions that developed in the late colonial period, as well as the wars of independence in the nineteenth century. M. Tinker-Salas (Pomona).

Hist 32CH. Latin America Since Independence. The history of Latin America from 1800 to the present, including the complex process of national consolidation, the character of new societies, the integration of Latin American nations into the world market, the dilemma of mono-export economics, political alternatives to the traditional order, relations with the United States and conflict in Central America. Core course. M. Tinker-Salas (Pomona).

Hist 100cCH. Chicana/Latina Feminist Traditions. Examines the roots, forms and impacts of Chicana and Latina feminist discourses. Uses gender and sexuality to analyze the historical experiences of Latin American descent women in the U.S. and their struggles for justice, while investigating connections to other Third World and “Third Wave” feminist movements. Spring, T. Summers Sandoval (Pomona).

Hist 100iCH. Race and Identity in Latin America. Latin America incorporates indigenous European, African and Asian traditions. This seminar examines the interplay between race, identity, culture and national consciousness; the multifaceted process of ethnicity and race relations in colonial societies; the nineteenth century, when elites were first enamored with European and later with U.S. models; challenges to those elite preferences; alternative cultural identities such as Indigenismo and Negritude; the impact of immigration and the current state of nationalism. Fall, M. Tinker-Salas (Pomona).

Hist 100nCH. The Mexico-United States Border. This seminar examines the transformation of the U.S.-Mexican Border region from a frontier to an international boundary. Employs the concept of an expansive “border region” that penetrates deep into Mexico and the United States and influences the politics, economy and culture of both countries. Focuses on the changes that Mexicans, Americans, Native peoples and Chicana/os experience as a result of border interaction. M. Tinker-Salas (Pomona).

Hist 100NbCH. United States–Latin American Relations. An overview of the basic elements which have shaped the U.S. presence in Latin America and the way in which Latin America has been represented in the U.S. from the early 19th century to present day, exploring both official (public) policy as well as the impact of corporations and the market, ideology, cultural representations, the media and others. M. Tinker-Salas (Pomona).

Hist 110sCH. Latina/o Oral Histories. Explores use of oral histories in historical research of marginalized communities, investigating issues such as memory and the “body as archive.” Provides overview of oral history theory, practice and ethical concerns. Students apply course knowledge in research project incorporating Latina/o oral histories. T. Summers Sandoval.

Hist 100NbCH. United States-Latin American Relations. An overview of the basic elements which have shaped the U.S. presence in Latin America and the way in which Latin America has been represented in the U.S. from the early 19th century to present day, exploring both official (public) policy as well as the impact of corporations and the market, ideology, cultural representations, the media and others. M. Tinker-Salas (Pomona).

Post 107CH. Latino Politics. The role of Latinos in the American political process will be examined. Latino political empowerment movements will be analyzed with a focus on political culture/voter participation; organizational development in the different Latino subgroups; leadership patterns, strategy and tactics; and other issue impacting the Latino community. A. Pantoja.

Post 174CH. U.S. Immigration Policy and Transnational Politics. Examines the factors shaping the size and composition of past and contemporary immigration flows to the U.S. Areas examined include the role of economics, social networks, policy and politics in shaping immigration flows and the process by which immigrants simultaneously participate in the politics of sending and receiving countries. Fall, A. Pantoja.

Post 175CH. Immigration and Race in America. (See Political Studies 175CH). Fall, A. Pantoja.

Span 127CH. Literatura Chicana en Español. Analyzes twentieth-century texts written in the U.S. in Spanish. Focusing primarily on the Mexican American experience, we will survey a wide array of genres dating to distinct historical periods, from crónicas published in Spanish-language newspapers to political treatises, poetry, drama, and narrative. Spring, R. Alcalá (Scripps).

Post 198CH. God in the Barrio. (See Political Studies 198CH). Spring, A. Pantoja.

Educación: Social Justice, Critical Pedagogy and Inquiry

Soc 102. Qualitative Research Methods. (See Sociology 102). A. Francoso.

Chlt 115. Gender, Race and Class: Women of Color in the U.S. We will explore the contemporary experiences of African American, American Indian, Asian American/Asian immigrant, Chicano/Latina and White women, focusing on the social construction of gender and race. We will place the experiences of women of color at the center of analysis, looking at the socioeconomic and political conditions which affect their lives. The power relations in the construction of women's discourses will be presented as an integral part of the struggle of "minority" groups in the U.S. Fall, M. Soldatenko.

Chlt 118. Gender and Global Restructuring. In this course we will explore the relationship between globalization, gender and work. We will study the major trends of global restructuring and their effect on the gender division of labor. Using examples of three major gendered production networks: export production, sex work and domestic service through the lives and experiences of poor women. Spring, M. Soldatenko.

Chlt 157CH. Latina's Activism Work & Protest. This course will examine the experiences of working class Latinas in the United States by looking at different aspects of working class culture, history, labor organizing, work sites in different contexts. We will learn about the rich and diverse experiences that connect U.S. born and immigrant Latinas in terms of resistance. Fall, M. Soldatenko.

Chlt 166CH. Chicana Feminist Epistemology. Examination of Chicanas' ways of knowing and the origins, development and current debates on Chicana feminism in the United States. The study of Chicana writings informs a search for the different epistemologies and contributions to feminism and research methods. M. Soldatenko.

Psyc 84CH. Psychology of the Chicana/o. Selected topics in psychology dealing with the affective and intellectual aspects of Chicana/o behavior. The psychological development of Chicana/os will be evaluated against traditional psychological theories and variations in the Chicana/o's sociocultural environment. Fall, R. Buriel (Pomona).

Psyc 151CH. Issues in the Psychology of Multicultural Education. Examines educational theory, research and practice as it relates to the experience of Chicana/os and other ethnic and linguistic minorities. Consideration of selected psychological processes that potentially explain the scholastic performance of these groups. Discussion of case studies describing the relevance of multicultural education. R. Buriel.

Psyc 180mCH. Chicano/Latino Cultural Psychology. The cultural basis of Chicanos' and Latinos' psychology will be examined in different areas, including immigration, acculturation, identity formation, family life, and mental health. The immigrant student paradox in behavior and education will constitute a central theme of the seminar. Fall, R. Buriel (Pomona).

Soc 141CH. Chicanas and Latinas in the U.S. This seminar focuses on the ways that race, ethnicity, class, gender and sexuality intersect and impact on the lives of Chicanas and Latinas in the United States. As a way of linking theory to experiences, the course examines in detail several key areas: health, migration, work and family. Examples of resistance and strategies for building alliances are discussed. G. Ochoa (Pomona).

Soc 150CH. Chicana/os/Latinas/os and Education. This course examines the historical and institutional processes related to the educational experiences of Chicanas/os and Latinas/os, as well as exploring the relationship between school factors (tracking, teacher expectations and educational resources) and educational performance. Attention is given to the politics of language, cultural democracy and schooling, higher education and forms of resistance. A field internship option is offered as part of the course. Fall, G. Ochoa (Pomona).

Literature, Art and Representation

Art 67CH. Contemporary Chicana/o Art and Its Antecedents. Chicana/o art as an autonomous offspring of Mexican art. The influence of Mexican muralists and other Mexican artists depicting the dramatic changes brought by the revolution. Spring, Staff (Pomona).

Dance 70CH. Regional Dances of Mexico. An introduction to Mexican dance in its most traditional manner. A practical study of choreography for the Sones, Jarabes and Huapangos from principal folks regions of Mexico. Includes history and meaning of dances. Galvez (Pomona).

Dance 73CH. Pre-Columbian Dance. Introduction to Mexican dances since pre-Columbian times: La Danza de la Pluma, Danza de los Quetzoles, Danza de los Negritos and Pasacolas from Tarahumdra Indians. Aztec/Conchero dance with Alvanzas (songs by concheros), along with Matachines from different parts of Mexico and their historical roots to pre-Aztec times covered. Students will learn to make Aztec and Matachin costumes and headdresses. Fall, Galvez (Pomona).

Spnt 186CH. Seminar on Contemporary Chicana/o Narrative. An analysis of selected major narrative genres and modes (corrido, short story, autobiography, chronicle, novel, romance, and satire). Texts will be examined closely within their own geographic, cultural and historical contexts as well as within the history of narrative forms. Readings will be guided by both aesthetic and political concerns through the ideology of literary form. Discussion, essay writing and research. Taught in English. 126CH highly recommended. Spring, R. Alcalá (Scripps).

Spnt 126aCH. Chicana/o Movement Literature. Readings in Chicana/o literature from the 1940s to the 1970s. Special emphasis on the historical context within which texts are written, i.e., post-World War II and the civil rights era. Recently discovered novels by Americo Paredes and Jovita Gonzalez and the poetry, narrative and theatre produced during the Chicana/o Movement will be subjects of inquiry. Taught in English. R. Alcalá (Scripps).

Spnt 126bCH. Contemporary Chicana/o Literature. Beginning with the groundbreaking anthology *This Bridge Called My Back* (1981), this survey examines how contemporary Chicana/o literature focuses on questions of identity, specifically gender and sexuality. Theoretical readings in feminism and gay studies will inform our interpretation of texts by Anzaldúa, Castillo, Cisneros, Caudros, Gaspar de Alba, Islas, Moraga, and Viramontes, among others. Taught in English. Fall, R. Alcalá (Scripps).

Spnt 186CH. Seminar on Contemporary Chicana/o Narrative. An analysis of selected major narrative genres and modes (corrido, short story, autobiography, chronicle, novel, romance, and satire). Texts will be examined closely within their own geographic, cultural and historical contexts as well as within the history of narrative forms. Readings will be guided by both aesthetic and political concerns through the ideology of literary form. Discussion, essay writing and research. Taught in English. 126CH highly recommended. Spring, R. Alcalá (Scripps).

Politics, Social Movements and Labor

ChIt 61CH. Contemporary Issues of Chicanas & Latinas. Examines the contemporary experiences of Chicanas and Latinas in the United States, addressing issues of culture, identity, gender, race, and social class. Provides historical background for in-depth exploration of the latest exemplary works. Attention is given to diverse manifestations of cultural production in Chicana/Latina communities. Spring, M. Soldatenko.

ChIt 154CH. Latinas in the Garment Industry. Research seminar studies the lives and work of Latinas in the garment industry in southern California, using a historical and comparative approach. Origins of this industry in the U.S., unionization efforts, and impact of globalization on women in plants abroad. Emphasis is on contemporary Latinas working the Los Angeles area. Fall, M. Soldatenko.

Hist 25CH. All Power to the People! A survey of twentieth-century movements for change, with a focus on those created by and for communities of color. Examines issues of race, gender and class in the U.S. society while investigating modern debates surrounding equity, equality and social justice. Spring, T. Summers Sandoval (Pomona).

Post 107CH. Latino Politics. The role of Latinos in the American political process will be examined. Latino political empowerment movements will be analyzed with a focus on political culture/voter participation; organizational development in the different Latino subgroups; leadership patterns, strategy and tactics; and other issue impacting the Latino community. Spring, A. Pantoja.

Post 174CH. U.S. Immigration Policy and Transnational Politics. Examines the factors shaping the size and composition of past and contemporary immigration flows to the U.S. Areas examined include the role of economics, social networks, policy and politics in shaping immigration flows and the process by which immigrants simultaneously participate in the politics of sending and receiving countries. A. Pantoja.

Soc 30CH. Chicana/o in Contemporary Society. Sociological analysis of the theoretical and methodological approaches used to study the Chicana/o and Latina/o communities. Examines socioeconomic conditions, education, cultural change, the family, gender relations and political experiences. Includes a field internship option. Spring, G. Ochoa (Pomona).

Soc 114CH. Los Angeles Communities: Transformations, Inequality and Activism. This course uses a case study approach to explore the interplay between economic and demographic transformations and community dynamics. Focusing on Los Angeles communities, the course reviews some of the most recent scholarship in this area and considers topics such as economic transformations, (im)migration, class divisions, race and ethnic relations, community organizing, women and activism, and strategies and possibilities for change. G. Ochoa (Pomona).

Soc 145CH. Restructuring Communities. Examines how Latino and multi-racial communities are being transformed through economic restructuring, both locally and globally. Issues of community building and participating in the informal economy are brought to life through a service learning collaborative with a day labor center in the city of Pomona. Students work in teams as part of a partnership with immigrant day laborers, city officials, community leaders and a community-based board of directors. Fall, B. Davila.

Soc 155CH. Rural & Urban Social Movements. Examines the emergence of social movements, the process of their formation and the varied strategies for their mobilization. Particular attention is paid to the Chicana/o civil rights, farm labor and union movements. Students organize a memorial and alternative spring break with the United Farmworkers Union. Spring, J. Calderón.

Spnt 126aCH. Chicana/o Movement Literature. Readings in Chicana/o literature from the 1940s to the 1970s. Special emphasis on the historical context within which texts are written, i.e., post-World War II and the civil rights era. Recently discovered novels by Americo Paredes and Jovita Gonzalez and the poetry, narrative and theatre produced during the Chicana/o Movement will be subjects of inquiry. Taught in English. R. Alcalá (Scripps).

CHICANO/LATINO/A TRANSNATIONAL STUDIES

The Chicano/Latino/a Transnational Studies has three primary purposes. The first is to understand the history of the Chicano/Mexican people and other Latinos living in the Americas. The second is to use these experiences as an analytical window into broader social processes such as social stratification, global economics, Diasporas, forced and voluntary migration, social reproduction, social movements, racial formation, political engagement, interlocking axes of sexuality. The third is to connect the classroom to the community through the application of critical pedagogy, participatory research, and community-based learning.

Pitzer Advisers: A. Pantoja, M. Soldatenko.

60CH. Women in the Third World. This class explores the lives of women in Africa, Asia and Latin America and feminist writings that grow out of their experience. It addresses such questions as these: What are their lives like? What are their accomplishments, problems and priorities? How are they affected by and influenced by programs of economic development? What feminisms have grown out of their varied experiences? Why have these views been overlooked in Western feminist discourses? Spring, M. Soldatenko.

61CH. Contemporary Issues of Chicanas and Latinas. In this interdisciplinary course, we will look at the contemporary experiences of Chicanas and Latinas in the United States, addressing issues of culture, identity, gender, race and social class. Readings and lectures provide historical background for our in-depth exploration of the latest exemplary works in Chicana Studies. Attention is given to diverse manifestations of cultural production in Chicana/Latina communities. M. Soldatenko. [not offered 2011–12]

Eng 75. Contemporary Chicano/a Literature. (See English and World Literature 75). M. Hidalgo.

115. Gender, Race and Class: Women of Color in the U.S. We will explore the contemporary experiences of African American, American Indian, Asian American/Asian immigrant, Chicano/Latina and White women, focusing on the social construction of gender and race. We will place the experiences of women of color at the center of analysis, looking at the socioeconomic and political conditions which affect their lives. The power relations in the construction of women's discourses will be presented as an integral part of the struggle of "minority" groups in the U.S. Fall/Spring, M. Soldatenko.

118. Gender and Global Restructuring. In this course we will explore the relationship between globalization, gender and work. We will study the major trends of global restructuring and their effect on the gender division of labor. Using examples of three major gendered production networks: export production, sex work and domestic service through the lives and experiences of poor women. Prerequisite: GFS 60 or equivalent. M. Soldatenko. [not offered 2011–12]

154CH. Latinas in the Garment Industry. (Also Span154 & Engl 154). This research seminar will study the lives and work of Latinas in the garment industry in Southern California, using an historical and comparative approach. This course will consider the origins of this industry in the U.S.A., including unionization efforts and the impact of globalization on women in plants abroad. The emphasis, however, is on contemporary Latinas working in the Los Angeles area. Students will need to be available to participate in several afternoon-long field trips to the garment district. This course fulfills Spanish requirement only if the students are bilingual and write their papers in Spanish. Approval by Ethel Jorge needed only for those interested in getting Spanish credit. Fall, M. Soldatenko.

155CH. Chicana Feminist Epistemology. We will learn about the Chicanas' ways of knowing. We will work toward an understanding of the origins, development and current debates on Chicana feminism in the United States. Through the interdisciplinary study of Chicana writings, we will search for the different epistemologies Chicanas contribute to the debates on feminism and research methods. From the Marxist and Socialist scholars to the postmodern conceptualizations in cultural studies, Chicanas have struggled to conceptualize their identity, struggles and their own construction of knowledge. Prerequisite: ID 26 or women's studies course. M. Soldatenko. [not offered 2011–12]

157CH. Latinas' Activism Work and Protest. This course will examine the experiences of working class Latinas in the United States by looking at different aspects of working class cultures, history, labor organizing, work sites in different contexts. We will learn about the rich and diverse experiences that connect U.S. born and immigrant Latinas in terms of resistance.

166CH. Chicana Feminist Epistemology. Examination of Chicanas' ways of knowing and the origins, development and current debates on Chicana feminism in the United States. The study of Chicana writings informs a search for the different epistemologies and contributions to feminism and research methods. M. Soldatenko. [not offered 2011–12]

168. Women's Ways of Knowing. We will examine the social location of individual feminists producing theory. In other words, we will inquire into the classed, gendered and raced social construction of knowledge among feminists themselves. Sandra Harding proposed three major epistemologies in feminism: feminist empiricism, feminist standpoint epistemology and postmodern feminist epistemology. We will use Harding's model as a starting point, moving through several exemplary feminist readings. We will depart from some basic questions: How do we know what we know? Who can be a knower? How are we able to achieve knowledge? Letter grades only. Prerequisite: GFS/ID 26 or equivalent. M. Soldatenko. [not offered 2011–12]

CLASSICS

Classics is an interdisciplinary major. The study of the ancient world combines archaeology, philology, history, philosophy, and anthropology—among other disciplines. Classics is the name traditionally given to the study of ancient Greece and Rome from the Bronze Age to the early Middle Ages, but the Classics curriculum also includes opportunities to study diverse cultures around the ancient Mediterranean and Near East. The curriculum provides students with the opportunity to read ancient literature both in the original languages and in English translation, and to explore the life and culture of antiquity. Several courses examine the reception of antiquity and its influential role in shaping the modern world. Students also have opportunities to study abroad in Athens and Rome.

Pitzer Adviser: M. Berenfeld.

Requirements for the Major

There are two options available for the major:

1. Classical Languages and Literature

This option is designed for students who intend to study classical languages in depth. Students considering graduate school in Classics or Classical Archaeology (or related disciplines or languages) should select this option.

2. Classical Studies

This option is designed for students seeking a comprehensive background in ancient cultures and who may anticipate pursuing careers in law, medicine, business, or other fields in which a liberal arts education and strong critical thinking skills are essential. A major in Classical Studies also complements material in a range of related fields (e.g., History, English, Philosophy, Humanities, Art History, and Archaeology) and provides preparation for students planning to do graduate work in those areas.

Classical Languages and Literature

To complete the option in Classical Languages, students are required to complete satisfactorily a total of **ten courses** in two languages chosen from Greek, Latin, and Classical Hebrew, plus the Senior Seminar (CLAS 190). Students must complete at least **three courses** in each of the two languages chosen. Up to **three courses** in Classical civilization, archaeology, art history, history, philosophy, or religion may be substituted for language courses if warranted by the student's program and if approved by the student's major adviser. A **senior thesis** may count as one of these three courses.

For students intending to pursue graduate study in Classics or Classical Archaeology, a command of both Greek and Latin is essential; reading competency in French, German, and/or Italian is strongly recommended.

Classical Studies

To complete the option in Classical Studies, students are required to complete satisfactorily at least ten courses, plus the Senior Seminar (CLAS 190). These ten courses must include:

- At least **three courses** in Greek, Latin, or Classical Hebrew; at least one must be numbered 100 or above.
- At least **one course** from among the following: Classics 60, 61; History 10; or equivalents approved by the major adviser.
- The remaining courses will be chosen in consultation with the major adviser, and may be drawn from offerings in Classics and related subject fields. A senior thesis (Classics 191) may count as one of the remaining courses.

Minor in Classics: Students must satisfactorily complete a minimum of six Classics courses, including a sequence of three courses in Greek, Latin, or Classical Hebrew and three other courses that count toward a major in Classics. Normally, courses taken to satisfy the requirements of any other major or minor may not be used to satisfy the requirements for a minor in Classics.

AP Credit: One course credit toward graduation is awarded for scores of 4 or 5 on the Advanced Placement Examination in Latin (Vergil and Latin Literature).

Study Abroad: 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 junior year or semester abroad in Rome in Classical Studies. Students should consult with their advisers about additional study abroad programs for Classics.

Latin

8a,b. Introductory Latin. An intensive study of Latin grammar and syntax, forms and English derivations. Readings from Caesar, Nepos and Ovid. Elementary Latin composition. Completion of Classics 8b qualifies a student for Classics 100. Fall/Spring, C. Chinn (Pomona).

32. Introductory/Intermediate Latin. Semi-intensive course for students with some previous Latin who are too advanced for Latin 8a and not ready for Latin 100. Designed to place students in second semester Latin courses (Classics 110 or 112) to meet foreign language requirements. Includes review, mastery of basic grammar, reading from Catullus, Plautus and others. Occasional readings in English to expand the student's vision of the ancient world. Spring, C. Chinn (Pomona).

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. Prerequisites: Classics 8a, b, Classics 72, or equivalent. Fall, E. Finkelpearl (Scripps).

103a, b. Intermediate Latin: Medieval. Selections from medieval Latin texts. Emphasis on translation and historical contextualization. Prerequisite: Classics 8b (or equivalent) and permission of instructor. Half-course. May be repeated for credit. Fall/Spring, K. Wolf (Pomona).

110. Cicero. An introduction to Latin prose with readings from Cicero's orations and philosophical works. Prerequisite: Classics 100 or two to three years of secondary school Latin with permission of instructor. [not offered 2011–12]

112. Vergil. Introduction to Latin poetry with readings from Vergil's Eclogues and Aeneid. Prerequisite: Classics 8b or two or three years of secondary school Latin with permission of the instructor. Spring, C. Chinn (Pomona).

181a, b. Advanced Latin Readings. Great works of Latin prose and poetry from the writings of the Roman Republic and Empire selected according to the needs of the students. Authors and topics covered may include the Roman letter, satire, lyric poetry, elegiac poetry, historians, drama, philosophy, or Lucretius. Each semester may be repeated for credit. Prerequisite: at least two years of college level Latin or permission of the instructor. Fall, E. Finkelpearl (Scripps); Spring, Staff.

Greek

51a,b. Introductory Classical Greek. Greek grammar and syntax with limited oral drills for beginning students. Selected readings from works such as Plato's Dialogues. Fall/Spring, B. Keim (Pomona).

101a, b. Intermediate Greek. First semester places emphasis on reviewing Greek grammar and learning to read Attic Greek prose. The second semester will focus on Greek poetry, including Homer and Greek Tragedy. Prerequisites: Classics 51a,b, or permission of the instructor. Fall, R. McKirahan (Pomona); Spring, D. Roselli (Scripps).

182a, b. Advanced Greek Readings. Great works of Greek prose and poetry selected from major authors, genres and periods. Authors and topics may include Homer, the Archaic Age, Greek Tragedy, Greek Historians, Greek Rhetoric, Aristophanes, Plato and Aristotle. Prerequisite: at least two years of college level Greek or permission of the instructor. Each semester may be repeated for credit. Fall, R. McKirahan (Pomona); Spring, D. Roselli (Scripps).

Hebrew

52a, b. Elementary Classical Hebrew. Basic elements of Hebrew grammar and translation of selected biblical passages. Fall, Spring, Staff.

102. Readings in Classical Hebrew. Review of grammar and readings of selected prose and poetic texts from the Hebrew Bible and the Qumran Library. Fall/Spring, Staff.

Classical Civilization and Literature in Translation

10. The Epic Tradition. A survey of oral and written epic in Greek and Roman literature. The role of the hero; oral vs. written traditions; the roles of myth, traditional narrative and ritual; and the Classical epic as a basis for later literature. Comparative materials (e.g., Beowulf and Song of Roland). Readings from Homer, Vergil, Apollonius of Rhodes, Ovid and others. Lecture and discussion. Fall, C. Chinn (Pomona).

12. Greek Tragedy. A reading of selected Greek tragedies with attention to their role in Greek civic culture, their utilization of Greek mythology and religious beliefs and their contribution to the idea of the tragic in Western drama and culture. Staff.

14. Ancient Comedy. A survey of Greek and Roman Comedy, this course explores the origins, staging techniques, architecture and rituals of the ancient theater in terms of its changing social, political and historical contexts. Special attention is paid to the function(s) of comedy and the role(s) of humor in the ancient world. Staff.

18. The Ancient Novel and Romance. The novel has its origins in ancient popular romances of wanderings and happy endings. Students will read the novels and romances of Longus, Heliodorus, Chariton, Lucian, Apuleius, and others, with attention to historical context, the nature of the genre, readership and narratology. Special emphasis on the origins and nature of the novel with a look at Homer's *Odyssey*, Euripides' romances and theorists such as Bakhtin. E. Finkelpearl (Scripps). [not offered 2011–12]

19. The Ancient World in Film. This course examines the reception of classical antiquity in cinema through a close reading of ancient texts and their transformation into film. Emphasis will be placed on how cinema has (mis)represented Roman history and Greek drama and the ideological uses of the past in the 20th century. D. Roselli (Scripps). [not offered 2011–12]

20. Fantastic Archaeology: Modern Myths, Pseudo-Science, and the Study of the Past. An exploration of popular and fantastic interpretations of archaeological sites and finds. This course investigates pseudoscientific explanations of archaeological questions and the biases that underlie them. Spring, M. Berenfeld.

60. Greek Civilization. How civilized were the ancient Greeks? How different did they think themselves from others? This course is intended as an introduction to Greek culture and society from Homer to Alexander the Great. It draws on poetic and historical texts (in English translation) and material culture. Topics may include daily life, social customs, politics, civilization, religious festivals, class, gender and sexuality. Fall, D. Roselli (Scripps).

61. Roman Life and Literature. Literary texts organized around topics of importance to the study of Roman culture from ca. 300 BC to 200 AD: poetry and politics, rhetoric, Roman self-definition, the family and gender roles and the influence of Greek philosophy, religion, and contact with the East. Lecture and discussion. Staff.

64. Gods, Humans and Justice in Ancient Greece. Focus on the fundamental questions in ancient Greek moral thinking, such as the following: What is the best kind of life for a human? Should I be good? Can I be good? Is morality objective, subjective, or relative to one's society? What is the relation between gods and humans? Are we at the mercy of fate? Spring, R. McKirahan (Pomona).

114. Female and Male in Ancient Greece. Explores the legal and social position of women in ancient Greece, male attitudes toward women and the idea of the Female, sexuality and the contrast between the myths of powerful women and the apparent reality. Fall, Staff.

121. Classical Mythology. An exploration of Greek and Roman mythology through both literature (in translation) and visual material (ancient art, architecture, and other material culture). Fall, M. Berenfeld and E. Finkelpearl (Scripps).

125. Ancient Spectacle. Spectacles offered ancient Greeks and Romans countless opportunities to define and present themselves to others—as individuals, as communities, even as kings and emperors. Using archaeological and literary evidence, this course will explore topics such as ancient theater and other types of performance, parades and triumphs, athletic competitions, gladiatorial contexts and wild beast games, mock battles, and even public protests. We will also look at domestic spectacles, from pleasure boats and county houses to fantastic dinner parties.

M. Berenfeld. [not offered 2011–12]

130. Roman Decadence. An examination of the forces at work within the Roman Empire which counteracted its self-created image of order, stability and propriety. Religious cults, superstition, personal corruption and excess, popular violence, the Roman obsession with death, and the radical decline from Classical models of life and art. [not offered 2011–12]

135. Ancient Theater Production. The tyranny of the text has cast a long shadow over ancient drama. This course introduces students to the wider world of the theater in the ancient world through close studies of dramatic festivals, theater buildings, audiences, music, actors, producers and other dramatic genres [not offered 2011–12]

145. Ancient Political Thought. Students study the historical and theoretical construction of communities in antiquity (with particular attention to Greece) and its reception in critical theory. Topics include citizenship, class struggle, different political regimes, and the relationship between culture and the state. Fall, D. Roselli (Scripps).

150. Special Topics in Ancient Studies. A research seminar that focuses on specific historical periods, societies, problems, or themes. Topic for Spring 2012 is “The Decline and Fall of the Roman Empire.” Explaining the end of the Roman Empire has preoccupied historians, classicists, and archaeologists since the Renaissance. Recent decades have seen renewed vigor in scholarship attempting to shed light on the political, economic, military, religious, social and environmental causes for the end of a social and political system that enjoyed remarkable longevity and which left such an indelible imprint on the later centuries Mediterranean and European culture. How did the Roman Empire end? Some scholars describe it as a process of gradual decline over centuries while others point to watershed moments of catastrophic rupture. Still others contend that change occurred mainly in the semantics of how society described itself. This course will examine the often widely divergent interpretations of material and documentary evidence (primarily from the 4th to 6th centuries) offered by scholars in all fields. The object will be to ground the students in the main themes of the debate, to test the terms by which societal change is described and to decide in what contexts a synthesis of evidence is possible. May be repeated for credit with different topics. Spring, S. Bjornle (CMC).

161. Greek Art and Archaeology. An introduction to the art, architecture, and other material culture of the ancient Greek world, from the Bronze Age through the rise of Alexander the Great. M. Berenfeld. [not offered 2011–12]

162. Roman Art and Archaeology. An introduction to the art and architecture of the ancient Roman world, from the late Republic through the High Empire and up until the reign of Constantine. The course will include discussion of material both from the city of Rome and around the empire. Fall, M. Berenfeld.

164. Pompeii and the Cities of Vesuvius. Explores the archaeology, history, and art and architecture of the ancient Roman towns of the Bay of Naples buried by the eruption of Mt. Vesuvius in 79CE, including Pompeii and Herculaneum, as well as the villas and estates in the area. Examines the evidence for daily life in an ancient Roman city through the unusually well preserved remains of these sites and considers them in the context of the wider Roman world. Spring, M. Berenfeld.

190. Senior Seminar in Classics. This course consists of an intensive study of selected topics within the larger field of classical studies leading to significant independent research. Required of majors in the senior year. Fall, M. Berenfeld.

191. Senior Thesis. Students will work closely and on an individual basis with the faculty to identify an area of interest, become familiar with basic bibliography and research tools and define a topic to investigate. The student will submit the results of this research in writing and make an oral presentation to The Claremont Colleges faculty and students in Classics. Restricted to senior majors in Classics. Fall/Spring, Staff.

Related Courses:

History

10. The Ancient Mediterranean. Fall, B. Keim (Pomona).

11. The Medieval Mediterranean. Spring, K. Wolf (Pomona).

54. Bread and Circuses. Staff (CMC). [not offered in 2011–12]

80. History of Science and Technology in the Ancient and Medieval Worlds. R. McKirahan.

100WC. Christian Views of Islam in the Middle Ages. Spring, K. Wolf (Pomona).

101. Greece. Spring, B. Keim (Pomona).

103a. The Roman Republic. Fall, S. Bjornlie (CMC).

103b. Roman Empire. Spring, S. Bjornlie (CMC).

104. Late Antiquity and the Early Middle Ages. Fall, S. Bjornlie (CMC).

105. Saints and Society. Fall, K. Wolf (Pomona).

107. Reading Ancient and Medieval Historians. Fall, S. Bjornlie (CMC). [not offered in 2011–12]

108. The Age of Cicero. Staff (CMC). [not offered in 2011–12]

100WR. Convivencia: Religious Tolerance in Medieval Spain? Fall, K. Wolf.

110WH. Heresy and Church. K. Wolf [not offered 2011–12]

Art History

163. Hellenistic and Roman Art. J. Emerick (Pomona). [not offered 2011–12]

Philosophy

40. Ancient Philosophy. Fall, R. McKirahan (Pomona).

Religious Studies

61. New Testament and Christian Origins. A. Jacobs.

90. Early Christian Bodies. A. Jacobs.

91. Heretics, Deviants, and “Others” in Early Christianity. A. Jacobs.

92. Varieties of Early Christianity. A. Jacobs.

93. Early Christianity and/as Theory. A. Jacobs.

129. Formative Judaism. G. Gilbert.

131. Synagogue and Church. G. Gilbert.

170. Women and Religion in Greco-Roman Antiquity. A. Jacobs.

External Studies

Classical Studies in Rome (Contact the Study Abroad Office).

CREATIVE STUDIES

The Creative Studies field group encourages interested students to pursue a special major in Creative Studies. Creative Studies faculty will assist students to develop such a major. Please speak to a Creative Studies adviser if you are interested.

Pitzer Advisers: N. Masilela, S. Miller, S. Naftilan, A. Wachtel.

10. Introduction to Creative Studies. This course, normally team taught by faculty from different disciplines, will focus on issues and problems associated with the creative process. The role of culture and the influence on race, class, and gender will be examined by focusing on three different creative epochs, each occurring in a different culture, at different time periods. For example, the Amerindian civilizations (*Popul Vul*), the Songhay empire of Male in the 13th Century (*Sundiata* epic), the Heian era in Japan (*The Tale of Genji*), the early Christian era (*The City of God*) might be read. These works would be considered in a dialogical relationship to each other and in an interdisciplinary perspective appropriate since each of these works is multivocal, combining cosmological, philosophical and religious viewpoints. Although the examples cited above are literary, other examples from the visual and/or performing arts might also be incorporated. The nature of the creative process and the individuals who contributed to the arts and sciences will be explored. [not offered 2011–12]

14. Introduction to African Literature and Film. One of the seriously debated issues concerning African literature today is whether that portion of it written in the European languages forms a constitutive or central part of it. This issue is interwoven with the relationship between oral literature and written literature within Africa's cultural space. Diverse genres from the different corners of Africa will be read into each other as defining a particular discourse: for example, Ngugi wa Thiongo from Kenya, Wole Soyinka from Nigeria, Nadine Gordimer from South Africa. Fall, N. Masilela. [not offered 2011–12]

18. A History of the Creative Process. The course examines the history of the creative process from an interdisciplinary perspective. As a consequence, the history creative process will be theorized from the vantage point of the combination of intellectual history and performance studies. The knowledge area that will be looked at will stretch from natural history (Big Bang Theory) to human history (abstract art). The coordinates of time and space will be the parameters in this study of the human imagination. Spring, N. Masilela.

25. World in a Nutshell: The Short Story. A close study of the short story genre, focusing on such authors as Hawthorne, James, Hemingway, Joyce, Porter, Faulkner, O'Connor, Elkin, Roth, Olsen, Malamud, and Updike. In addition to reading and writing about the stories of others, students will be writing and revising stories of their own. Recommended for first-year students and sophomores. Spring, A. Wachtel.

31. Creative Writing and Creative Thought. We shall be studying and writing short stories and poems with an eye to their relation to other disciplines that generate ideas and are in return enriched by creative writing. Students will share what they have learned from their readings of assigned authors in return for the favor of workshop responses and suggestions to their own efforts during class. A. Wachtel. [not offered 2011–12]

44. Introduction to Latin American Literature and Film. The course will attempt to define Latin America as a literary and historical construct. The survey will cover essential and classical works of Latin American literature. The literary lineages of these works will be uncovered in an attempt to trace their historicity. A series of Latin American films which grapple with the historical problems facing this continent will also be shown. N. Masilela. [not offered 2011–12]

50. Twentieth-Century Choreographers: Classical Ballet and Modern Dance. The course will examine how twentieth-century choreographers both in classical ballet and modern dance have created modernism in their particular field. These are some of the choreographers who will be studied: Balamchime, Fokine, Ashton (ballet) and Morris, Ailey, Tharp (modern dance). N. Masilela. [not offered 2011–12]

55. The Cultural History of Jazz as a Modern Art Form. The course will examine the cultural highlights of jazz history from Buddy Bolden (1920s) to Joshua Redman (2000s). Spring, N. Masilela.

76. Portraits of Intellectuals. The course will examine portraits of particular intellectuals from any part of the world through the disciplinary approach of intellectual history and the history of concepts (Begriffsgeschichte). That is, for example, how within particular national contexts (Jose Marti in Cuba or Octavio Paz in Mexico or H.I.E. Dhlomo in South Africa) constituted a creative simultaneous response to their intellectual milieu as well as to cosmopolitanism: how three of them for example sought to construct a national counter-modernity to the dominant European modernity imposed on their societies by capitalism, imperialism and colonialism. What is the nature of the creative process in intellectual formations? Spring, N. Masilela.

77. Portraits of Filmmakers. The course will engage itself with visual style of major film directors from different parts of the world. The creative process in the visual style of John Ford (United States) will be compared to that of Akira Kurosawa (Japan), that of Andrei Tarkovsky (Russia) to that of Theo Angelopoulos (Greece), that of Glauber Rocha (Brazil) to that of Jean-Luc Godard (Switzerland), that of Tomas Gutierrez Alea (Cuba) to that of Ousame Sembene (Senegal). How do these directors in their specific contexts represent national visual styles? N. Masilela. [not offered 2011–12]

78. Scientists and Painters. Examining distinguished scientists and painters in relation to each other, the course will examine the distinctiveness of the creative process in their disciplines or artistic practices. In recent years there have been many books and monographs comparing the creative imaginations of Albert Einstein and Pablo Picasso. Although this pairing will be at the center of the course, other comparisons will be established between scientists and painters. N. Masilela. [not offered 2011–12]

Soc. 79. Scandinavian Culture & Society. (See Sociology 79). P. Zuckerman.

85. The Creative Space of the 1960s: A Third World Perspective. It is universally agreed that the decade of the 1960s was one of the most fascinating temporalities of the twentieth century. Change or transformation was the order of the day. Politics, literature, philosophy, music and the arts seem to have obeyed this logic of modernity. Why are the 1960s fascinating? One of the goals of the course is to show that human consciousness and moral sensibility are subject to being determined by the will of the people. N. Masilela. [not offered 2011–12]

92. Twentieth-Century Brazilian Literature and Film. Brazil is one of the Third World countries which possess a great literary and cinematic tradition, including one of the most fascinating examples of modernism in the world. By comparing literature and film, this course will attempt to enter the Brazilian film and fictional imagination of the 20th century. N. Masilela. [not offered 2011–12]

93. Modern Polish Literature and Film. Poland is one of the exhilarating enigmas of Central Europe, a country tragically overflowing with romantic spirit in a geopolitical region where perhaps sober realism should be the order of the day. Despite this complicating factor, Poland has produced both great literature and outstanding film. The course will attempt to unravel the gushing romanticism of the 20th-century Polish literary and cinematic imagination. N. Masilela. [not offered 2011–12]

101. Modern Cuban Literature and Film. The course will attempt to trace the development of the Cuban literary imagination from Jose Marti, in the context of the national liberation struggle for independence, to Roberto Fernandez Ratamar, in the context of the construction of socialism. The literary works (fiction and poetry) of Alejo Carpentier, Jose Lezema Lima, Severo Sarduy and infant will form the centerpiece of the course. The films of Humberto Solas, Sara Gomez, Sergio Giral and Gutierrez Alea will be part of this exploratory process. N. Masilela. [not offered 2011–12]

102. Modern Nigerian National Literature. Nigeria and South Africa were in the forefront in the forging of modern African national literatures in the European languages in the decades of the 1950s, 1960s and 1970s. This great historical event was simultaneous with the emergence of independent African national states. This literature of decolonization has produced great writers in Nigeria: Wole Soyinka, Chinua Achebe, Christopher Okigbo, Amos Tutuola and Gabriel Okara. N. Masilela. [not offered 2011–12]

Anth 102. Museums and Material Culture. (See Anthropology 102). S. Miller.

Anth 103. Museums: Behind the Glass. (See Anthropology 103). S. Miller.

104. Modern South African Literature and Film. South African literature in the English language is one of the strongest literatures in Africa written in the European languages. It has been profoundly affected by the politics of apartheid. Large portions of South African literature have contested this political order. A crucial issue that emerged in the course is how this literature will stand in the future positionings to transform South Africa. N. Masilela. [not offered 2011–12]

107. Harlem & Sophiatown Renaissance: A Comparative Study in Influences. The course will explore how the American Harlem Renaissance influenced and inspired the South African Sophiatown Renaissance in the construction of African modernities. Although some films will be shown, the course will primarily preoccupy itself with literary texts. N. Masilela. [not offered 2011–12]

109. Literature and Film of the African Diaspora. As a result of slavery, different “black national cultures” came into being in the New World. These national cultures were made possible by several historical events which forged “black modernity” in the New World: the Haitian Revolution (1793–1865), the Jamaican Slave Revolt (1863–1865), the American Civil War (1860–1865), the Haitian Renaissance of the 1920s and the Harlem Renaissance (1919–1935). In articulation of their modernity, black people in the African diaspora invented and appropriated literary forms of expression: slave narratives, autobiographies, essays, modern novels, etc. The course will concern itself with these creations. N. Masilela. [not offered 2011–12]

110. Science and Creativity. This course examines the nature of creativity in the context of traditional Western science. Topics include the uniqueness of science, does it uncover “universal truths” in ways other disciplines do not? How is science influenced by culture and gender? Does scientific creativity always yield progress and benefit human kind, or does science need to be subject to ethical constraints? S. Naftilan. [not offered 2011–12]

120. Greek Tragedy in Translation (Formerly Studies in Drama: Greek Tragedy). Concentrating on the Greeks, we shall attempt to understand the characteristics of the “tragic,” that unique vision of the human condition which seems to cross cultural and temporal boundaries to unite a vast range of “serious” dramatic literature. May be repeated with different content for credit. Fall, A. Wachtel. [not offered 2011–12]

124. The Bible and Homer (Formerly Engl 124 Epic and Scripture). A literary study of the twin fountainhead of Western literature: Homer and the Hebrew bible. Prereq: a college-level course in literature, religion, or classics or permission of the instructor. Fall, A. Wachtel.

125. Revolution as a Creative Process. The course will study revolutions as a creative process of realizing the new and destroying the old. It will begin with the French Revolution (1789 in Europe) and end with Third World Revolutions (Cuban and Africans) in the 1960s and 1970s. In each instance the intersection between politics, philosophy and culture will be interrogated. N. Masilela. [not offered 2011–12]

126. World Literature as Literary History. This course will examine the theory and the history of the construction of national literatures and/or of literary lineages as tradition. Herder and Schlegel’s attempted articulation of literature as a historicized world experience will be our point of departure. Pedro Henriquez-Urena’s *Literary Currents in Hispanic America* and *A Concise History of Latin American Culture*, Francesco de Sanctis’ *History of Italian Literature*, Lu Xun’s *A Brief History of Chinese Fiction*, Henry Louis Gates’ *Figures in Black*, Daratani Kojin’s *Origins of Modern Japanese Literature*, Ngugi wa Thiong’o’s *Moving the Center and Writers in Politics*, and other texts will be contextualized within an internationalism of national situations. N. Masilela. [not offered 2011–12]

127. African and Latin American Epic. This course will analyze and compare the following epics: from Africa—*Soundiata* (13th-century Mali) and *Anthem of the Decades* (20th-century South Africa); from Latin America—*Popol Vuh* (Mayan Epic) and Neruda’s *Canto General* (20th-century Chile). N. Masilela. [not offered 2011–12]

129. Website as Archives of Literature, Literary and Intellectual History. The course will examine and instruct how one undertakes research concerning old newspapers and journals as well as forgotten books of past centuries in search of short stories, essays and other generic forms with the intent of assembling them on the Internet as anthologies. The course will also impart the necessary technological skills. N. Masilela. [not offered 2011–12]

159a. Shakespeare: Comedies, Histories, Narrative Poetry. This course will be devoted to close readings of representative works from Shakespeare's first decade as a dramatist. We shall attempt to show their relation to other works of the English Renaissance, but our ultimate aim will be to discover their unique values and their roles in the development of Shakespeare's art. Prerequisite: a college-level course in literature or permission of instructor. A. Wachtel. [not offered 2011–12]

159b. Shakespeare: Tragedy and Beyond. This course is devoted to the evolution of Shakespearean tragedy from the last years of his period of high romantic comedy to the end of his tragic period. We will be concerned also with Shakespeare's reception and interpretation in Germany. Prerequisite: One of the following or the equivalent—English 10a or 10b or 11a or 11b, or some lower or upper division literature course. A. Wachtel. [not offered 2011–12]

159c. Shakespeare and Film (Formerly Engl 159c). At best a director's work is a form of literary analysis. We shall be using texts of Shakespeare plays as the sticking point from which to proceed to comparative analyses of film productions of the plays. Fall, A. Wachtel.

Anth 160. Native American Women's Arts. (See Anthropology 160). S. Miller.

Post 187. History and Political Economy of World Soccer. (See Political Studies 187). D, Goldblatt.

Post 188. The Olympics: History and Politics. (See Political Studies 188). D, Goldblatt.

189. Postmodernism. The course will attempt to define the concept of postmodernism. In the process, the cultural, political and philosophical foundations of this new cultural phenomenon will be examined. An attempt will be made to situate postmodernism in its proper sequential order in relation to modernism and romanticism. Literary works exemplifying this cultural dominant will be read. N. Masilela. [not offered 2011–12]

190. Senior Seminar. This course is devoted to the sharing among Creative Studies majors of their ongoing work. It is hoped that the sharing will further deepen students' awareness of the fruitful interdependence of the creative arts. Students and faculty will offer constructive analyses and critical suggestions to one another in an effort to maximize the accomplishments of all. Staff.

Engl 191. Modernism. A study of major authors, artists, musicians and thinkers of the period, beginning about 1900 and ending in mid-century, that formed and still informs our own. Figures studies will include Beckett, Berg, Braque, Einstein, Faulkner, Freud, Joyce, Kafka, Picasso, Proust, Stein, Stravinsky, and Woolf. Prerequisite: students must have junior standing. A. Wachtel. [not offered 2011–12]

Post 192. The City in the 21st Century. (See Political Studies 192). D, Goldblatt.

193a. Fictions of James Joyce. We shall be studying the evolution of form and content in Joyce's works from his first major efforts at the turn of the century through the completion of *Ulysses*. Our guiding questions will be why Joyce presents his material as he does and how his work relates to the literary and extra-literary intellectual concerns of our time. Spring, A. Wachtel.

193/HSID 193. Yeats and Magic. This course explores the magical renaissance of the late nineteenth century and its influence on Yeats, Shaw and Eliot. R. Rubin/A. Wachtel. [not offered 2011–12]

198. Vision Beyond Thought: Analogical Forms in Sophocles. A crucial element in thinking anew involves experiencing anew—seeing, not through abstractions but through implicitly compared actions and characters and images that force us to rethink what we thought we knew in relation to formerly unconsidered factors. Approached with this in mind, Sophocles' plays have new things to say to us about our world and his, things that stay new. Class limit: 12. Prerequisite: the equivalent of one or more of the following: English 120, 159b, Classics 12, 60, 63, 64, 121, 123, 125, and consent of instructor. A. Wachtel. [not offered 2011–12]

199. Senior Thesis or Exhibition. Exceptional students may apply to the field group to write a thesis or participate in a senior exhibition. Applications are due before the end of the previous semester. This course will be taken in addition to the other requirements for the major. (This course will be offered as needed on an independent study basis).

ECONOMICS

Economics is the study of how best to satisfy the wants and desires of all people given the limited resources available to us on this Earth. It concerns the wealth of nations, its origins in production and exchange, its allocation among competing uses, its distribution among individuals, its accumulation or decline. The approach is descriptive and analytical; many issues of national and international policy are considered; the focus is on social institutions and social outcomes rather than on personal financial success per se.

Pitzer Advisers: M. Federman, F. Jin, E. Stephens, L. Yamane.

Requirements for the Major in Economics

A major in economics requires the successful completion of:

1. One year of Principles of Economics (Econ 51 & 52)
2. One year of Economic Theory (Econ 104 & 105)
3. One semester of Economic Statistics (Econ 91)
4. One semester of Econometrics (Econ 125)
5. Four additional upper-level courses in economics (i.e., courses having principles of economics as a prerequisite).
6. Senior seminar in economics in the student's final year (Econ 198)
7. Senior thesis for honors candidates.

Completion of Math 30 or equivalent is required before taking Macroeconomic Theory and Microeconomic Theory. Accounting courses do not fulfill the upper-level elective course requirement.

Students planning to study abroad or wanting to transfer in courses taken at institutions outside of the Claremont Colleges consortium should consult with an Economics advisor beforehand. At most one course for the major can be taken abroad. Additionally, only two courses taken at an institution outside of the Claremont Colleges consortium can be counted towards the major (any course taken abroad is included in this count). Econometrics cannot be taken abroad; similarly, students wanting to take Econometrics at an institution outside the Claremont Colleges consortium must get permission in advance and confirm if the course is eligible. These limits apply to the minor, combined major, special major, and to the economics courses in the Mathematical economics major.

Students intending to pursue graduate work in economics are strongly urged to major in Mathematical Economics or double major in Economics and Mathematics, due to the increased use of mathematical modeling in Economics at the graduate level.

Pitzer College and Claremont Graduate University offer an accelerated program for completion of the BA and MA in Economics in five years. Interested students apply in the fall of their junior year and should contact the Pitzer economics faculty for more information.

Requirements for the Major in Mathematical Economics

A major in Mathematical Economics requires the successful completion of:

1. One year of Principles of Economics (Econ 51 & 52)
2. One year of Economic Theory (Econ 104 & 105)
3. One semester of Economic Statistics (Econ 91)
4. One semester of Econometrics (Econ 125)
5. Two upper level courses in Economics
6. Three semesters of Calculus: Math 30 (or 30c), 31 (or 31a or 31c) and 32.
7. One semester of Linear Algebra followed by one semester of either differential equations or probability. This can be satisfied by taking different sequences of courses from different Claremont Colleges. Currently, these sequences are:
HMC: Math 12 (Linear Algebra) and either Math 13 (Differential Equations) or Math 62 (Intermediate Probability). **CMC:** Math 60 (Linear Algebra) and either Math 111 (Differential Equations) or Math 151 (Probability). **POMONA:** Math 60 (Linear Algebra) and either Math 102 (Differential Equations and Modeling) or Math 151 (Probability).
8. Senior Seminar in Economics in the student's final year (Econ 198)

Requirements for Combined Major (Economics/Political Studies)

Students with an interest in both economics and Political Studies should consider either (a) a major in political economy (see political economy) or (b) a combined major in economics and Political Studies. Students interested in the combined major in economics and Political Studies must meet all the requirements for the economics major with the following modifications. Students must take either the political studies senior seminar or the economics senior seminar. Students taking the economics senior seminar only need to complete two upper-level economics courses. Students not taking the economics senior seminar need to complete three upper-level economics courses. They must also meet the appropriate requirements in political studies. See Political Studies.

Double Major

Students must complete the requirements for both majors, including any thesis or honors requirements. Normally no more than two courses may be counted toward fulfilling the requirements in both fields.

Honors candidates will be expected to achieve excellence in the above (including a 3.5 grade point average in the major) and to submit a worthy senior honors thesis.

Minor in Economics requires the following:

1. Principles of Macroeconomics (Econ 51)
2. Principles of Microeconomics (Econ 52)
3. Economic Statistics (Econ 91)
4. 1 Economic Theory course [either Macroeconomics Theory (Econ 104) or
5. Microeconomic Theory (Econ 105)]
6. 2 upper-level courses in economics (courses having Principles of Economics as a prerequisite).

Completion of Math 30 or equivalent is required before taking Macroeconomic Theory and recommended before taking Microeconomic Theory. Accounting courses do not fulfill the upper-level elective course requirement. See the major descriptions above for additional information on study abroad and transfer courses.

51. Principles of Macroeconomics. Introduction to the determination of national income and output including an examination of fiscal policy and monetary policy. Within this framework, such problems as budget deficits, inflation and unemployment will be studied, as well as international economic issues such as trade deficits and exchange rates. Basic economic principles will be applied to current policy questions. Fall, F. Jin/Spring E. Stephens.

52. Principles of Microeconomics. A study of the operation of the market system (wherein relative prices and quantities are determined by supply and demand); application of analytical tools (including algebraic and geometric) to current economic policy problems; and an examination of the conditions under which the market system will, or will not, optimally allocate resources. The determination of wages, profit and allocation of resources will be discussed as well as the problems arising from various forms of monopoly. The course includes a demonstration of the interdependence of all forms of economic activity. Fall/Spring, M. Federman.

91. Statistics. An introduction to the statistical tools used in the quantitative analysis of economic and political relationships. Topics include probability theory, statistical estimation, hypothesis testing and regression analysis. Prerequisite: Math 20 or equivalent. Spring, L. Yamane.

104. Macroeconomic Theory. Advanced analysis of the determination of national income, employment and prices in an open economy. Theories of consumption, investment, business cycles and the effectiveness of government stabilization policy are examined. Various schools of thought are considered. Prerequisites: Econ 51 & 52; Math 30 or equivalent. Spring, F. Jin.

105. Microeconomic Theory. Theories of consumer behavior, demand, production, costs, the firm, market organization, resource use, general equilibrium and income distribution in a modern market economy. Prerequisites: Econ. 52; Math 30 or equivalent. Spring, E. Stephens.

115. Labor Economics. This course will use economic analysis to study the behavior of and relationship between employers and employees. Provides an introduction to the characteristics of the labor market and analysis of wage and employment problems, with a strong emphasis on policy issues. Among topics studied are job-seeking and employment practices, the determination of wages and benefits, worker mobility and immigration, discrimination, unionization, inequality, and unemployment. Prerequisite: Econ 52. M. Federman. [not offered 2011–12]

125. Econometrics. Introduction to techniques and pitfalls in the statistical analysis of economic data. The classical linear regression model, method of least squares and simultaneous-equation models are developed. The computer is used, but prior programming experience is not required. Prerequisites: Econ 91 or equivalent. Fall, L. Yamane.

132. Macroeconomic Policy: Case Studies. An exploration of case studies and issues in macroeconomics from the perspective of the policy maker. Topics will include the U.K. gold standard, 1930 depression, Kennedy tax cuts, Nixon flexible exchange rates, Volcker interest rates, Mexican debt crisis, Thatcher monetary policies, Reaganomics, Japanese financial liberalization, Europe 1992. Prerequisite: Econ 51 & 52. Spring, L. Yamane.

135. Money, Banking and Financial Markets. Discussion of various financial markets such as money, bond and stock markets and various financial institutions, banking and non-banking. Introduction to the relevant basic monetary and financial theories. The course will also cover the banking system and the money supply process of the Federal Reserve, as well as the conduct of monetary policy such as its tools, goals and transmission mechanisms. Prerequisites: Econ 51 & 52. Fall, Staff.

140. Development Economics. This course will cover topics that analyze the process of economic development from many perspectives, including economic growth, inequality, characteristics of rural economies, market frictions in low-income countries and some of the international aspects of development. The course aims to offer an overview of economic development themes and debates. Prerequisites: Econ 51 & 52. E. Stephens. [not offered 2011–12]

141. The Chinese Economy. The course examines the development experience and current issues of the Chinese economy. It will review the historical legacies of the central planning from 1949 to 1978, and analyze the economic reform and transition to a market economy from 1978 to the present time. The course will also discuss the current problems and future challenges facing the Chinese economy and its relationship with the rest of the world in the context of globalization. Prerequisites: Econ 51 and 52. Spring, F. Jin.

142. The Japanese Economy. Broad introduction to the Japanese economy. Process of economic development since the Meiji Restoration. Macroeconomic growth, monetary and fiscal policy, industrial policy, labor markets, savings and investment in the post-war Japanese economy. Discussion of Japan's current economic conditions and policy issues. Prerequisite: Econ 51 & 52. L. Yamane. [not offered 2011–12]

145. 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. Prerequisites: Econ 51 & 52. Fall, F. Jin.

147. International Money and Finance. Intermediate level course study for the study of the monetary and financial aspects of international economics. Subjects covered include balance of payments, international finance markets, theories of exchange rate determination, fundamental international parity conditions, history and current issues of the international monetary system, and macroeconomic policies in the open economy under different exchange rate arrangements. Prerequisites: Econ 51 & 52. Spring, F. Jin.

163. Economics of Poverty and Discrimination. This course examines the phenomenon of poverty and the role of discrimination as a potential contributing cause. The course has a strong policy focus including examination of recent policy debates on welfare reform and affirmative action. The course begins with a discussion of the definition and measurement of the poor in the US and in developing economies. This discussion is followed by an examination of differing views of the causes of poverty. Next, the role of racial, class, and sex discrimination in both education and the labor market is considered. The remainder of the class focuses on policy options including welfare programs, employment policies, and equal opportunity policies. Prerequisite: Econ 52. Staff [not offered 2011–12]

172. Environmental Economics. The theory and practice of environmental economic policy. This course applies tools of economic theory including externalities, public goods and cost-benefit analysis to the study of environmental issues, with a strong emphasis on policy issues. Topics include pollution control, water policy, global warming and biological diversity. We consider alternative public policy instruments for environmental improvement, including the use of direct controls versus market controls. Prerequisite: Econ 52. M. Federman. [not offered 2011–12]

176. Economics of the Public Sector (Formerly Public Finance). This course focuses on the role of government in the market economy, including consideration of the rationale for government intervention and interactions across levels of government. Current policies issues examined include budgeting, taxation, income redistribution, social insurance, education, and health care. Prerequisite: Econ 52. Spring, M. Federman.

180. Financial Economics. This is an introductory course in finance. It gives students an overview of the entire discipline and discusses its general principles and main concepts, including: the time value of money; asset pricing; risk management; capital budgeting; market efficiency; options; and derivatives. Particular attention will be given to some of the esoteric instruments relevant to the 2008 Financial Meltdown, such as collateralized debt obligations and credit default swaps. Prerequisite: Econ 51 & 52. D. Campbell. [not offered 2011–12]

182. Economic History of Globalization. This course will analyze dynamic movements in global output and factor markets that have led to today's highly integrated and still evolving, global economy. We will examine various market integration periods since the 19th century, to provide insight into our contemporary global system and the future of "globalization." Prerequisites: Econ 51 & 52. E. Stephens. [not offered 2011–12]

183. Industrial Organization. Industrial Organization studies the behavior of firms in industries that are neither perfectly competitive nor monopolistic - that is, how firms behave in the real world. Yet, Industrial Organization is rooted in basic economic theory: both price theory and game theory. We will apply these theories to analyze how different markets perform. A key part of the course involves applying what we learn to public policy. Particular focus will be given to U.S. antitrust laws and we will look at several of the most important recent antitrust court decisions. Topics to be covered include: collusion and cartel theory; oligopoly models; structural and unilateral effects of mergers; price discrimination; entry-limit pricing; predatory pricing; Nash equilibrium; the prisoner's dilemma; and network effects. Fall, D. Campbell.

198. Senior Seminar. The senior capstone experience refines our economic analysis, critical thinking, research and writing skills. We will read about recent developments in economic literature and polish our professionalism. Requires a major research paper. Prerequisites: Econ 91, 104 & 105. Fall, L. Yamane.

199. Senior Thesis. Staff.

ENGLISH AND WORLD LITERATURE

Through the aesthetic, historical, and theoretical dimensions of literature we learn to read other lives and our own. We learn those lessons best when the literature we study includes the voices of a diverse array of writers and when we are responsive to the ways in which such voices and texts change our conceptions of art, culture and society. Literature stirs us and is stirred by us; it is not something to be experienced at arm's length. For this reason, we encourage our students to practice becoming engaged readers and writers of literature.

We also encourage our students to explore other disciplines, in order to broaden the sources for developing their own writing and critical thinking skills. Abilities gained in coursework are essential for other academic disciplines, are indispensable for graduate study as well as for careers in many fields (for instance, art, law, journalism, education, nonprofit and non-governmental organizations, business, advertising, and creative and professional writing). Students may choose from two tracks: Literature or Creative Writing.

Pitzer Advisers: B. Armendinger, S. Bhattacharya, L. Harris, M. Hidalgo.

The English and World Literature: Literature Track at Pitzer

Coursework on the Literature track is designed to develop and improve the student's capacity to engage in meaningful interpretation, creative writing, analytical thought and aesthetic appreciation. Majors and non-majors alike will have the opportunity to gain an awareness of the intellectual and historical contexts of literature while they work to achieve skillful written and oral expression, and to refine critical thinking skills.

The English and World Literature: Creative Writing Track at Pitzer

We believe that student work has meaningful literary and intellectual value, and we foster a supportive community of writers among our students. Through writing exercises, workshops, and intensive reading, students begin to take creative risks in their own writing. The aim of the writer is not to make a precise replica of experience, not to degrade the world in such a way, nor its ever-changing nature, but to build a door. If we are lucky, our readers walk through that door, arriving at a room we could never have predicted alone.

Requirements for the Major in English and World Literature

A major in English and World Literature requires the satisfactory completion of ten (10) courses, which may include independent study courses and a senior thesis/project. Six (6) courses should be completed prior to the senior year. Majors are also encouraged to attain at least reading knowledge of a language other than English (two years of college-level course). Courses may be taken in any sequence, but it is preferable that Engl 1 is taken early in the student's career.

Literature Track:

- Engl 1. Introduction to Literary Theory
- One course in British Literature before 1780
- One course in British Literature after 1780
- One course in American Literature
- One course in Twentieth-Century American Literature or World Literature
- Five elective courses in English and/or World Literature, of which two may be creative writing.

Creative Writing Track:

- Engl 30. Introduction to Creative Writing
- Three creative writing electives, at least one of which should be in a genre outside the student's primary focus.
- Engl 130. Advanced Creative Writing
- Engl 1. Introduction to Literary Theory
- One course in Twentieth Century and/or World Literature
- One course in British Literature
- One course in American Literature
- One elective course in literature or another discipline that influences the student's creative work

Requirements for the Combined Major

A combined major in English and World Literature requires the satisfactory completion of at least seven courses, including a senior project, thesis, or Independent Study in which the constituent fields of the major are interrelated:

- Engl 1. Introduction to Literary Theory
- One course in British Literature
- One course in American Literature
- One course in Twentieth-Century and/or World Literature
- Two elective literature or creative writing courses
- Senior project, thesis, or Independent Study in which the constituent fields of the major are interrelated.

Requirements for the Minor

A minor in English and World Literature requires the satisfactory completion of six graded courses:

- Engl 1. Introduction to Literary Theory
- One course in British Literature
- One course in American Literature
- One course in Twentieth-Century and/or World Literature
- Two elective courses in literature or creative writing

Senior Thesis and Honors: Students in either track are eligible to write a senior thesis upon submission of an accepted proposal fall semester. Students with a GPA of at least 3.50 (cumulative and in EWL) are eligible for honors with a field group approved thesis or project.

AP credit and Transferred Courses

AP credit will be accepted toward graduation (half credit for a score of 4 and full credit for a score of 5), but will not be counted toward the ten courses required for an English and World Literature major. Three college-level transfer courses may be counted toward the major upon approval by the adviser.

1. Introduction to Literary Theory. This course introduces students to theoretical and critical issues in literary studies and teaches the skills needed to study literature with understanding and pleasure. Fall/Spring, S. Bhattacharya.

9. Autobiography and Community-Learning. A service-learning course in which Pitzer students and community participants explore autobiography, how it produces a private space within prevailing public discourse, a space of social theory, historical revision and self-reflection. Assignments are organized around hands-on community service in a literacy program at an off-campus community-based location. Fall/Spring, L. Harris.

10a. Survey of British Literature Before 1780. A survey covering representative works of British literature from the early Middle Ages to the 18th century. Works will be studied according to traditional methods of literary analysis. Fall, S. Bhattacharya.

10b. Survey of British Literature After 1780. A survey of the important texts and contexts of British literature from the 18th century to the present, with attention to representations of gender, class, race, sexuality, and other aspects of identity. Spring, S. Bhattacharya.

11a. Survey of American Literature to 1880. A survey of the important texts and contexts of American literature from the Colonial period to 1880, with attention to the intellectual and cultural forces that influenced the literary tradition. [not offered 2011–12]

11b. Survey of American Literature 1880–Present. A survey of the important texts and contexts of American literature from 1880 to the present, with attention to a variety of cultural and literary movements of the period. Fall, L. Harris.

12 AF. Introduction to African American Literature. This course is a survey of major periods, authors and genres in the African American literary tradition. This is the second half of a two-semester course offered through IDBS faculty. This course will cover the major literatures produced from the turn of the twentieth century to a contemporary period. Offered every spring semester. Spring, L. Harris.

30. Introduction to Creative Writing. This course will introduce students to methods of encountering what's unfamiliar to them through experiments in poetry and prose. Our work will be guided by writing exercises and readings by diverse international authors. Students will increase their confidence by taking creative risks in a community of supportive writers. Fall, G. Kaplan; S. Plascencia/Spring, B. Armendinger.

32. Second Person Plural: Poetics of Correspondence (Formerly Engl 129). In this class, our experiments will be inspired by the work of writers who have opened up the possibility for two-way conversation in poetry. Students will compose their own imaginary letters, epistolary poems, and postal collaboration. We will consider the letter as a poetic form, and the poem as a kind of letter. What happens when we begin to unravel the boundary between writer and reader? When a poem is addressed to a particular person, how can the singular become plural? What does it take to surrender one's own language, to turn as Virginia Woolf observed, "from the sheet that endures to the sheet that perishes?" B. Armendinger [not offered 2011–12]

34. Intermediate Creative Writing: Fiction. In this course we will examine the workings of fiction by reading and discussing the work of both published and student writers. Students will submit a minimum of two stories to the workshop and write weekly critiques of their peers' writing. Generative exercise may occasionally be assigned. Spring, S. Plascencia.

61. Literature of the Supernatural (Formerly Engl 51). This course investigates the idea of the strange and uncanny in British literature, focusing on the theme of ghosts and hauntings. Through encounters with some of the most famous and eerie specters stalking the pages of literature, we explore the strange pleasures of feeling afraid and raise questions about the persistence of the past into the present. Fall, S. Bhattacharya.

75. Contemporary Chicana/o Literature. This course will examine Chicana/o literature in the post-Movimiento decades. In reading each work, we will consider its literary aspects, such as genre and style; its historical, social, political, and cultural contexts; and its relationship to other forms of cultural production and expression, such as film and theater. Fall, M. Hidalgo.

76. Rhetoric of Desire. This introductory cultural studies course examines cultural texts that deal with the ways in which desire is constructed, manufactured, and consumed. It explores aspects of gender, race, sexuality, and colonialism in the representation and rhetorical construction of desire in modern texts. Spring, M. Hidalgo.

100. Feminist and Queer Studies: Theories of Sexuality (Formerly Engl 125). This course examines theories of sexuality produced in a dialogue between Feminist and Queer Studies in the late twentieth century, from approximately 1970 to 2005. We engage multiple and conflicting discourses on sexuality in relation to historical context, political economy, race, gender, nation, community, and across academic, activist, and artistic cultural production. L. Harris. [not offered 2011–12]

107. Vampires in Literature and Film (Formerly Engl 113). Vampires have proven to be an enduring cross-cultural icon, a repository of our anxieties, fears, and hidden desires. The particular tradition we follow begins with late 18th-century social and political upheavals in Britain and the Continent. We trail the vampire through the 19th century to the present. What can the vampire teach us about our selves and our others? S. Bhattacharya. [not offered 2011–12]

128. Writing Body/Writing Community (Formerly Engl 166 Literature, Illness, Disability). In this course we will consider representations of illness, queerness, disability, and the imaginary body in contemporary literature. We will explore, and sometimes explode, the myth of normalcy. No body is normal, even to itself. No body is ever one thing, but growing and falling apart in time. When we come to know that our bodies are perforated, what do we gain and what do we lose? How can a poem or a story unravel the contradictions between body, world, and mind, solitude and community, stigma and resistance, poison and cure? How does medical discourse limit how we think [about] the body? Students will respond to the readings through creative writing exercises and literary essay. Students will also participate in a community outreach project. Spring, B. Armendinger.

129. Poetry and Public Space (Formerly Engl 61). This course is a site-specific collaboration in finding/making poetry outside the walls of the classroom. Half of our classes will be in the local community—in parks, buses, the farmer’s market, and community centers. We will partner with a local service agency to begin a long-term poetry workshop. Our readings will explore the relationship between poetry, documentary, activism, and the boundaries between public and private space. B. Armendinger. [not offered 2011–12]

130. Advanced Creative Writing: Poetry. This course is intended to support the efforts of poets with an established writing practice. Most of our time will be spent in workshop, helping each other’s poems to grow in depth and direction. We will also give attention to our creative influences in poetry and other disciplines. Spring, B. Armendinger.

131. Advanced Creative Writing: Fiction. This course is designed as a workshop focusing on the writing of narrative prose and the discourse of craft. Workshop participants will submit three original pieces of fiction and a series of exercises. Spring, S. Plascencia.

132. Advanced Creative Writing: Screenwriting. Staff.

133. Advanced Creative Writing; New Genres. Staff.

150. Rule Britannia: Imperialism and Victorian Literature and Culture (Formerly Engl 112). This course examines issues of empire in nineteenth-century British literature and culture. It considers how the literature of the period represented, aided, or resisted the development of the empire, both abroad and at home. It focuses on two key themes: the “civilizing mission”; and the “imagined community” of Great Britain. Fall, S. Bhattacharya.

151. British Women Writers Before 1900. This course focuses on the development of a female tradition in British literature through considerations of selected works of women writers before 1900. We will explore the voices and values of women writers in the context of the literary and cultural conditions confronting them. S. Bhattacharya.

152. Nature in 19th-Century British Literature. This course investigates ideas of nature and the environment in nineteenth-century British literature. How did nineteenth-century Britain conceive, construct, and represent the physical world? In what ways did nature as an ideology and/or material reality shape the nineteenth-

century? What seemed to be the relation of human beings to nature? Prereq: Engl 10b or permission of instructor. S. Bhattacharya. [not offered 2011–12]

154. Novel on Screen. This class explores the intersections of film and literature to discover how the dialogue between the two media enhances our reading experience of the printed word while developing new kinds of visual literacy. The class will focus on a selection of British novels that have been adapted for film. S. Bhattacharya. [not offered 2011–12]

155. Love and Loss in British Literature. We will explore the interconnections between the themes of love and loss in British literature and culture, from the Renaissance to the present. How do these texts intertwine representations of loving and mourning, desire and suffering, sexuality and death to examine and critique ideas about gender relations and identities? S. Bhattacharya. [not offered 2011–12]

161. Contemporary American Fiction (Formerly Engl 117). This course focuses on contemporary American fiction after 1985. We will read a wide range of novels and story collections, paying special attention to how the authors reflect upon—and reflect—major shifts and upheavals in society. The class will read authors such as Michael Cunningham, Toni Morrison, Junot Diaz, Cormac McCarthy, Susan Choi, Paul Auster, Louise Erdrich, and others. [not offered 2011–12]

162AF. Black Queer Narratives and Theories (Formerly 132AF). This course examines the cultural productions of black queer artists and scholars whose focus on race and sexuality at the intersections of black, feminist and queer history and thought shape the content and form of a black queer narrative in the latter twentieth century (approximately 1985–2005). L. Harris. [not offered 2011–12]

164AF. Harlem Renaissance: Gender, Class & Sexuality (Formerly Engl 134BK). This course is a survey of African American literature and culture produced during or linked to the 1920s Harlem Renaissance. Central to the course is an ongoing survey and analysis of popular cultural forms such as the blues, social dance, film and musical theater. Prerequisite: One lower division literature or one Black Studies course. Fall, L. Harris.

166AF. James Baldwin: Major Figures in 20th-Century American Literature. (Formerly Engl 196AF). This course explores the work of one of America's greatest writers whose importance resides in part in his calling into question national practices and injustices in regards to race, sexuality, religion, civil rights struggles and other political matters. Baldwin was a frequent expatriate with an enormous literary talent for capturing the pathos of being American across a range of social identities and issues. Also examines the themes and nuances of Baldwin's essays, novels and plays. L. Harris. [not offered 2011–12]

170. Education & Empire. In this course, we will look at the intersections of history, literature, race, and gender within the frame of U.S. nationalism and imperialism at the turn of the 19th Century. We will explore a body of literature and writing that helps us to understand the broader relationship between education, empire, and identity in the U.S. Fall, M. Hidalgo.

199a/b. Senior Thesis. Staff.

ENVIRONMENTAL ANALYSIS

Environmental Analysis is an interdisciplinary major focusing on the interaction between human and non-human components of the biosphere. The major applies approaches in the social sciences, arts and humanities, and natural sciences to understanding and solving environmental problems. Environmental Analysis offers an integrated, unifying perspective on life, as well as a program for affecting positive change. The major prepares students for graduate work and careers in teaching, public policy and administration, law, environmental sciences, international affairs, environmental design, and the non-profit sector. Developing sustainable ways of living is one of the greatest challenges of our time. The Environmental Analysis Program combines the strengths of the five Claremont Colleges to provide robust interdisciplinary training for students interested in environmental issues. Resources for field research include the Pitzer in Costa Rica Program, the John R. Rodman Arboretum, the Bernard Biological Field Station, and numerous local partnerships.

The Environmental Analysis Program regards external study as a valuable, though not required, part of the curriculum, enabling students to secure deeper appreciation of the global dimensions of environmental challenges. Additionally, the Program encourages students to engage in internships and fieldwork that move them beyond the classroom and library to engage in research and action.

Learning Outcomes of the Program in Environmental Analysis

Student Learning Outcomes for All Tracks in Environmental Analysis

1. Understand and describe the complex social, scientific and humanistic aspects of environmental issues.
2. Understand and apply both disciplinary and interdisciplinary analysis to environmental issues.
3. Critically analyze, evaluate, and interpret scholarly arguments and popular discourse and be able to communicate this analysis to a variety of communities.
4. Develop well-reasoned solutions to environmental predicaments, testing them against relevant criteria and standards.
5. Be able to craft well-researched, informative and effective scholarly presentations.
6. Contribute knowledge and action regarding environmental issues to the public through service learning, internships, community-based research, and other activities.

Additional Specific Student Learning Outcomes for Environmental Science Track

7. Use foundational principles to analyze problems in nature.
8. Develop hypotheses and test them using quantitative techniques.
9. Articulate applications of science in the modern world.
10. Effectively communicate scientific concepts both verbally and in writing.

The Major

The Environmental Analysis major offers three Tracks: Environmental Science, Environmental Policy, and Environment & Society. For the Environmental Policy and Environment and Society Tracks of the major, students take 11 to 12 courses, depending on how they fulfill the internship requirement. Students who craft a thesis for honors do an additional course of independent research and writing (ENVS 199).

The major consists of four sets of requirements:

- Core set of courses
- Track with Course Plan
- Environmental Internship for the Environment & Society and Environmental Policy Tracks
- Capstone Seminar or Thesis depending upon Track

Environment & Society Track

4 Core courses:

1. EA 10 Introduction to Environmental Studies
2. EA 86 Introduction to Environmental Justice
3. EA 30L Introduction to Environmental Science
4. An Ecology course for those in the Environmental Policy and the Environment and Society Tracks

6 Track-related Courses (including 1 additional natural science course and 1 environmental policy course)

1 Environmental Internship

1 Capstone Seminar: Critical Environmental News

Environmental Policy Track

4 Core courses:

1. EA 10 Introduction to Environmental Studies
2. EA 86 Introduction to Environmental Justice
3. EA 30L Introduction to Environmental Science
4. An Ecology course for those in the Environmental Policy and the Environment and Society Tracks

6 Track-related Courses (including 1 statistics course—e.g. economics statistics, quantitative methods in Sociology, or other appropriate statistics course as approved by student's advisor—and 1 course outside of the policy sciences)

1 Environmental Internship

1 Capstone Seminar: Critical Environmental News

Environmental Science Track

3 Introductory Core courses:

1. EA 10 Introduction to Environmental Studies
2. EA 20 Environmental Values, Literature, and Current Affairs
3. EA 30L Introduction to Environmental Science

Introductory Biology: Bio 43L, Bio 44L

Introductory Chemistry: Chem 14L, Chem 15L or Chem 29L

[The requirement for Introductory Biology and Introductory Chemistry may be met by completion of both semesters of the Accelerated Integrated Science Sequence (AISS)]

1 earth sciences course—e.g., PO GEOL 20x

5 upper-division EA science courses, including one in ecology (Bio146L, Bio169L, or equivalent)

Students must take at least one class in statistics or the application of quantitative methods to environmental problems. This requirement may be satisfied by taking an approved class with a quantitative focus as one of the five upper-division EA science courses. Alternatively, students may take an approved non-science course in statistics in addition to the other major requirements.

1 environmental policy course—e.g., EA 95; EA 120; HM POST 114
 Environmentally focused study abroad semester strongly recommended
 Senior Thesis/Capstone

The Course Plan

Within each track, students select a group of courses that gives depth in the track. There are two options for course plan development:

(a) Students may select a pre-designed course plan. These are described in detail on the Program website.

Or

(b) Students may design an individualized course plan with their academic advisors following the guidelines above, including at least 6 courses in addition to the Core, Internship, and Capstone requirements.

Examples of some Pre-Designed Course Plans within Tracks

Environment and Society Track

- Race, Class, Gender and the Environment
- Environmental Ethics
- Art and the Environment
- Human Ecology
- Development and Environment (sociology & anthropology focus)

Environmental Policy Track

- Environmental Policy
- Development and Environment (policy & economics focus)

Environmental Internship Guidelines

Environmental Analysis majors must engage in one semester's worth of intensive (10+ hours per week) internship work with a local organization. Students are encouraged to complete the internship requirement before their senior year. Options for completing this requirement are as follows:

1. Internship Course: Internships in Environmental Analysis. This course places students at sites, provides course readings, troubleshoots ethical issues, and asks students to analyze their off-campus work. 10–15 hours per week; 1 or 1.5 credits.
2. Independent Study: We occasionally allow students with special circumstances to fulfill the internship requirement as an independent study, to be arranged with an appropriate professor.
3. Study Abroad: A student may petition to have work abroad in the Costa Rica program or another study abroad site count toward the requirement. Students must furnish proof of hours and submit the final product (DISP, field notes, final paper, etc.) to field group for approval.

4. **Ontario Program:** Students may complete their internships through the Ontario program. Internships and final papers must explicitly revolve around environmental issues. Students work with an advisor from Environmental Analysis to ensure that their Ontario work is appropriate to the major.
5. **Adding Hours:** A regular Environmental Analysis class with a community-based component usually does not require enough hours to meet the major's internship requirement. In certain cases, professors may allow students to add required community hours to their required off-campus work. Similarly, students can propose to add an internship to a class that does not currently have a community-based component. In both cases, the student must have the professor's prior written approval, and written agreement from the host organization. CEC staff will request time sheets from the organization to insure that the time commitment is met.

COURSES

Geo 2 PO. Environmental Geology.

10. Introduction to Environmental Studies. This course, required for the Environmental Studies major, is an interdisciplinary examination of some of the major environmental issues of our time. This course explores aspects of society's relationship with environment using the humanities, social sciences and natural sciences. Topics include: environmental ethics and philosophy; ecosystems, biodiversity, and endangered species; North/South environmental conflicts; air pollution and acid rain; ozone depletion; climate change; biotechnology; and international environmental policy. Fall/Spring, M. Herrold-Menzies.

Anth 12. Native Americans and Their Environments. (See Anthropology 12). S. Miller.

Hist 16. Environmental History. (See History 16). A. Wakefield.

20. Environmental Values, Literature, and Current Affairs. A study of select current topics in the environmental field as informed critically by environmental history, literature, justice, and values. C. Miller.

27. Cities by Nature: Times, Place, Space. C. Miller.

30L. Introduction to Environmental Science. K. Purvis-Roberts, G. Fowler.

Phil 36 PO. Values and the Environment. A. Davis.

Phil 38 PO. Bioethics. A. Davis.

39. Environments, Arts and Action. (See Art 37). Spring, K. Miller.

Bio 43L. Introductory Biology. (See Science: Biology 43L). Fall.

Bio 44L. Introductory Biology. (See Science: Biology 44L). Spring.

46. Environmental Awareness and Responsible Action. A course facilitated by advanced Environmental Analysis majors in conjunction with the professor. We examine lifestyle choices and campus policies in relation to waste management, water usage, energy conservation, and plant and animal habitat. The course is designed to help students understand the pervasion and significance of ecological problems, as well as their causes and solutions. Theoretical investigations of biodiversity, sustainability, bioregionalism, environmental philosophy, and other topics will provide the foundation for informed action in which students will participate in addressing environmental issues at the Colleges and beyond. P. Faulstich. [not offered 2011–12]

48. A Sense of Place. A “sense of place” begins with interactions between people and the world, and develops from the environment within which humans exist. The course engages students in the creative and intellectual process of developing an understanding of critical connections between person and place; between who we are and where we are. P. Faulstich. [not offered 2011–12]

Anth 54 PO. Human Interactions with Preindustrial Environments. J. Perry.

Engl 57 PO. Gender and Nature: Environmental Literature. T. Clark.

Poli 60 PO. Global Politics of Food and Agriculture. H. Williams.

63. Exhibiting Nature. An exploration of how natural history and anthropology museums, botanical gardens, zoos, national parks, and the like present a view of nature and human societies. Enrollment is limited. Field trip fee: \$40. P. Faulstich. [not offered 2011–12]

Bio 64L. The Living Sea. (See Science: Biology 64L). Fall.

65. Visual Ecology. This course explores how ecological insights, issues, and concerns are investigated, illuminated, and manipulated through visual media. Examples include nature photography (both fine art and documentary), documentary films, and photographic essays. P. Faulstich. [not offered 2011–12]

68. Ethnoecology. This course investigates the ecological priorities and concepts of various peoples, from so-called “fourth world” hunters and gatherers to “first world” scientists. What we isolate and consider as ecological knowledge includes those aspects of culture that relate to environmental phenomena directly (e.g., resource exploitation) and indirectly (e.g., totemic proscriptions). Thus, this ecological knowledge affects subsistence and adaptation. Ethnoecology—the study of cultural ecological knowledge—begins, like the science of ecology itself, with nomenclatures and proceeds to considerations of processes. In this course we study beliefs about the relationship between humans and the environment as expressed in both Western science and the traditions of Native peoples, and we explore where these cultural systems of knowing intersect and diverge. Spring, P. Faulstich.

Chem 70L. Land, Air and Ocean Science. (See Science: Chemistry 70L). K. Purvis-Roberts.

74. California's Landscapes: Diverse Peoples and Ecosystems. Explores the diverse ecological and cultural landscapes of California, examining how different groups (Native American, Hispanic, African-American, Asian, and European), have transformed California's rich natural resources. Topics include: Native Americans of the Los Angeles Basin and the Redwood Forests; Spanish-Mexican missions of southern California; African-American miners in the Sierra; Chinese and Japanese farmers in the Central Valley; and the wildland-urban interface of LA. Course fee \$30 for two required Saturday field trips. M. Herrold-Menzies. [not offered 2011–12]

Phys 79L. Energy and the Environment. (See Science: Physics 79L). Fall.

86. Environmental Justice. Is environmental harm distributed in a fundamentally racist manner? How do we adjudicate such claims? In this course, you will actively learn to analyze environmental issues using an environmental justice lens, evaluate the race and equity implications of environmental harms, and be inspired to do something about environmental injustice. Spring, B. Sarathy.

90. Environmental Change in China and East Asia. This course introduces students to a broad range of environmental issues in Asia. As many Asian nations have experienced rapid economic development, these economic changes have had dramatic impacts on the natural environment. In this class we examine the government policies, economic conditions, and social movements that are shaping the natural environment in Asia. Fall, M. Herrold-Menzies.

91. Air Pollution: History and Policy. This course will approach current U.S., state, and local air pollution policies as products of various historical developments and discourses, ranging from early views of industrial smoke as an indicator of progress to contemporary environmental justice debates. Covered policy topics will include smog-causing pollutants, visibility, air toxics, and climate change. Fall, Staff.

95. U.S. Environmental Policy. How is U.S. environmental policy formulated and how does it relate to social, historic, and political dynamics? This course argues that the "standard model" of direct provision of government services has been substantially unraveling due to a series of new trends in policy including: greater public involvement, devolution, and dispersion. Spring, B. Sarathy.

98. Urban Ecology. Urban ecology is a subfield of ecology that deals with the interaction between humans and the environment in urban settings. This course brings together concepts and research from diverse fields to explore themes of environment and cityscape, relationships between industrialization, green space, and health, ecological challenges in rapidly urbanizing areas, and global social movements toward sustainable cities. A key objective of the course is to consider urban environments through their dynamic relationships to social, political, and economic systems with a key focus on globalization and public life. S. Phillips. [not offered 2011–12]

EA 100L JS. Global Climate Change. An introduction to the Earth Sciences, this course focuses on past and present global climate change. Topics include earth system science, climate change on geologic timescales, and recent climate change. Lectures will include a discussion of primary journal literature about climate change and relevant topics in the media. Labs will include an introduction to proxy methods used to reconstruct past climate variability. Prerequisites; Biol 43L and 44L, or Chem 14L and 15L (or 29L), or Phys 30L and 31L, or 33L and 34L, or both semesters of the AISS course. Laboratory fee: \$50. Fall. B. Williams.

Hist 100 PO. Water in the West. C. Miller.

101. Environmental Internships. The environmental internships course engages students in real-world environmental challenges. Students work with local non-profit, for-profit, governmental, or non-governmental organizations, contributing to efforts in environmental justice, conservation, green architecture and planning, agroecology, public policy, and education. Students critically study topics associated with their internship sites, as well as learning the ethics and practice of respectfully engaging local communities. The course requires a weekly commitments of ten to fifteen hours. Spring, S. Phillips.

Ont 101. Critical Community Studies (See Ontario Program 101). Staff/Phillips.

Art 103. Environments Workshop. (See Art 103). K. Miller.

Ont 104. Social Change Practicum. (See Ontario Program 104A/B). Staff/T. Hicks Peterson.

Bio 104 PO. Conservation Biology. G. Fowler.

104. Doing Natural History. The interdisciplinary field of Natural History links the natural sciences to the humanities and social sciences by combining ecological field studies with drawing and painting, cultural history, and social analysis. This course introduces students to the complicated history of natural history and the rich botanical and wildlife studies that naturalists have completed, while having students actively doing natural history themselves at the Pitzer Arboretum and Bernard Field Station. One Saturday field trip is required. Fall, M. Herrold-Menzies.

Ont 106. Applied Qualitative Methods. (See Ontario Program 106). Hicks Peterson/Staff.

Anth 110. Nature and Society in Amazonia. (See Anthropology 110). L. Martins.

Post 114 HM. Comparative Environmental Politics. P. Steinberg.

120. Global Environmental Politics and Policy. This course will introduce students to the rise of global environmental governance, examine specific environmental issues and international treaties (such as the Convention on Biological Diversity and Kyoto Protocol), analyze the politics around the international policy process, and explore how global environmental governance intersects with geopolitics, conflict and national security. B. Sarathy. [not offered 2011–12]

124. Protecting Nature: Parks, Conservation Areas & People. Creating parks and conservation areas is one major way that governments and nongovernmental organizations attempt to protect endangered species and biodiversity. In this class we will examine a variety of protected areas, conflicts around these areas, and programs designed to reduce these conflicts. We will use the Bernard Field Station as a central case study. This course includes a social responsibility component. M. Herrold-Menzies. [not offered 2011–12]

Geol 125L PO. Earth History with Laboratory.

125. Power and Social Change. “Power to the people!” “Knowledge is power.” “Taking power.” What exactly does one mean by power and how may altering power relations lead to social change? This course will critically examine different theories of power, the relationship between power and violence and how power can be used to liberate as well as dominate and manipulate. This course introduces students to interdisciplinary fields and movements, such as Marxism, feminism, postmodernism, anti-colonial and postcolonial movements and grassroots movements. B. Sarathy. [not offered 2011–12]

Econ 127 PO. Environmental and Natural Resource Policy. B. Cutter.

Econ 128 PO. Energy, Economics and Policy.

Anth 129 PO. Native California. J. Perry.

130. Human Ecology in the Neotropics. (See Pitzer in Costa Rica Program). P. Faulstich, M. Herrold-Menzies.

131. Restoring Nature: The Pitzer Outback. This course focuses on designing and implementing a restoration plan for the Pitzer Outback as a resource and develop a restoration strategy and management plan. The science and practice of ecological restoration is explored, and social perspectives that encompass the restoration project are examined. Fall, P. Faulstich.

EA 132/Art 132. Practicum in Exhibiting Nature: The Pitzer Outback. The course focuses on designing and implementing an exhibition plan for the Pitzer Outback. Students will assess the Outback as a resource and develop an exhibit strategy and management plan. Walking paths and interpretive signage will be constructed, and students will work in teams to design and develop the appropriate infrastructure. Program fee: \$40. Spring, P. Faulstich/K. Miller.

Poli 136 PO. The Politics of Environmental Action. R. Worthington.

137. Plant Classification and Adaptations to the Environment. Plant identification is used as the basis for learning fundamentals of plant diversity, classification, and adaptations. Topics addressed include fire ecology, effects of increasing carbon dioxide levels, impacts of agriculture, conservation, and other subjects relevant to interactions of human populations with the plant world. Classes include frequent field excursions. Professor S. Morhardt.

Bio 137. EEP Clinic. (See Biology 137). E. Morhardt.

140. The Desert as a Place. An interdisciplinary investigation of the desert environment as a place with some emphasis on Australia and the American Southwest. Correlations between natural and cultural forms, histories, materials, motives, and adaptations 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. Enrollment is limited. Course fee: \$40 (for field trips). P. Faulstich. [not offered 2011–12]

141. Progress and Oppression: Ecology, Human Rights, and Development. This class is concerned with the state of tribal peoples and ethnic minorities around the world. Particular attention is given to environmental problems and their effects on diverse peoples. We explore case studies of the cultural and environmental consequences of rainforest destruction, tourism, energy development, national parks, and war. We critique programs to assist oppressed peoples and the environments which sustain them. Participants are asked to choose a geographical, cultural, and topical area and make recommendations particular to the problems and the needs of that region. Spring, P. Faulstich.

Bio 145. Evolution. (See Science: Biology 145). D. McFarlane.

146. Theory and Practice in Environmental Education. Students are trained in principles of environmental education, and serve as instructors to children from elementary schools in Pomona and Claremont. Participants work in teams to develop and teach effective environmental curricula at the Bernard Biological Field Station. In addition to teaching environmental ethics, local ecology, and critical ecological concerns, course participants serve as role models of environmental sensibility and community involvement. Enrollment is provisional until after the first class meeting when course applications are distributed. Spring, P. Faulstich.

Bio 146. Ecology. (See Science: Biology 146). D. McFarlane.

147. Community, Ecology, and Design. This course is geared toward envisioning and creating an ecological future. We study aspects of community planning, architecture, urban design, and transportation in an exploration of alternatives to current patterns of social living. Combining ecological design principles and social concerns, this course offers environmental perspectives, concrete examples, and practical experience for making our communities socially healthy and ecologically benign. P. Faulstich. [not offered 2011–12]

149. Ecology and Culture Change. This course studies relationships between changing natural systems and changing socio-cultural systems. We will investigate the approaches to ecological and social dynamics (change, degradation, evolution, revolution), with a focus on the factors which link ecological and human processes. Theoretical and applied perspectives on change will be studied at both the micro and macro levels. Emphasis will be placed on evaluating and understanding how peoples create and respond to change. Global issues of ecology and intercultural communication will guide our inquiries. P. Faulstich. [not offered 2011–12]

150. Critical Environmental News. A seminar examination of how environmental issues are portrayed in the news media. Specific issues will be determined by the current news, but general concerns include representation of the environment, habitat destruction, consumerism, development, environmental justice, politics and the environment, local and global topics, media bias, and environmental perception. Fall, P. Faulstich.

152. Nature through Film. We examine how ideas about nature and the environment and the human-nature relationship have been explored in film. From wildlife documentaries, to popular dramas of environmental struggles, to cult classics and Disney's animated visions of nature, the human-nature relationship has been depicted through film to transmit particular views of the world, especially certain constructs concerning gender, race and ethnicity. We view and study films, read relevant theory, and actively critique ways in which our worldview has been shaped and impacted by cinema. Students write 8 five-page papers during the semester. P. Faulstich and M. Herrold-Menzies. [not offered 2011–12]

154. Commodifying Nature. (Formerly Global Production & Natural Resources). This course critically engages relations between labor and the environment by examining the political economy of various natural resources in both domestic and global production processes. We will also evaluate race, class and gender dynamics within production processes and evaluate their implications for social and environmental justice. B. Sarathy. [not offered 2011–12]

Bio 154. Animal Behavior. (See Science: Biology 154). D. Guthrie.

Bio 159. Natural Resource Management. (See Science: Biology 159). E. Morhardt.

162. Gender, Environment & Development. Examines the intersection of theories of environmental degradation, economic development and gender. Social theories to be examined include: modernization theory, dependency and world systems, women in development vs. women and development, cultural ecology, eco-feminism, political ecology and feminist political ecology, gender and the environment, and population. Men are warmly welcomed to enroll! Spring, M. Herrold-Menzies.

Anth 164. North American Archaeology. (See Anthropology 164). S. Miller.

RLST 166A PO. Divine Bodies: Religion and the Environment. Z. Kassam.

Anth 168. Humans and Their Environments: The Prehistoric Perspective. (See Anthropology 168). S. Miller.

Bio 169L. Marine Ecology. (See Science: Biology 169L). Staff.

Econ 172. Environmental Economics. (See Economics 172). M. Federman. See also Econ 127 PO.

Bio 176. Tropical Ecology. (See Science: Biology 176). D. McFarlane.

179. Worldview and Natural History. This seminar strives to increase understanding of how worldviews are situated in the landscape, and how indigenous cosmologies function as storehouses of critical knowledge of the natural world. Students will engage in substantive, collaborative research on a selected topic. Areas of focus include symbolic systems, traditional ecological management, Aboriginal Australia, and Botswana. P. Faulstich. [not offered 2011–12]

Bio 180L. Neotropical Ecology. (See Pitzer in Costa Rica Program). C. Baduini, D. McFarlane.

Hist 189 PO. US Environmental History. C. Miller.

197. EA Senior Thesis Seminar. Spring, B. Sarathy.

See also, at Pitzer and the other consortium colleges, appropriate courses in Anthropology, Biology, Economics, Environment, Economics and Policy, Environmental Analysis, Geology, Government, International and Intercultural Studies, Political Studies, and Science, Technology & Society.

GENDER AND FEMINIST STUDIES

Pitzer Advisers: M. Banerjee, C. Fought, C. Johnson, A. Juhasz, J. Parker, S. Snowiss.

Scholarship on women addresses three kinds of pressing intellectual needs. The first is to provide more information about women's lives and contributions. The second is for the revision of existing theory that claims to speak for all human beings while it has been based almost exclusively on the experience of men. The third is for the integration of perspectives shaped by sensitivity to race, class, ethno-national origin and sexual orientation within the study of gender.

Courses in Gender and Feminist Studies focus on the relations of power that have produced inequalities between genders. We consider gender inequality a human construction subject to change rather than an innate, ordained condition. In the classroom and in research, our critical perspective challenges conventional concepts and methods of analysis and encourages the formulation of new paradigms of teaching, learning and research that reflect the diversity of women's experience.

Pitzer offers a major and a minor in Gender and Feminist Studies and combined majors with other disciplines in the social sciences, in the humanities and fine arts, in the natural sciences, as well as in interdisciplinary subjects, including Asian American, Black, and Chicana Studies.

Pitzer's Gender and Feminist Studies courses are part of the rich variety of Women's Studies courses offered by all The Claremont Colleges. Students who are interested in courses other than those listed below should consult the Intercollegiate Women's Studies brochure of courses offered each semester. The Intercollegiate Women's Studies Teaching and Research Center is located at 107 Vita Nova on the Scripps campus. Open to all faculty and students of The Claremont Colleges, it provides programs of lectures and seminars each semester.

The Pitzer Student Women's Center, located upstairs in the Grove House, has a small library devoted to Gender and Feminist Studies and provides a meeting space for interested students.

The major requires a minimum of ten (10) courses, distributed among core courses and three tracks.

Core Courses (one course from each numbers 1, 2, 3, and 4 below):

1. Introduction to Women's Studies, ID 26
2. Feminist Theory, such as Post 163; CHLT 155CH; CHLT 168
3. Intersectionality of gender/race/class/sexualities CHLT 60, CHLT 61CH, CHLT 115, CHLT 154CH, GCHLT 155CH, GCHLT 168 Arhi 178; ASAM 90; Engl 42eAF; Engl 125d; Engl 134AF, Engl 140; Hist 171AF; MS 80
4. Senior Seminar [WS 190] or Senior Project/Senior Thesis [ID 191] (Candidates for Honors must complete both the Sr. Seminar [ID 190] and Sr. Project/Thesis [ID 191])

Tracks

Students should take at least one (1) course from each track that focuses on gender and empowerment; and complete an additional three (3) courses from one of the tracks:

1. Global, National and Local Communities
2. Creativity: Art, Literature, Spirituality, Identity
3. Sciences, Medicine and Technologies

If students have two majors, no more than two (2) courses, including a methods course, may be counted toward the completion of both majors.

Combined Major: Students wishing to complete a combined major in GFS and another discipline are required to complete all the core courses, one course from two of the tracks and two additional courses from one of those two tracks. All combined majors have two advisers.

Minor: Students interested in completing a minor in GFS are required to complete the Introduction to Women's Studies, Feminist Theory and Intersectionality courses from the Core Courses and one course from each of the three tracks.

Honors: Students are required to have a cumulative and GFS GPA of 3.5 and the recommendation of the field group based on the quality (A or A-) of the senior project or thesis. In addition, candidates for honors must complete both the Senior Seminar and the Sr. Project/Sr. Thesis. Two advisers are required for the Sr. Thesis/Sr. Project and one must be from the Pitzer GFS field group. The final version of the honors thesis or project to be reviewed by the field group is due two weeks before the end of classes.

ID 26. Introduction to Women's Studies. A cross-disciplinary examination of the study of women. 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, economists, political scientists, artists, and literary critics.

CHLT 60. Women in the Third World. (See Chicano/Latino/a Transnational Studies 60). Spring, M. Soldatenko.

CHLT 61CH. Contemporary Issues of Chicanas and Latinas. (See Chicano/Latino/a Transnational Studies 61CH). M. Soldatenko. [not offered 2011–12]

CHLT 115. Gender, Race and Class: Women of Color in the U.S. (See Chicano/Latino/a Transnational Studies 115). Spring, M. Soldatenko.

CHLT 118. Gender and Global Restructuring. (See Chicano/Latino/a Transnational Studies 118). M. Soldatenko. [not offered 2011–12]

CHLT 154CH. Latinas in the Garment Industry. (See Chicano/Latino/a Transnational Studies 154CH). Fall, M. Soldatenko.

CHLT 155CH. Chicana Feminist Epistemology. (See Chicano/Latino/a Transnational Studies 155CH). M. Soldatenko. [not offered 2011–12]

CHLT 157CH. Latinas' Activism Work & Protest. (See Chicano/Latino/a Transnational Studies 157CH). Fall, M. Soldatenko.

CHLT 166CH. Chicana Feminist Epistemology. (See Chicano/Latino/a Transnational Studies 166CH). M. Soldatenko. [not offered 2011–12]

CHLT 168. Women's Ways of Knowing. (See Chicano/Latino/a Transnational Studies 168). M. Soldatenko. [not offered 2011–12]

ID 191. Senior Thesis or Project. Staff (Pitzer).

Cross-listed taught by Pitzer Faculty:

For courses at the other colleges, please see the Intercollegiate Women's Studies brochure or the relevant College's course catalog.

Anthropology 50. Sex, Body and Reproduction. Spring, E. Chao.

IIS 50. Power and Social Change. B. Sarathy/J. Parker.

Anthropology 88. China: Gender, Cosmology and the State. Spring, E. Chao.

Anthropology 99. China in the 21st Century: Gender, Culture, Nation. E. Chao.

CHLT 60CH. Women in the Third World. (See Chicano/Latino/a Transnational Studies 60). Spring, M. Soldatenko.

English 9. Reading/Writing Autobiography. L. Harris.

English 42eAF. Girl-Worlds: Female "Coming of Age" Literature. L. Harris.

English 115. British Women Writers Before 1900. S. Bhattacharya.

English 128. Writing the Body. (See English and World Literature 128). B. Armendinger.

English 132AF. Black Queer Narratives and Theories. L. Harris.

Environmental Analysis. 162. Gender, Environment and Development. Spring, M. Herrold-Menzies.

History 74. Holiness, Heresy and Body. C. Johnson.

IIS 75. Intro to Postcolonial Studies. J. Parker.

History 148. Gender in African History. Fall, H. O'Rourke.

History 168. Diaspora, Gender, and Identity. (See History 168). Spring, H. O'Rourke.

History 172. Empire and Sexuality. C. Johnson.

History 174. Magic, Heresy, and Religion. Fall, C. Johnson.

History 175. Magic, Heresy and Gender in the Atlantic World 1400–1700. C. Johnson.

History 178. Women and Gender, 1350–1700. C. Johnson.

IIS 75. Intro to Postcolonial Studies. (See International/Intercultural Studies 75). Spring, J. Parker.

IIS 80. Intro to Critical Theory. (See International/Intercultural Studies 80). Fall, J. Parker.

IIS 110. (Mis)Representations of Near East and Far East. J. Parker.

IIS 128/Post 128. War on Terror. Fall, J. Parker and G. Herrera.

IIS 146. International Relations of Middle East. L. Tongun.

IIS 160. Culture and Power. (See International Intercultural Studies 160). J. Parker.

IIS 167. Theory and Practice of Resistance to Monoculture. Fall, J. Parker.

Linguistics 110 Gender and Language. C. Fought.

Media Studies 46. Feminist Documentary: Production and Theory. A. Juhasz.

Media Studies 47. Independent Film Culture. A. Juhasz.

Media Studies 76. Gender and Genre. A. Juhasz.

Media Studies 80. Video and Diversity. M-Y. Ma.

Media Studies 110. Media & Sexuality. A. Juhasz/M-Y. Ma.

Political Studies 163. Feminist Theory. Fall, S. Snowiss.

Political Studies 195. Women and Politics. R. VanSickle-Ward.

Psychology 117. Children and Families in South Asia. Spring, M. Banerjee.

Psychology 153. Socialization of Gender. M. Banerjee.

Religious Studies 106. Zen Buddhism. J. Parker.

- Psyc 199. Seminar in Developmental Psychology.** Spring, D. Moore.
Religious Studies 119. Medieval Religion of East Asia. Fall, J. Parker.
Sociology 59. Sociology of Gender. K. Yep.
Sociology 116. Women and Law. E. Steinman.
Sociology 120. Sexual Politics and Sexuality Movements. E. Steinman.
Sociology 157. Men and Women in American Society. Spring, A. Bonaparte
Spanish 156. Ella & El: Gender in Latin America. (See Spanish 156). M. Machuca.
Psychology 199. Seminar in Developmental Psych. (See Psychology 199). D. Moore.

HISTORY

At Pitzer, history invites students to understand the contours of their world—its political boundaries, its economic systems, its social structures and its cultural practices—as historical products. It pushes them to question assumptions and to approach the present through the prism of a rich and variegated past. It uses investigation and interpretation, both to explore the unfamiliar and to reconsider what we think we already know. Thus, courses in history encourage students to analyze documents critically, to evaluate historical arguments thoughtfully and to examine theories of history and culture. Far from being a simple chronicle of facts, history demands that students consider how the past is used and remembered.

Pitzer Advisers: C. Johnson, S. McConnell, H. O'Rourke, D. Segal, A. Wakefield.

Requirements for the Major

A major in history requires the successful completion of at least 11 courses in history. Included among these must be the following introductory courses:

- History 11 (The World Since 1492)
- History 12 (History of the Disciplines)
- Either History 25 (U.S. History, 1620–1877) or History 26 (U.S. History, 1877–present).

With the approval of a history major adviser, students may substitute one of the following courses for History 25/26: History 17CH (Pomona) Chicana/o History; History 111aAF (Scripps) African American History to 1877; History 111bAF (Scripps) African American History Since 1877; or History 125AA (CMC) Asian American History, 1850–Present.

It is preferable that students take these required introductory courses during their first two years at the College. In addition to the three introductory courses, students must complete:

- History 197 (Seminar in History, normally taken in the junior year or fall of the senior year).
- At least one (1) course focusing on a geographic region outside of the United States and Europe. At Pitzer, courses fulfilling this requirement include:
- History 24 (History of Modern Africa), History 33 (Caribbean Cultures, Societies and Histories), History 40AF (History of Africa to 1800), History 134 (Empire and Sexuality), and History 170 (Hybrid Identities: Spanish Empire). Certain courses offered at the other Claremont Colleges also may fulfill this requirement; students should consult with a history major adviser in selecting appropriate courses.
- At least one (1) course focusing on a temporal period before 1600. At Pitzer, courses fulfilling this requirement include:
- History 20 (Greece and Rome), History 73 (The Problem with Profit), History 74 (Holiness, Heresy and the Body), History 170 (Hybrid Identities: Spanish Empire), History 173 (Religion, Violence and Tolerance, 1450–1650), History 175 (Magic, Heresy and Gender, 1400–1700), and History 178 (Women and Gender, 1300–1650). Certain courses offered at the other Claremont Colleges also may fulfill this requirement; students should consult with a history major adviser in selecting appropriate courses.
- Five (5) additional courses in history.

Finally, each student is expected to develop a coherent thematic or topical focus

comprised of at least three (3) courses in history; of these three courses, at least one must involve producing a significant research paper. An asterisk before the course number indicates that the course contains a significant research component. For example, a student might construct a thematic focus on labor and economic history by taking U.S. Labor History, Marx in Context and The Great Depression; or a focus on knowledges and sciences by taking Schooling, Early Modern History of Science, and History of the Police State. Many other configurations are possible: students should consult with their history major advisers in developing appropriate thematic clusters.

While the history major does not require the study of a foreign language, students are strongly encouraged to develop language skills relevant to their thematic or topical foci. Students hoping to pursue graduate study in history (other than U.S. history) are especially urged to acquire a competence in a relevant language as early as possible.

Double Major: Students must complete the requirements for both majors, including any theses or honors requirements. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Minor in History: The history minor requires the student to complete six (6) graded courses in History. These must include at least two (2) of the following courses: History 11, History 12 and History 25 or 26. Students should consult with a member of the history field group to design a topical focus for the minor.

AP Credit: Students scoring a 5 on the AP History exam will receive credit for one history course, which may be counted as one of the eleven courses required for the major. The AP credit, however, will not be accepted as a substitute for History 11, 12, 25, 26 or 197 in meeting the major requirements designated above, nor can it be used in the development of a student's thematic or topical focus within the major.

Honors: Students whose overall GPA equals or exceeds 3.5 may be nominated by the history faculty to write theses, which will be considered for honors by the field group. Independent study courses taken in order to write honors theses (typically History 199) will be counted as additions to the 11 courses required for the major.

Hist 11/Anth 11. The World Since 1492 (Formerly His 21/Anth 21). This course explores the last 500 years of world history. In examining this large expanse of time, the focus is on four closely related themes: (1) struggles between Europeans and colonized peoples, (2) the global formation of capitalist economies and industrialization, (3) the formation of modern states, and (4) the formation of the tastes, disciplines and dispositions of bourgeois society. Fall, C. Johnson/D. Segal.

12. History of the Disciplines (Formerly Hist 22). The social and behavioral sciences—economics, sociology, political science, anthropology and psychology—structure our experience so completely that we sometimes take them for granted. The great division of intellectual labor that these “human sciences” represent can seem so natural and so logical, that it is sometimes hard to imagine a world without them. But these disciplines did not always exist. In exploring their histories, we simultaneously ask about the contingency of our world and about how it might be different. It is a history of the present. Fall, A. Wakefield.

16. Environmental History. For some, environmental history recounts humanity's

long encounter with nature; for others, it is the changing story of the land itself; for still others, it is an account of humanity's changing ideas about nature and wilderness. In this course we will familiarize ourselves with all of these approaches. The course, which is global in scope, surveys materials from the past five centuries. Major themes include: the history of globalization and industrialization, ecological imperialism, the history of ecology, the idea of wilderness, science and environment and global environmental change. Fall, A. Wakefield.

17. History and Political Economy of Natural Resources. (also IIS 17). This course surveys the modern history and political economy of natural resources. Though we will focus on gold, diamonds and oil, the course also addresses larger issues of resource exploitation within specific historical, political and economic settings. We begin with the so-called "scramble for Africa," when European nations carved up Africa between them at the Berlin Conference in 1885. This scramble for Africa and its resources was later extended to other regions of the non-western world, such as the Middle East. The course will then explore the role of natural resources in internal and global conflicts, from the colonial to the post-colonial periods, focusing on how those conflicts played themselves out in Africa and the Middle East. Spring, A. Wakefield/L. Tongun.

24. A History of Modern Africa. To understand Africa as it exists today, one must be able to place current issues within the broader historical trends that have dominated the continent's past. Accordingly, this course will provide an introduction to the history of modern Sub-Saharan Africa from the build-up to European conquest in the late nineteenth century, through colonization and decolonization to issues facing Africans today. Themes to be explored include: African societies and cultures on the eve of conquest; European imperial ideologies, explorers, and missionaries; African resistance against—and collaboration with—colonial projects; strategies of colonial rule; colonial education; cash-cropping and famine; African workers in colonial cities; gender, sexuality, and family life; health and healing; race, class and citizenship; nationalism and decolonization; post-independence economic crises and "development"; conflict and globalization. Spring, H. O'Rourke.

25, 26. United States History 1620–Present (Formerly Hist 55, 56). An analytical and topical introduction to American social and political history. This course will focus on how different historians have interpreted several key events and periods. Among the topics to be considered are the encounter between New England Puritans and the land, the adoption of the federal Constitution, causes of the Civil War, the rise of the city 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.

25. United States History, 1620–1877 (Formerly History 55). Fall, S. McConnell.

26. United States History, 1877–Present (Formerly History 56). S. McConnell.

40AF. History of Africa to 1800. (See Africana Studies 40AF). S. Lemelle (Pomona).

45. West African History through the Novel. West Africa is a region with a rich, fascinating, though often tumultuous history. Legendary medieval empires, Islam, and Christianity, slavery and the slave trade, colonial rule, the formation of nation-states, and crises of war and poverty—these episodes have all shaped the historical experiences of West Africans. Fortunately for those studying West Africa today, this history has been captured with quite extraordinary skill by its novelists. Men and women such as Chinua Achebe, Buchi Emecheta, and Ousmane Sembene have greatly enriched our understanding of the region through their art. This course, therefore, will examine the history of West Africa through the novel. H. O'Rourke. [not offered 2011–12]

50. Journalism in America, 1787–Present. This course traces changes in the communication of “news” in the United States, from courthouse oratory in the early republic to network television in the late twentieth century. Topics of study include the invention of “news” itself in the early nineteenth century, the development of journalism as a profession, the rise and fall of objectivity as a professional goal since 1900 and the ways in which changes in technology have affected the transmission of information. Fall, S. McConnell.

51. The Atomic Bomb in American Culture Since 1945. This course will examine the cultural implications of the continuing prospect of nuclear annihilation—something not present or even imaginable before Hiroshima. topics to be considered include the motivations of the scientists who constructed the first atomic bomb at Los Alamos, the role of nuclear weaponry in the Red Scare of the 1950s and various visions of post-nuclear world in fiction. Sources will include secondary texts as well as a number of films. S. McConnell. [not offered 2011–12]

Anth 56/Hist 56. Malls, Museums and Other Amusements: The Public Sphere in the Modern U.S. This course examines, through the lenses of anthropology and social history, public sites that link commerce, entertainment and education in the twentieth-century U.S. The course encourages students to analyze connections between the organizations of public spaces, the social construction of our public behaviors and personae and the marketing of sanctioned desires and pleasures as these contribute to our contemporary American “lifestyle.” D. Segal. [not offered 2011–12]

Anth 62. Embodying the Voice in History. (See Anth 62). E. Chao.

64. Travel and Encounter, 1200–1800. Through accounts by merchants, missionaries, explorers, soldiers and captives, this course explores changing relations between European and peoples from the world beyond Europe, from 1200 to 1800. These narratives of encounter reveal evolving European attitudes and ideas about themselves, non European cultures, civilization, nature and colonization through themes including religion, economy, sexuality, freedom and cannibalism. C. Johnson. [not offered 2011–12]

65. Travel and Encounter, 1800–2000. Travelers, who often find themselves in unfamiliar and threatening situations, make fascinating historical guides. Using a selection of travel narratives, we will sample the history of travel from 1800 to the present. The course focuses not only on the motivations and experiences of travelers, but also examines their impact on the people and places encountered. Topics include colonialism, arctic exploration and road trips. A. Wakefield. [not offered 2011–12]

66. Oral History: Methodology and Practice. This course explores how scholars have used oral history methodologies to reconstruct the pasts of communities and individuals who are not frequently represented in typical historical sources. The gathering of oral histories—from women, freed slaves, colonized people, gays and lesbians, and other disadvantaged groups—has thus resulted in new understandings of historical processes. Not only will students be introduced to oral history methodologies, but they will also design and conduct oral history projects. Fall, H. O'Rourke.

73. The Problem with Profit. As capitalism emerged in Europe (ca. 1150–1600), this controversial idea and the actual accumulation of wealth in communities provoked many responses. This course begins by exploring theories about the development of capitalism. It then examines theological and political debates involving wealth and profit, the social groups who supported or condemned capitalism and cultural responses to inequalities of wealth. Spring, C. Johnson.

74. Holiness, Heresy and the Body (Formerly History 174). What was holiness to pre-modern Europe? How was it expressed physically. What made someone a saint rather than a heretic or a witch? How did the relationship between sanctity and the body change in Europe from waning days of the Roman Empire to 1600 C.E.? What are the connections between such people and the evolution of Christianity in Europe? In order to answer these questions, we will study people either praised or holy or condemned as heretics and how their contemporaries figured out the difference. We will examine the significance of gender, attitudes toward body and mind, charisma, social status and relationships to supernatural or divine powers. C. Johnson. [not offered 2011–12]

STS 80. Science and Technology in the Ancient and Medieval Worlds. (See Science, Technology, Society 80).

STS 81. Science and Technology in the Early Modern World: History of Science, Renaissance to 1800. (See Science Technology Society 81).

STS 82. Science and Technology in the Modern World. (See Science, Technology, Society 82).

Anth 90. Schooling. (See Anthropology 90). D. Segal.

100iCH. Race and Identity in Latin America. (See Chicano Studies 100ICH). M. Tinker-Salas.

100nCH. The Mexico-United States Border. (See Chicano Studies 100NCH). M. Tinker-Salas (Pomona).

100UAF. Pan Africanism and Black Radical Traditions. (See Africana Studies 100uAF). S. Lemelle (Pomona).

Amst 103. Introduction to American Culture. (See American Studies 103). R. Roberts and Staff.

111aAF. African American History to 1877. (See Africana Studies 111aAF). R. Roberts (Scripps).

111bAF. African American History Since 1877. (See Africana Studies 111bAF). R. Roberts (Scripps).

118. Teaching U.S. History: Practicum. This course will examine both the politics and practice of United States history teaching. It will explore how the California State standards for U.S. history came to be and the sometimes problematic classroom relation between history and “social studies.” In the first half of the course, students will attend lectures and examine primary documents related to the period 1929–1945. In the second half of the course, students will prepare for and serve an intensive internship in a Pomona high school history classroom, including preparation and presentation of one lesson plan on the period we’ve studied. A prior college-level course in U.S. history such as History 25 or 26) at Pitzer is desirable, but not required. S. McConnell/M. Dymerski. [not offered 2011–12]

119. Medieval Thought. (Also Philosophy 119). In the medieval period (400–1450 C.E.), people sought to balance Christian and classical Greek and Roman traditions, as well as the intellectual and material worlds. This course explores that balance in questions of God as a philosophical concept, the self, the nature of Christ as human or divine and the possibility of religious plurality. We will also examine the interplay of thought and materiality through the phenomena of universities, the Black Death and the Renaissance. C. Johnson/B. Keeley. [not offered 2011–12]

Anth 128/Hist 128. The Sixties (Formerly Anthropology 89). This course will examine the now much mythologized period of American history known as “the sixties.” It will inevitably deal with the sordid history of “sex, drugs and rock ‘n’ roll,” as well as histories of revolting youth. But just as importantly, the course will be driven by three theoretical questions. First, what is the relationship between the political activism of bourgeois youth in the “the sixties” and ritualized processes of social reproduction, experienced as the transition from “childhood” to “adulthood”? Second, what is the relationship between the leftist politics of “the sixties” and the historical formation of professional managerial classes in U.S. and world history? And third, how do singular events—such as the decade’s iconic assassination of President John F. Kennedy—articulate with cultural schemas? Prereq: Anth/Hist 21 or concurrent enrollment in Anth/Hist 21. D. Segal.

130. Modern Germany. During Germany’s brief political life, the country has been unified, divided and then reunified again. It is a troubled past, one that includes—in less than 50 years—two catastrophic world wars, Nazism, the Holocaust and the division of Germany into two separate political units. In surveying that troubled past, we will see how “German” was constructed and remade to serve the needs of a nascent nationalism; how, at the same time, the notion of modernity became a central organizing principle for the new nation; how German modernity yielded cataclysmic results; and, finally, how government and people coped with the burdens of memory and identity in the aftermath of catastrophe. A. Wakefield. [not offered 2011–12]

131. Marx: A Transatlantic Seminar: In this course, we read Marx in the context of nineteenth-century Europe, from the quiet German towns of his youth to the blaring factories of industrial Manchester. As we begin our classes in Claremont, another group of students in England will embark on a Marx Seminar of their own. We will work with them, reading the same texts, discussing them online and developing projects together. Students who have taken Hist 132 may not take this course. A. Wakefield. [not offered 2011–12]

132. Marx in Context. Despite his lasting importance as a social critic and political thinker, Karl Marx is rarely appreciated as an observer of his own world. In this course, we will read Marx in the context of nineteenth-century Europe. As a working journalist, Marx was intimately familiar with the great movements and upheavals of his time. We follow him from the quiet German towns and idealist philosophy of his youth, to the great revolutionary metropolis of mid-century Paris, to the blaring factories of industrial Manchester and up through the unification of Germany. We will use Marx's writings to make sense of that world, while, at the same time, attention to the history of nineteenth-century Europe will help us interpret his writings. A. Wakefield. [not offered 2011–12]

134. Empire and Sexuality (Formerly History 172). The construction of gender and sexuality was central to British and French imperialism. This course examines the formation of genders in colonial Asia and Africa from the 18th through the early twentieth centuries. We will look at men and women, colonizers and colonized and hetero- and homosexualities in order to understand the connections between gender, sexuality, race and power. Themes will include gendered discourses that defined political authority and powerlessness; the roles that women's bodies played in conceptualizing domesticity and desire; and evolving imperial attitudes toward miscegenation, citizenship and rights. C. Johnson. [not offered 2011–12]

136. A History of the Police State. During the eighteenth century, governments throughout Europe began to focus increasingly on the welfare of their populations, recognizing that healthy and industrious subjects were the bedrock of wealthy and powerful states. Accordingly, these states began to regulate many aspects of everyday life, like health, economy and safety. In this course, we will begin with this early history before moving on to more specific examples. We are all comfortable with the notion that certain repressive, despotic regimes were (and are) police states. The more uncomfortable question, of course, is what "western democracies" share with places like East Germany or Fascist Italy. A. Wakefield. [not offered 2011–12]

Arhi 137. Tradition and Transformation in Native North American Art and Culture. (See Art/Art History 137). B. Anthes.

138. Seeking Human Nature: The History and Science of Innateness. (also Psyc 138). "Human nature" has long been invoked to understand and justify our behaviors. After the advent of Darwinian evolution and Mendel's gene theory, however, the notion of "instinct" gained authority, reshaping categories like "race" and "nature." We will track that shift and examine its effects on political economy and social policy. D. Moore/A. Wakefield. [not offered 2011–12]

142. Slavery and Slave Trading in Africa and Beyond. Most people associate the word "slavery" with the enslavement and forced migration of African people to the Americas in the early modern era. Though this course does not overlook the momentous nature of this development in world history—and will thus examine it in detail—it also seeks to broaden our knowledge of slavery and slave trading by treating them as worldwide phenomena that date back to the classical age and remain with us still today. Accordingly, this course will consider: the definition of slavery and other forms of servile labor; the institutions and experiences of slavery in diverse historical contexts, especially in Africa and South Asia; why Africans were traded as slaves to the Americas and how this trade affected culture and society in Africa; and, lastly, the continuation of human trafficking in the modern world after the supposed "end of slavery." H. O'Rourke. [not offered 2011–12]

143AF. Slavery and Freedom in the New World. (See Africana Studies 143AF). S. Lemelle (Pomona).

144. Death and Dying in Africa and the Diaspora. How do death and dying influence identity and power relations among the living? This course seeks to probe this important question by investigating diverse historical contexts in African and African Diasporic life. This course considers how ideas about death and dying, and the “mortuary politics” they engender, have changed over time in Africa and the diaspora. Questions pertaining to hierarchies of power under European colonialism in the New World and in Africa are also analyzed extensively. It also considers the roles of Islam and Christianity in the diverse social meanings tied to the final rite of passage. Jr./Sr. only; others by permission. H. O’Rourke. [not offered 2011–12]

148. Gender in African History. Drawing on diverse historical case studies, life histories, biography, and film, this course examines the broad topic of gender in Africa through such themes as power and gendered rituals of transformation; slavery and the impact of trans-continental slave trades; colonial encounters; European constructions of black female sexuality; changes in African marriage practices and the meaning of marriage; same-sex relationships and homophobia; work, culture, and migrancy; women’s bodies and intimate colonial interventions—medical and moral; ethnicity and nationalism; poverty, famine, and the environment; and the social context of HIV/AIDS, its spread, and its prevention. The course will also discuss whether the application of western categories of gender is useful for understanding and analyzing the experiences of African men and women. Fall, H. O’Rourke.

152. Down and Out: The Great Depression, 1929–1941. The economic depression triggered by the stock market crash of 1929 was no fluke—it had been building in the global economy ever since World War I. Yet, when it came, it descended on Americans with a peculiar swiftness and with a severity that was relieved only by a second world war. This seminar course inquires into the causes of the depression, the ways Americans coped (or failed to cope) with it and the psychological scars it left on its generation. In 2010–11, the course included a significant emphasis on the literature of the Depression decade. Some familiarity with U.S. history (History 26 or similar introductory course) is strongly recommended, but not required. First-year students and sophomores with permission of instructor only. S. McConnell, L. Trombley. [not offered 2011–12]

Anth 153. History of Anthropological Theory. (See Anthropology 153). D. Segal.

154. U.S. Labor History. This course examines the changing meaning of labor in the United States as the nation evolved from a collection of farmers to the greatest industrial power in the world. The focus will be on workers’ reactions to the control strategies of employers, including cooperatives, unions, political movements and on-the-job resistance. The period since 1880 is emphasized. Some familiarity with U.S. history (History 26 or similar introductory course) is strongly recommended, but not required. First-year students and sophomores with permission of instructor only. S. McConnell. [not offered 2011–12]

156. American Empire: 1898 & After. The Spanish-American War of 1898 inaugurated more than a century of American adventurism abroad and gave the U.S. its first taste of colonial administration. Starting with a look at turn-of-the-century theorists of empire, we will examine the war in its domestic political and cultural context, then turn to its subsequent ramifications for both colonizer and colonized—including a brief consideration of present—day imperial dreams. Some familiarity with U.S. history (History 56 or similar introductory course) is helpful, but not required. S. McConnell. [not offered 2011–12]

158JT. The Era of the Civil War and Reconstruction, 1848–1877 (Formerly History 157). This seminar course looks at the causes and consequences of the American Civil War—social, cultural, economic and political. Although not neglecting military history, it places emphasis on the decisions leading up to the conflict and on the devastation it left in its wake, with special attention to slave society and its destruction. Prerequisite: Some background in U.S. History is helpful, but not required. S. McConnell/R. Roberts. [not offered 2011–12]

159. Victorian America, 1870–1900. This seminar course will focus on the social, cultural, economic and political history of this anxious time, otherwise known as the Gilded Age and the Great Barbecue. Topics covered include the rise of big business, genteel culture and its eclipse, Populism, Victorian marriage and Darwinism (social and otherwise). Prerequisite: History 56 or equivalent course strongly recommended; first-year students and sophomores with permission of instructor only. Fall, S. McConnell/L. Trombley.

163. Propaganda. Examination of propaganda past and present. We will look at everything from police state rhetoric to mass-market advertising, investigating the ways in which propaganda has been mobilized in different times and places. A. Wakefield.

Clas 164. Pompeii and Cities of Vesuvius. (See Classics 164). M. Berenfeld.

168. Diaspora, Gender, and Identity. This course will interrogate the multiple conceptualizations of “diaspora” through the analytic lens of gender and in a diverse historical contexts, particularly in the early modern and modern eras. Until recently, studies have neglected women and gender in comparative diaspora histories. this course will therefore focus on cutting-edge scholarship dealing with identity reproduction, the role of marriage and sex in establishing networks across space and time, and tensions over sexuality, masculinity, patriarchy, community leadership, and morality. Prereq: 1 course in either history, anthropology or GFS. Spring, H. O'Rourke.

170. Hybrid Identities: Spanish Empire. In the Spanish Empire, many distinct peoples coexisted under one king and together created a diverse imperial society. This seminar examines the ways that religion, ethnicity, language, law and space defined or failed to define people in the Spanish Empire. We will pay particular attention to the processes of cultural encounter, domination, resistance and adaptation that formed identity. The course begins in Spain, exploring interactions between “old Christian” Spaniards, Jewish people converted to Christianity and Muslims converted to Christianity. We then turn to colonial Latin America and the Philippines to consider interactions between Spaniards and indigenous peoples such as Aztec, Inca, Maya, Pueblo Indians and Tagalog Filipinos. Spring, C. Johnson.

171AF. History of African-American Women in the United States. (See Africana Studies 171AF). R. Roberts (Scripps).

173. Religion, Violence and Tolerance, 1450–1650. This course examines religious and social transformations in Europe from 1450 to 1640. Focusing on common people's experiences, we will explore the relationship of religion to social action and tolerance during an era when Latin Christendom broke apart into a religiously divided Europe. We will examine how religious ideas, practices and debates fueled social conflict and protest and under what circumstances religious toleration and intolerance were possible. C. Johnson. [not offered 2011–12]

175. Magic, Heresy and Gender in the Atlantic World, 1400–1700. This course examines the history of witchcraft, magic and forbidden versus approved belief in the trans-Atlantic world from 1400 to 1700. We will begin in Europe and then turn to Spanish America and New England to examine the contributions of Africans and Native Americans to both the practice and ideas of witchcraft. Special focus will be given to the role of the devil and the ways that gender influenced decisions to condemn or accept ideas about magic and nature. Fall, C. Johnson.

176AF. Is This America: The Modern Civil Rights Movement. (See Africana Studies 176AF). R. Roberts (Scripps).

178. Women and Gender in Europe, 1300–1650 (Formerly History 184). Since gender historians asked—"Did women have a Renaissance?"—debates have raged about how women and gender roles were affected by the Renaissance and the Reformation. This course examines women's positions in the household (as daughters, wives, mothers and widows) and in the broader community (as nuns, humanists, artists, prostitutes and witches) during these economic, social and cultural transitions. C. Johnson. [not offered 2011–12]

181. Explorations in Deep Time. (Formerly History 197). At the end of the seventeenth century, the bottom dropped out of time. Those accustomed to thinking of the Earth and of humanity, according to biblical timescales now had to confront the possibility of "deep time," the possibility of a time whose magnitude defied the imagination. We will examine that shift and its consequences, as it played itself out through the eighteenth and nineteenth centuries, with ramifications into the present. A. Wakefield. [not offered 2011–12]

Hist 183/Anth 183. Great Revolutions in Human History: The Agricultural and Industrial Revolutions Compared (Formerly Hist/Anth 77). This seminar examines and compares the complex changes in human existence known, respectively, as "the agricultural revolution" and the "industrial revolution." Topics include: (i) the received understanding of each of these "revolutions" in "developmental" or "social evolutionary" terms; (ii) the environmental history of each; (iii) how these two historical complexes have been framed as similar, despite divergences in their forms and structures, in terms of independent invention, diffusion and sustainability. Prerequisite: Anth 11. D. Segal. [not offered 2011–12]

Post 187. The History and Politics of World Soccer. This course surveys the history and politics of world soccer. We will see how culture, politics and history play themselves out upon the stage of stadium and field, from fascist Italy to visionary Uruguay to indomitable Cameroon. We will see how the World Cup has become a catalyst for political and cultural debate and how it has made and destroyed, political regimes. And we will try to understand the game as others, in different times and places, have seen it: a game freighted with meaning and beauty. Spring, D. Goldblatt.

Post 188. The Olympics of History and Politics. (See Political Studies 188). Spring, D. Goldblatt.

188. Anxiety in the Age of Reason. Many enlightenment authors expressed confidence in the relentless progress of knowledge, but they also exuded skepticism and unease about reason. New questions about nature and new approaches to studying it, unleashed fears about humanity's place in the world. Gottfried Wilhelm Leibniz worried that the specter of infinite time might eliminate the need for God; David Hume doubted the necessity of cause and effect; Immanuel Kant limited reason to make way for faith. Each of these writers used reason to question the religious and metaphysical foundations of knowledge. But reason also created its own fears. This course is about those fears and what lay behind them. A. Wakefield. [not offered 2011–12]

189. Frankfurt School. This course focuses on the history and writings of the Frankfurt School, the group of theorists associated with the Institute for Social Research at the University of Frankfurt. The Frankfurt School would become enormously important, especially as a foundation for what is now often (and somewhat uncritically) called "critical theory." This is an advanced seminar. Students will be expected to have some knowledge of the sources that Frankfurt School thinkers considered foundational, among them Kant, Marx, Weber, and Freud. Prereq: History 12 or by permission of instructor. Spring, A. Wakefield.

Post 192. The City in the 21st Century. (See Political Studies 192). Spring, D. Goldblatt.

MCSI 195. Advanced Seminar in Social Inquiry. Topic for Spring 2012: Schooling. (See Munroe Center for Social Inquiry 195). Spring, D. Segal.

197. The Seminar in History. An introduction to selected major historians and subfields of history, Required of all history majors for graduation. Should be taken in junior year or first semester of senior year. Open to non-history majors with consent of instructor. May be repeated for credit. Fall, A. Wakefield.

199. Senior Thesis. Staff.

HISTORY OF IDEAS

Pitzer College does not offer a program or major in History of Ideas. History of Ideas courses that are not cross listed in philosophy cannot be used to satisfy requirements for the Philosophy major or minor.

1. Introduction to the History of Ideas. An exploration of the shift in Western attitudes toward human life in the second half of the 19th century. Readings include Wells' *Invisible Man*, Stevenson's *Jekyll and Hyde*, Stoker's *Dracula* and Burroughs' *Tarzan of the Apes*. Spring, R. Rubin.

3. Argument and Reasoning. A course aimed at the development of skill in recognizing, hearing, reading, writing and criticizing attempts to persuade. Examples for study will be drawn from various sources, including TV ads and newspaper editorials. R. Rubin. [not offered 2011–12]

5. History of Philosophy: Ancient—600 BC–425 AD. A survey of the history of European philosophical thought from the time of the ancient Greeks to the middle ages. Readings include selections from the works of Plato, Aristotle and Boethius. Appropriate for all students. R. Rubin. [not offered 2011–12]

8. Explanation. What is it to explain? How do explanations differ from utterances of other sorts? What distinguishes good explanations from bad ones? In this course, we will address these questions from philosophical, historical and linguistic viewpoints. [not offered 2011–12]

9. History of Philosophy: Modern (Formerly HSID 6). A survey of the history of European philosophical thought from Shakespeare's time to the 1800s. Readings include selections from the works of Descartes, Locke, Berkeley and Hume. Appropriate for all students. Spring, R. Rubin.

119. Metaphysics & Metaphysicians: Poets & Philosophers. In the seventeenth century, developments in science and metaphysics revolutionized the way people perceived the world and wrote about it. This course will examine the revolution, focusing on the relation of metaphysics to poetry. Readings from Donne and others. R. Rubin/A. Wachtel. [not offered 2011–12]

122. Alien Gods (Formerly Occult and Magical Philosophy: Origins). A look at three mystical and magical religious traditions: Neoplatonism, Gnosticism, and Hermeticism. R. Rubin. [not offered 2011–12]

123. Philosophy of Magic and the Occult. A look at the practice and theory of the modern occult movement, with emphasis on "The Golden Dawn." Appropriate for all students. Spring, R. Rubin.

136. The Emotions. A philosophical look at the nature of emotion in general and at the natures of the particular emotions of guilt, shame, embarrassment, anger, jealousy, and envy. R. Rubin. [not offered 2011–12]

Crea193/HSID 193. Magicians and Moderns. This course explores the magical renaissance of the late 19th century and its influence on Yeats, Shaw and Eliot. Rubin/A. Wachtel. [not offered 2011–12]

INTERNATIONAL AND INTERCULTURAL STUDIES

The International and Intercultural Studies major is an interdisciplinary course of study designed to deepen and broaden a student's understanding of global and local commonalities, differences, and power relations. Through course work at Pitzer, language acquisition, and an intensive experience away from the campus, the major seeks to make students aware of what binds them to, and separates them from, other peoples and other places.

In this field, students see how dominant and non-dominant groups interact and explore contentions that knowledge is socially constructed in character and that widely accepted claims to objectivity derive from local knowledge systems. Students are exposed to interdisciplinary methods in classroom study, experiential learning at an external studies site, language training, and a senior capstone seminar. As an outcome of study in IIS, students develop skills at respecting different cultures, at engaging with issues of social justice and political movements, and at recognizing the complex ethics and politics of building social relationships across differences.

Major Advisers: J. Parker, L. Tongun, S. Snowiss, B. Sarathy.

Requirements of the Major

A. Core Courses: Majors must complete the Introduction to International and Intercultural Studies (IIS 10), Power and Social Change (IIS 50), and Interdisciplinary Knowing and Social Justice (IIS 60), normally during their first two years before participating in an approved Study Abroad program. Majors must also complete one of the courses on the global impact of the United States listed below, normally before taking the Senior Seminar (IIS 190). This major requires at least one course introducing an intersectional analysis of three or more of the following vectors of oppression: race, class, gender, sexual orientation, and citizenship/nationality. The IIS Senior Seminar (IIS 190) is required of all majors (except as noted below). A senior thesis or senior project is an option for all students, but required of all honors candidates (see below).

- IIS 10 Introduction to International and Intercultural Studies.
- IIS 50 Power and Social Change
- IIS 60 Interdisciplinary Knowledge and Global Justice
- IIS 190 Senior Seminar One course on the global impact of the U.S. selected from among these courses: Anth/Hist 11 History of the World since 1492; POST 130 US Foreign Policy: The U.S. as a Hemispheric Power;
- Hist 156 American Empire: 1898 and After; Soc 71 Popular Music and Society.
- One course on intersectional analysis, selected from these courses:
 - CHLT 60 Women in the Third World CHLT 61CH Contemporary Issues of Chicanas and Latinas
 - CHLT 115 Gender, Race, and Class: Women of Color in the U.S.;
 - CHLT 118 Gender and Global Reconstructing
 - CHLT 154CH Latinas in the Garment Industry
 - Eng162AF Black Queer Narratives and Theories
 - Eng 164AF Harlem Renaissance: Gender, Class, and Sexuality
 - Eng 166AF James Baldwin: Major Figures in 20th Century American Literature
 - EA 86 Environmental Justice;
 - EA144 Political Economy of Global Production and Natural Resources;
 - IIS 75 Introduction to Postcolonial Studies

- IIS 80 Introduction to Critical Theory
- IIS 167 Resistance to Monoculture: Theory and Practice
- SOC 71 Popular Music and Society
- SOC 124 Race, Place, and Space
- SOC 142 The Black and South Asian Diaspora in Great Britain
- SOC 145CH Restructuring Communities; SOC 155CH Rural and Urban Social Movements

The total number of courses required is: 6 core courses (7 for students who are honors candidates); 3 regional emphasis courses; the study abroad semester; and language coursework. The latter two may include courses counting for the regional emphasis, and the study abroad semester often includes language coursework.

B. Language: To satisfy the language requirement, any of the following methods may be used:

- Two years of college or university-level classroom language instruction.
- Proficiency by immersion, normally completed in a Pitzer Study Abroad program or other language-intensive study abroad program approved by the field group. (See adviser or Office of International Programs for list of approved programs.)
- Demonstration of competence at the equivalent level of two years of college or university-level classroom instruction by successfully completing an oral or written examination administered by a qualified language instructor.

C. Study Abroad: Students are expected to participate in a semester-long program of study abroad relevant to their chosen regional emphasis. Students should consult both with the Director of International Programs to choose an appropriate program and with their advisers to select courses that will prepare them for this experience. It is required that students planning to study in a particular study abroad program take IIS 60 and a regional course designed to prepare them for study in that region. The regional course may fulfill one of the regional emphasis courses described below. Students returning from study abroad programs are recommended to take Post 194b. Study Abroad Colloquium [1/2 course].

D. Advanced Course Work: Regional Emphasis. Students will choose one particular region for emphasis from among the following list of regions: Africa, Asia, Europe, Latin America and the Caribbean, the Middle East, the Third World, or Global Studies. Normally, students choose a regional emphasis that includes their Study Abroad location. Three courses are required as a minimum for study of their selected region, normally with one introductory course and two other courses at the advanced level (generally numbered above 100). Students are required to take one appropriate course before the Study Abroad semester, chosen in consultation with their advisor. Students are also required to take IIS 60 as part of their preparation for Study Abroad.

Combined Major Requirements: Students wishing to complete a combined major in IIS and another major will need to complete all requirements for the regular major, except :

- a. They may take either IIS 10 or IIS 190 and
- b. They may take either a course on the global impacts of the U.S. (see above list) or a course on intersectional analysis (see list above).

The course reduction for combined majors totals two courses.

Honors: Students with a cumulative and major GPA of 3.5 or higher may be considered for honors in International and Intercultural Studies. Honors candidates must write and successfully defend a senior thesis, generally while enrolled in IIS 199, Senior Thesis. The determination of honors is based on excellence in course work in the major and the quality of the senior thesis.

Courses:

10. Introduction to International and Intercultural Studies. This course will introduce students to the field of international and intercultural studies. The course objective is to acquaint students with key concepts and practices defining human societies and their relations, such as colonialism, development, revolution, national and transnational, globalization, ideology, identity, culture, and knowledge. The course also exposes students to disciplinary, area studies and newly emerging conceptualizations of the field. Fall, L. Tongun.

17. History and Political Economy of Natural Resources. (See also Hist 17). This course surveys the modern history and political economy of natural resources. Though we will focus on gold, diamonds, and oil, the course also addresses larger issues of resource exploitation within specific historical, political, and economic settings. We begin with the so-called “scramble for Africa,” when European nations carved up Africa between them at Berlin Conference in 1885. This scramble for Africa and its resources was later extended to other regions of the non-western world, such as the Middle East. The course will then explore the role of natural resources in internal and global conflicts, from the colonial to the post-colonial periods, focusing on how those conflicts played themselves out in Africa and the Middle East. Spring, A. Wakefield/L. Tongun.

Hist 24. History of Modern Africa. (See History 24). Spring, H. O'Rourke.

38. Nature, Movement and Meditation in Qigong. Qigong is an ancient Chinese philosophy and practice. This course will have two major components: 1) history and theory of Qigong within Chinese culture, and 2) Qigong practice based on the Wei Tuo Eight Minute Drill that balances energy components of the human body for both physical and psychic health. Here the human ecology of the interaction between Qi energy in the natural environment and human beings will be investigated. This course will not only provide access to information and knowledge “about” another culture, but also will provide an opportunity to experience how another culture accesses knowledge. Enrollment is limited. Fall, S. Snowiss.

50. Power and Social Change. “Power to the People!” “Knowledge is power.” What does one mean by power, and how may altering power relations lead to social change? This course will critically examine different theories of power, the relationship between power and violence, and how power can be used to liberate as well as dominate and manipulate. Students will examine works from various interdisciplinary fields and movements, such as Marxism, feminism, postmodernism, anti-colonial and postcolonial movements, and indigenous and grassroots movements. Fall, L. Tongun.

60. Interdisciplinary Knowledge & Global Justice (Formerly Knowing and Telling).

Designed as an introduction to theoretical debates central to interdisciplinary critiques of objectivist epistemology and methodologies, the course provides students with interdisciplinary methods for research and other knowledge practices. Students will be exposed to a range of alternative ways that interdisciplinary fields frame questions, conduct research and engage in action by challenging the political and ethical terms of the academy, muddying the fiction of the theory/practice divide, exploring the kinds of theoretical, ideological, and material praxis that constitute interdisciplinary inquiry. Ethics, politics, epistemologies, authority, evidence, protocols, priorities, and feasibility will be discussed as students design a research project in interdisciplinary knowledge production to be used in External Studies independent study projects and/or in senior projects. Spring, J. Parker.

75. Introduction to Postcolonial Studies. An exploration of the ways in which resistance to colonization has shaped colonized peoples and colonizers alike past and present. Social movement websites, films analytical readings, and short fiction will survey various perspectives (Marxism, postmodernism, feminism, queer theory) on postcolonial studies. The course will introduce methods of constructing seemingly “natural” objects (nation, landscape, historical fact, women) in ways that decolonize social and material relations and knowledge. Fall, J. Parker.

80. Introduction to Critical Theory. A survey of social and cultural critiques at an introductory level, this course will prepare students for advanced level critical thinking, interdisciplinary solution building and social change work. We will begin with theoretical frameworks in established fields of social critique, such as feminism, anticolonialism, cultural studies, critical race theory, critical legal/justice studies, and women of color theory. The course also introduces postmodern theories in postcolonial studies, poststructuralist feminism, post-Marxism, border studies and queer theory. Suitable for first- and second-year students, as well as upper level students who feel they have not yet been sufficiently exposed in their education to critical and/or theoretical thinking. J. Parker. [not offered 2011–12]

95. Engaging Difference. The overall goal of this interdisciplinary course is to assist participants to develop intercultural competence especially intercultural sensitivity and cross-cultural research. The course will give students a skill set for conducting global/local research on study abroad and the opportunity to gain a basic understanding of the role that culture plays in intercultural communication. K. Dengu-Zvobgo. [not offered 2011–12]

109c. Chinese Philosophy, Culture and Traditional Medicine. This is an intermediate course on theory, history, and practice of Wei Tuo QiGong. Students will study and practice the Shao Lin Tu Na exercises and meditation to better understand and experience the cultural and medical context of qi gong. Students will reflect upon the concepts of the mind/body relationship, time, consciousness and dreams. Prereq: IIS 38. Fall, Staff.

113. Science, Politics and Alternative Medicine. (Also Post 190). This seminar will study healing practices from around the world. It will include three aspects: 1) the philosophical, historical and political dimensions; 2) the local knowledge and theories of healing and illness in four traditions—Amerindian and Chinese and two from among the following: Mayan, African, Santeria, Curindera, Brazilian spiritualists, etc.; and 3) a review of the clinical efficacy of these complementary and alternative medicines provided by the Western biomedical sciences, as well as their political acceptance within the U.S. S. Snowiss. [not offered 2011–12]

120. State and Development in the Third World. This course analyzes the role of the state in the development process in Third World societies. It explores state policies toward rural development and industrialization, as well as socio-political forces which influence the implementation of development policies in Africa, Asia, and Latin America. L. Tongun. [not offered 2011–12]

122. Contemporary Political and Social Movements in the Third World. This course explores the rise, the nature and the objectives of popular movements in Africa, Asia and Latin America. Using political economy and comparative approaches, the course examines: (1) recent theories of social movements and (2) the roots of rebellions, protests and resistance as expressions of unsatisfied needs. Case studies include: Islamic, ethnic/racial, women's and ecological movements. Spring, L. Tongun.

123. Third World Socialism. The variety of historical experiences and dilemmas in the transition to socialism in the Third World will be explored through six case studies: China and Vietnam, Cuba and Nicaragua, Tanzania and Mozambique. A comparative perspective will focus on issues such as colonialism and imperialism, development and the peasantry, constraints of the international system, ideology and mass mobilization, democracy and the state. L. Tongun. [not offered 2011–12]

125. African Politics. The focus of this course will be democracy in Africa. More specifically, it will involve an examination of the struggles over the forms democracy takes, a review of democracy's internal and external advocates, a study of the relationship between democracy and development and an analysis of the factors which led to the adoption and demise, of forms of democracy in a variety of African countries. L. Tongun. [not offered 2011–12]

127. Environment and Development in the Third World. The course explores the dynamics of positive and/or negative relationships between environment and development in the Third World. Its theoretical perspectives are complemented by an experiential requirement in which the students will occasionally visit the maquiladora enterprises along the U.S./Mexico border. L. Tongun. [not offered 2011–12]

IIS 128/Post 128. The War on Terror. (Also Post 128). Surveys, analyses of the War on Terror focusing on national policy, gender and sexuality, religion, legal issues, and political economy. Sources range from state elites and women or subaltern groups in conflict zones to postmodern theorists drawing on history, the Geneva Convention, films, websites, novels, and humor. Fall, J. Parker/G. Herrera.

141. Agricultural Economic Development in the Third World. (Also Econ 141). This course focuses on the role and problems of the agricultural sector in Third World development. It explores 1) economic theories and models of agricultural development and institutional policy and issues; 2) problems of food vs. export production, price system and distribution, rural development and food crisis which often results in famines, scarcity and malnutrition. Prerequisite: Econ 51 or 52. L. Tongun. [not offered 2011–12]

146. International Relations of the Middle East. This course examines the dynamics of the international relations of the Middle East, with special emphasis on the African-Middle Eastern dimension, namely, “south-south” relations. Political, economic and socio-historical interactions between the Middle East and Africa are analyzed within the framework of international relations. It explores the manifestations of African-Middle Eastern relations in regional issues and conflicts, e.g., Arab-Israel wars and tensions, the Horn of Africa, North Africa; and non-conflictual aspects, e.g., economic cooperation. The impact of major powers is also examined. Spring, L. Tongun.

147. Special Topics in Mid-East International Relations: Turkey, Islam and the Middle East. This is a general survey course on the roles of Turkey in the Middle East. It explores, for example, the influences of political Islam, Islamic culture and historical links on the contemporary relations between Turkey and the rest of the Middle East. It is designed to assist students who plan to study in and for returnees from a Study Abroad program in Turkey. L. Tongun. [not offered 2011–12]

Hist 148. Gender in African History. (See History 148). H. O’Rourke.

CHLT 157CH. Latinas’ Activism Work & Protest. (See Chicano/Latino/a Transnational Studies 157CH). Fall, M. Soldatenko.

167. Theory and Practice of Resistance to Monoculture: Gender, Spirituality, and Power. In this course we will examine theoretically and experientially models of historical and contemporary resistance to monocultural patterns of knowledge and social relations. This resistance historically has been and continues to be produced and/or molded in large measure by imperial and capitalist relations and by selected European scientific systems. Enrollment is limited. (Preparation for China Program). Spring, J. Parker.

Hist 168. Diaspora, Gender, and Identity. (See History 168). H. O’Rourke.

190. Senior Seminar: Interdisciplinary Practices. The course will introduce students to critical thinking and emerging methods for understanding the world in a way that is less bound by the 20th century Euro-American academy and more oriented to justice. The course develops skills at recognizing the socio-political and cultural effects produced by certain key categories and terms, such as nation, race, gender, culture, or by approaching the world through a particular discipline or emphasizing a particular geographic area. The course will also examine alternative categories and terms that are being developed in emerging fields of study, such as critical development studies, postcolonial studies, discourse studies, queer studies, and cultural studies. By taking the course the student will explore their interests while gaining an awareness of interdisciplinary approaches to global and local political and cultural relations. Fall, J. Parker.

199. Senior Thesis. Fall/Spring, L. Tongun/J. Parker.

Cross-Listed Courses—the following courses are appropriate elective courses in the major:

Anth 2. Intro Sociocultural Anthropology. (See Anthropology 2). L. Martins.

Anth 16. Introduction to Nepal. (See Anthropology 16). E. Chao.

Anth 23. China and Japan Through Film and Ethnography. (See Anthropology 23). E. Chao.

- Anth 28. Colonial Encounters: Asia.** (See Anthropology 28). E. Chao.
- Anth 50. Sex, Body, Reproduction.** (See Anthropology 50). E. Chao.
- Anth 62. Embodying the Voice of History.** (See Anthropology 62). E. Chao.
- Anth 88. China: Gender, Cosmology, and State.** (See Anthropology 88). E. Chao.
- Anth 99. China in the Twenty-first Century: Gender, Culture, Nation.** E. Chao.
- ChIt 60. Women in the Third World.** (See Chicano/Latino/a Transnational Studies 60). M. Soldatenko.
- ChIt 115. Gender, Race, and Class.** (See Chicano/Latino/a Transnational Studies 115). M. Soldatenko.
- ChIt 154. Latinas in the Garment Industry.** (See Chicano/Latino/a Transnational Studies). M. Soldatenko.
- EA 85. Social Justice and Natural Resources.** (See Environmental Analysis 85). M. Herrold-Menzies.
- EA 120. Global Environmental Politics and Policy.** (See Environmental Analysis 120). B. Sarathy.
- EA 86. Environmental Justice.** (See Environmental Analysis 86). B. Sarathy.
- EA 90. Economic Change in China and East Asia.** (See Environmental Analysis 90). M. Herrold-Menzies.
- EA 141. Progress and Oppression: Ecology, Human Rights and Development.** (See Environmental Analysis 141). P. Faulstich.
- EA 146. Ethnoecology.** (See Environmental Analysis 148). P. Faulstich.
- EA 149. Ecology and Culture Change.** (See Environmental Analysis 149). P. Faulstich.
- EA 150. Critical Environmental News.** (See Environmental Analysis 150). P. Faulstich.
- EA 154. Commodifying Nature.** (See Environmental Analysis 154). B. Sarathy.
- EA 162. Gender, Environment & Development.** (See Environmental Analysis 162). M. Herrold-Menzies.
- Hist 24. History of Modern Africa.** Spring, H. O'Rourke.
- Hist 148. Gender in African History.** H. O'Rourke.
- Hist 168. Diaspora, Gender, and Identity.** H. O'Rourke.
- Hist 175. Magic, Heresy and Gender in the Atlantic World, 1400–1700.** (See History 175). C. Johnson. [not offered 2010–12].
- MS 79. Silent Film** (See Media Studies 79). J. Lerner.
- MS 88. Mexican Visual Culture.** (See Media Studies 88). J. Lerner.
- Ont 101. Critical Community Studies.** Fall/Spring, Staff/S. Phillips.
- Ont 104. Social Change Practicum.** (See Ontario Program 104). Fall/Spring, T. Hicks Peterson/Staff.
- Ont 106. Applied Qualitative Methods.** (See Ontario Program 106). Fall/Spring, T. Hicks Peterson/Staff.
- Ont 110. Healing Ourselves and Healing Our Communities.** (See Ontario Program 110). T. Hicks Peterson.
- Post 50. Introduction to Political Philosophy.** (See Political Studies 50). Fall, S. Snowiss.
- Post 150, 151. History of Political Philosophy.** (See Political Studies 150, 151). Fall/Spring, Staff.
- Psyc 117. Children and Families in South Asia.** (See Psychology 117). M. Banerjee.
- Rlst 106. Zen Buddhism.** (See Religious Studies 106). J. Parker.
- Rlst 119. Religion in Medieval East Asia** (See Religious Studies 119). J. Parker.
- Rlst 164. Engendering and Experience: Women in the Islamic Tradition.** Z. Kassam (Pomona).

- Soc 51. Class, Caste, and Colonialism in Film and Documentaries.** (See Sociology 51). D. Basu.
- Soc 78. Indigenous Peoples of the Americas.** E. Steinman.
- Soc 88. Literacy of Self and Society: Through Hip Hop and Mediation.** D. Basu.
- Soc 116. Women and Law.** (See Sociology 116). E. Steinman.
- Soc 120. Sexual Politics & Sexuality Movements.** (See Sociology 120). E. Steinman.
- Soc 124. Race, Place, and Space.** D. Basu.
- Soc 136. Framing “Urban” Life** (See Sociology 136). D. Basu.
- Soc 142. Black and Asian Diaspora in Britain.** D. Basu.
- Span 187. Expression of Latin American Popular Cultures.** (See Spanish 187). E. Jorge.
- Span 188. Documenting Spanish Speaking Cultures in Our Community.** (See Spanish 188). Alternate years, E. Jorge.
- Span 189. Seminar on Contemporary Issues in the Spanish Speaking World.** (See Spanish 189). E. Jorge.

INTERNATIONAL POLITICAL ECONOMY

The International Political Economy (IPE) major investigates the intersection between economics and politics in the global environment. It encourages the integrated analysis of global problems and issues using the tools and methods of political studies and economics.

Students undertaking the IPE major are expected to:

1. gain an appreciation for competing theoretical perspectives;
2. learn to consider the multiple and overlapping economic and political linkages between and among global actors;
3. learn to engage in critical and creative thinking;
4. master the application of different methodological tools to analysis of IPE issues;
5. gain field experience abroad; and
6. apply these tools and develop expertise through senior year research on a particular IPE problem or issue.

Pitzer Advisers: G. Herrera, E. Stephens, N. Boyle, L. Tongun.

Requirements for the Major:

Thirteen courses are required: five required introductory-level courses, three required upper-level courses and five electives.

Students are also required to undertake some form of international field research or internship.

All Pitzer Study Abroad programs and most exchanges provide such opportunities.

Five Introductory Level Courses:

1. Econ 51. Principles of Macroeconomics
2. Econ 52. Principles of Microeconomics
3. POST 30. Comparative Politics
4. POST 40. Global Politics
5. POST 70: Research Methods

Three Upper-Level Required Courses:

1. Econ 104 or Econ 105. Macroeconomic Theory or Microeconomic Theory
(Note: Calculus is a prerequisite for Econ 104 and is recommended for Econ 105).
2. POST 141: International Political Economy
3. Senior Seminar in Political Studies
(Note: The senior seminar should be selected in consultation with your advisor)

Five Elective Courses:

Five elective courses must be selected from the following list, designed to encourage breadth within the field. The five courses must include at least two courses in Economics and at least two courses in Political Studies. Additionally, at least one course labeled A and one course labeled B must be included. Appropriate courses at the other Claremont Colleges may be substituted in consultation with your advisor. The two economics electives must be taken within the Claremont Colleges consortium.

- Econ 140. Economic Development (A)
- Econ 145. International Economics (B)

- Econ 146. International Finance
- Econ 182. Economic History of Globalization
- POL 102 (Scripps). Cooperation and Rivalry in the European Union
- POST 113. Immigrants, Citizenship and Nationalism in the EU
- POST 115. Rival Models of Capitalism in Europe (B)
- POL 119 (Scripps). Public Policy in the European Union (B)
- POST/IIS 120. The State and Development in the Third World (A)
- POST/IIS 122. Contemporary Political and Social Movements in the Third World (A)
- POST/IIS 123. Third World Socialism
- POST/IIS 127. Environment and Development in the Third World (A)
- POST 142. The Third World and the Global Economy (A)
- POST/CHS 174 US Immigration Policy
- POST 183 Welfare State in Comparative Perspective
- POST 187 History and Political Economy of World Soccer
- IIS 141. Agricultural Development in the Third World (A)
- IIS/Hist 17. History and Political Economy of Natural Resources.

In addition to required courses IPE majors are recommended to take (a) a course in world history and (b) an area focused course (such as Econ 141. The Chinese Economy, Econ 142. The Japanese Economy, POST/IIS 125. African Politics) where relevant.

Honors candidates will be expected to achieve a cumulative GPA of 3.5 or better in the required coursework and submit a deserving honors thesis. Normally, the thesis readers should include readers from both Political Studies and Economics.

LINGUISTICS

A coordinated program with department of Linguistics and Cognitive Science at Pomona College.

Pitzer Advisers: C. Fought, C. Strauss.

How many languages are there? What does knowing a language entail? How do people develop this ability? How is language stored in the brain? Why don't we all speak the same? Why do languages change over time? How different is human language from forms of animal communication? Questions such as these are studied systematically in the field of linguistics.

There are many sub-fields of linguistics. Phoneticians study how sounds are produced and perceived. Phonology is the study of how sounds are organized into unique systems for different languages. The structure of words is examined in morphology. The organization of words into larger units is called syntax. Meaning is studied in the sub-fields of semantics and pragmatics. In these sub-fields linguists are creating models of the structural features of language, in order to identify the defining characteristics of human language. Other linguists study the ways in which language is used. Some study the language development of children. Others the ways in which the form of language we use may vary according to social categories such as gender, social class and ethnicity. Some linguists study the ways in which languages have evolved over time and attempt to identify general principles of language change.

Requirements for the Major

Students majoring in linguistics are required to study three of the four core divisions of the field (Phonetics/Phonology, Syntax, Semantics and/or Sociolinguistics) and in addition to take a range of courses dealing with the variety of languages and variation within a language. There is also a cognitive science major offered through Pomona College. For more information see the online catalog for the Linguistics and Cognitive Science Department at Pomona. Majors are required to take:

- Linguistics 10
- A basic upper-division course in three out of the four core areas—Phonology or Morphology (108 or 109), Syntax (105), Semantics (106) and/or Sociolinguistics (112).
- A course that looks at one language in depth or compares several languages. Sample courses that could fill this requirement include: Field Methods (125), History of the English Language (ENG 25 PO) Historical Linguistics (101), Spanish Linguistics, etc.
- At least three other linguistics courses.
- (a) At least two years of a foreign language or (b) the equivalent in demonstrated competence.
- Senior thesis (Ling 190). Students must have the approval of the faculty member they want to work with by the spring semester of the junior year. Alternatively, students may take a Comprehensive Exam (given at the end of the senior year), or substitute some other type of project, in consultation with the faculty advisor.

*Note: In the 5-College Course Schedule, Linguistics courses are listed as “LGCS” (Linguistics and Cognitive Science)

Minor in Linguistics requires the following:

- Ling 10 (Intro)
- Two of the following core courses (Ling 105, 106, 108, 112 or 125)
- Three other courses in Linguistics

Students interested in a combined major with anthropology, English, foreign languages, philosophy, psychology, or sociology should see their adviser, since the requirements will vary depending on the fields chosen.

Honors in the major are awarded when the student meets the required GPA for honors at their particular college and completes a thesis which the faculty judges to be of honors quality.

Anth 3. Language, Culture and Society. (See Anthropology 3). Spring, C. Strauss.

10. Introduction to the Study of Language. For students wishing to learn about the nature of language, including: How is language structured at the levels of sound, form and meaning? Does the language we speak determine our thoughts, our perception of the world? Can animals learn to talk? How does our language reflect our culture, gender, ethnicity? Fall/Spring, Dierks, Landman, Paster (Pomona).

11. Introduction to Cognitive Science. Historical and contemporary views of the mind, from the perspectives of linguistics, logic, psychology, cognitive neuroscience, logic and computer science. How does the mind acquire, structure and make use of language? How does it make sense of emotional and sensory experience? What is consciousness? Topics include language, meaning, knowledge, thinking, remembering, self and consciousness. Fall/Spring, D. Burke (Pomona).

30. Computation and Cognition. Introduction to computer programming methods for cognitive science and the computational modeling of human intelligence. The nature of computation, the relations between computation and intelligence and a selection of approaches from artificial intelligence will be explored. Intensive programming practice emphasizing data structures and their application to modeling cognitive processes. S. Sood (Pomona).

66. Mathematical & Computational Foundations of Linguistics. Kim (Pomona).

Anth 81. Media Discourse. (See Anthropology 81). C. Strauss.

Lgcs 82/Soc 82. Race, Ethnicity and the Politics of Teaching. (also Soc 82). This class examines how race and ethnicity are constructed in schooling from sociological, linguistic and ethnic studies standpoints. Specifically, we will discuss how race and ethnicity are constructed in schooling and ways teachers/educators may refine their pedagogies in relation to race and ethnicity. Students will do a research project. Fall, C. Fought/K. Yep.

Anth 83. Life Stories. (See Anthropology 83). C. Strauss.

101. Comparative and Historical Linguistics. This course is an introduction to historical linguistics, the study of how languages change over time. The course is a hands-on introduction: students learn how to “do” historical linguistics by working through exercises involving a variety of languages. Topics include: types of language change (sound change, analogy, borrowing, etc.); reconstruction of proto-languages; the origins of modern languages. Landman (Pomona).

105. Syntax. What determines the sequencing of words in human languages? What is the logic of sentence structure? How can we make sense of syntactic variation within and across languages? The course emphasizes skills in critical thinking and syntactic argumentation in the framework of contemporary theories of syntax. Also the Chomskyan revolution in linguistics. Prerequisite: Ling 5. Dierks (Pomona).

106. Semantics. Language meaning is central to human knowledge and action, yet also seemingly forever elusive and contextual. What is the relationship between meaning and linguistic form, meaning and thought, meaning and culture? What is the relationship between meaning and categorization? How does meaning relate to logic? Why do words change meaning over time? Landman (Pomona).

107. Pragmatics: How to Do Things with Words. A philosophical and linguistic introduction to language use and non-truth-conditional aspects of meaning. Topics from philosophy of language and linguistics: speech acts, presupposition, conversational implicature, context and common ground, demonstratives and indexicals, topic/comment and focus, with applications to law and psychology. J. Atlas. (Pomona).

108. Phonology. Analyses of the organization of sounds in the worlds’ languages. Fundamental concepts in phonological theory and their relation to issues in articulatory and acoustic phonetics. The course focuses on feature systems, underlying representations, phonological rules and derivations, syllable structure and the morphology-phonology interface. Examples and exercises from a variety of languages. M. Pastor (Pomona).

109. Morphology. Provides an introduction to morphology, the study of how words are built from their component parts. Topics to be covered include methods of morphological analysis, the relationship between morphology and other areas of grammar and modern theories of morphology. M. Paster (Pomona).

110. Language and Gender. The relation between cultural attitudes and language. The course will investigate how gender socialization is reflected in the structure of language at all levels and the extent to which male/female patterns of language use might contribute to the creation and/or maintenance of given structures of power, solidarity, etc. Students will be expected to develop their own fieldwork-based project. C. Fought. [not offered 2011–12]

112. Language in Society. Language is an expression of our identity. This course will explore how language reflects social patterns, including class, gender, ethnic, regional and other differences. How these differences can lead to conflicts in interaction. Students will do a fieldwork project. Prerequisite: Ling 10 or permission of instructor. Fall, C. Fought.

115. Bilingualism. How is the bilingual experience different from the monolingual one? How does the bilingual brain process language? How is the simultaneous acquisition of two languages different from acquiring a second language later? Is language mixing bad? This course investigates the special identity of bilingual speakers from social and psychological perspectives. Prerequisite: Ling 10, 11 or Psychology 51. C. Fought. [not offered 2011–12]

116. Language and Ethnicity. This course will explore the language patterns of four American ethnic minority groups (African Americans, Hispanic Americans, Native Americans and Asian Americans) with a focus on inter-ethnic communication. Topics include the role of language in defining identity, language use in the classroom, non-verbal elements of communication, traditions of joking and bilingualism. Fall, C. Fought.

Anth 117. Language and Power. (See Anthropology 117). C. Strauss.

121. Psycholinguistics. How are we seemingly effortlessly able to produce and comprehend language in all of its complexity? Course provides introduction to research and theory on language processing. Focus on empirical studies of word recognition, sentence processing, discourse and semantic interpretation, as well as language acquisition and breakdown. Prerequisite: Ling/CogSci 11 or Psych 51. V. Markman (Pomona).

Psyc 123. Language Development. Normal and atypical language development; theoretical accounts of how development occurs. Focus on prelinguistic, phonological, semantic and syntactic development in very young children, touching on bilingual acquisition. Social uses of language. Prerequisite: 10 or 11, or Psych 51. P. Smiley (Pomona).

Phil 123. Perspectives on Mind and Brain. (See Philosophy 123). B. Keeley.

125. Language in the Field. What do you do when you arrive at a foreign country where you don't speak the local language? Where do we get the data on which linguistic theory is based? In this class, students learn hands-on how to systematically approach the study of an unfamiliar language. Languages vary from year to year; previous languages included Luganda and Twi. May be repeated for credit. Prerequisite: Linguistics 10 and Ling 108 or consent of instructor. M. Paster, M. Diercks (Pomona).

Mus 149. Music Perception and Cognition. Perceptual and cognitive processes involved in the hearing of music. Emphasis on concepts from music theory, criticism, history and ethnomusicology that may be understood in terms of cognition. Topics include the perception of sound; pitch, rhythm and other features as they figure in the perception of musical organization; melody; harmony; musical meaning and affect. Prerequisite: LGCS 11 or Psych 160 or Music 80.

Anth 151. Hidden Meanings of Speech. (See Anthropology 151). C. Strauss.

160. Perception and Cognition. Investigates the question of how we use patterns of physical energy to perceive the world. Covers topics from sensation to cognition, including music, language communication, disorders of perception, attention, unconscious perception, and brain mechanisms in cognition. Laboratory arranged. Prerequisite: Psych 51, Ling/CogSci 11, or equivalent. Staff (Pomona).

Psyc 162. Memory and Language. Investigates the nature of human memory and how it interacts with language. Emphasis on architecture of memory systems from working memory to semantic memory and on memory processes in language comprehension and production. Evaluates research on how we remember, why we forget, memory without awareness and language and memory disorders. Laboratory. Prerequisite: Psych 51 or Ling/CogSci 11. D. Burke (Pomona).

166. Topics in Sociolinguistics: Language, Ethnicity and the Media. Explores advanced topics in sociolinguistics. We will look at representations of ethnicity in the media, especially as they relate to language. We'll explore questions such as: How are women of different ethnicities portrayed in terms of language? What representations do we see of Asian Americans, Native Americans, etc.? Students will conduct a research project Prerequisites: Ling 10 and a sociolinguistics class such as 116 or 112. C. Fought. [not offered 2011–12]

175. Seminar in Cognitive Science. A philosophical, linguistic and psychological examination of a central topic in cognitive science, e.g., metaphor, language and thought, modularity of the mind, concepts. Normally to be taken in the junior year. Topics vary from year to year. May be repeated for credit. J. Atlas (Pomona).

Psyc 180J. Seminar on Language, memory and the Brain. Current research on the interaction between brain and behavior in cognition. Focus for 1022: emotion, its effect on cognition and its neural substrate. Review of neuroimaging and cognitive behavior research that investigates the nature of emotion and how it affects attention, memory and language. Analysis of how aging and brain damage change emotional responses and the interaction of cognition and emotion, Prereq: 162 or Lgcs 11. D. Burke (Pomona).

185L. Topics in Psycholinguistics. Language production. Research and theory related to how we produce language. Focus on lexical and syntactic production. Topics also include conversation, disfluency and speech errors and age-related changes in processing. Topics vary from year to year. Prerequisite: LGCS 121, 123 or permission of instructor. May be repeated for credit. R. Thornton (Pomona).

Phil 185M. Topics in Mind and Language. A philosophical introduction to topics in philosophy of language and philosophy of mind, which include: how words refer to things, what is it for a word/phrase/sentence to be meaningful, what role truth plays in understanding language, what role inference (deductive and ampliative) plays in understanding language, how language describes our mental states and their contents, how much of the meaning of sentences or of thoughts depends on the mind vs. the world, what a mental representation is and how it compares with a sentence, the nature of consciousness and the first-person point of view, how to understand emotion vs. thought, philosophical consequences for our theory of mind from computer science and neuroscience. Topics vary from year to year. Prerequisite: One of Philosophy 30, 42, 50, 80, PZ 103 or permission of instructor. May be repeated fro credit. J. Atlas (Pomona).

185P. Topics of Phonology. Advanced topics in phonological theory, for majors and non-majors who completed Introduction to Phonology or an equivalent. Familiarizes students with current original research on a narrowly defined topic. The topics vary considerably from year to year. And may include Optimality Theory, opacity, phonological typology, phonetically unnatural phonology and the phonetics-phonology interface. M. Paster (Pomona).

185 S. Topics in Syntax. Examines recent developments in syntactic theory within the framework of the Minimalist Program. Course addresses significant theoretical issues (e.g., Case and Agreement, *wh*-movement, NP-movement with respect to a typologically-varied set of languages, often utilizing relatively unfamiliar languages (e.g., the Bantu languages of Africa). Specific topics vary year to year. M. Diercks (Pomona).

185T. Topics in Semantics. Investigates advanced topics in semantics and the syntax semantics and semantics-pragmatics interface. Topics vary from year to year; possible topics include anaphora, quantification, modality, tense, plurals and modification. Prerequisite: Lgcs 106. Landman (Pomona).

187 A, B. Tutorial in Linguistics and Cognitive Science. Selected topics, determined jointly by the student and the tutor, conducted through frequent student papers evaluated in Oxford-style tutorial sessions. Prerequisite: written permission of instructor. 187A, Full course; 187B, half-course. May be repeated. J. Atlas/Staff (Pomona).

191. Senior Thesis in Linguistic and Cognitive Science. Individual theoretical research or laboratory experiment, for fourth-year students under faculty supervision. May be taken as half-course in both semesters of the senior year, or as a full course in the last semester. Staff.

99/199. Reading and Research in Linguistics and Cognitive Science. Prerequisite: permission of instructor. 99, lower-level; 199, advanced work. Full or half-course. May be repeated. Fall/Spring, Staff. (Summer Reading and Research taken as 98/198).

MATHEMATICS

Pitzer's mathematics courses are designed to serve three purposes: general education; service to courses in social, behavioral and natural sciences; and the basis for the mathematics major.

Pitzer Advisers: D. Bachman, J. Grabiner, J. Hoste.

General Education in Mathematics

What is mathematics? What are its major methods and conclusions? How is it related to other subjects? What do modern mathematicians do? Several Pitzer courses specifically address these questions. These courses (described below) are: Mathematics 1, Mathematics, Philosophy and the "Real World"; Mathematics 10, The Mathematical Mystery Tour; Mathematics 15, Mathematics for Teachers I: Number and Operation; Mathematics 16, Mathematics for Teachers II: Geometry and Data. These courses cover mathematical material that is exciting and sophisticated and yet accessible to students with a standard high school education in mathematics. As such they offer students an excellent opportunity to break fresh ground in kinds of mathematics they are not likely to have seen before. All of these courses meet Pitzer's Educational Objective in Formal Reasoning.

The Precalculus and Calculus Sequences

Mathematics 25, Precalculus, is designed to prepare students for Calculus I. The course reviews linear, quadratic and polynomial functions, before introducing the exponential, logarithmic and trigonometric functions. These are the functions most widely used in the quantitative social sciences and natural sciences. **Mathematics 25 does not fulfill the Quantitative Reasoning Requirement.**

Mathematics 30, 31 and 32 comprise the calculus sequence. The calculus, since it studies motion and change, is the key mathematical tool in understanding growth, decay and motion in the physical, biological, and social sciences. Pitzer offers Mathematics 30, 31 and 32 each year. Calculus is also offered at the other Claremont Colleges.

We also offer more advanced courses as part of The Claremont Colleges' Intercollegiate Mathematics program.

Requirements for the Major

A major in mathematics can be obtained by taking courses at Pitzer and the other Claremont Colleges.

A student must take a total of 13 courses for the Mathematics major, distributed as follows:

I. Calculus (3 courses):

Three semesters of calculus (Mathematics 30, 31 and 32) with grades of C or better in each course. In some cases, a suitable score on the Pitzer Mathematics Placement exam, or Calculus AP exam, may be substituted for one or more of these courses.

II. Core (3 courses)

Linear Algebra

Differential Equations or a Mathematical Modeling course making extensive use of differential equations.

Mathematics 100: Introduction to Methods of Proof and Problem Solving

III. Depth and Breadth (5 courses)

Five additional upper division mathematics courses (numbered 100 or above) chosen in consultation with the advisor. Ideally, these courses will expose the student to the major areas of mathematics as well as provide depth in at least one area.

IV. Applications and Connections (2 courses)

Two courses outside of mathematics that emphasize the application of mathematics or its connections to other disciplines: for example, courses in Computer Science, Science, Engineering, and History or Philosophy of Mathematics. These courses will be chosen in consultation with the adviser and normally will have mathematics courses from I, II, or III as prerequisites.

V. Colloquium

Students must attend the Mathematics Colloquium at least four times per semester for a total of two semesters, normally in the Senior year, and provide a written summary of the attended talks to their mathematics adviser.

Combined Programs: Pitzer College and Claremont Graduate University offer combined programs 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, or Pure Mathematics. Students who are interested in one or more of these programs should consult with the mathematics faculty early in their undergraduate years.

Minor: The mathematics minor requires the student to take six graded courses: Mathematics 31, Mathematics 32, Mathematics 100, a course in Linear Algebra and two additional courses (which cannot include courses designed to prepare students for calculus) in Mathematics, at least one of which must be upper-division (numbered 100 or above), to be chosen by the student in consultation with a member of the Mathematics faculty. Students who satisfy the requirement for Calculus II and/or III by placement or by AP credit may constitute the 6 required letter-graded courses by additional mathematics courses (which cannot include course designed to prepare students for calculus), by computer science courses, or by courses with mathematics prerequisites in science, economics, or history and philosophy of mathematics.

In addition, students must attend the Mathematics Colloquium at least four times and provide a written summary of the attended talks to a member of the Mathematics faculty.

A catalog, "Mathematics Courses in Claremont," which lists all mathematics courses offered at the Claremont Colleges, is prepared each year by the Mathematics Field Committee. Students who want to take mathematics courses other than those listed below should consult this catalog. Copies are available in the office of the Registrar, from the Mathematics faculty and on the World Wide Web.

Honors: Students will be recommended for Honors at graduation if their overall grade-point average is 3.5 or above, if their grade-point average in Mathematics is 3.5 or above and if they satisfactorily complete a Senior Thesis of honors quality. The Senior Thesis will be approved by the student's Pitzer Mathematics advisor and normally completed under the supervision of a faculty member at the Claremont Colleges.

AP Credit: A student who has a score of 4 or 5 on the Mathematics Calculus AB examination will receive credit for Mathematics 30 after passing Mathematics 31. Similarly, a student with a score of 4 or 5 on the Calculus BC exam will receive credit for Mathematics 30 and 31 after passing Mathematics 32. All new students are advised to take the mathematics placement exam before registering for Mathematics 30, 31, or 32, regardless of their AP scores.

1. Mathematics, Philosophy and the “Real World.” Throughout history, mathematics has changed the way people look at the world. This course will focus on two examples: Euclidean geometry (which suggested to philosophers that certainty was achievable by human thought) and probability and statistics (which gave scientists a way of dealing with events that did not seem to follow any laws but those of chance). Readings and problems will be taken from three types of sources: (1) Euclid's *Elements of Geometry*; (2) modern elementary works on probability and its applications to the study of society and to gambling; (3) the writings of philosophers whose views were strongly influenced by mathematics, such as Plato, Aristotle, Pascal, Spinoza, Kant, Laplace, Helmholtz, and Thomas Jefferson. Prerequisite: high school algebra and geometry. Fall, J. Grabiner.

10. The Mathematical Mystery Tour. I saw a high wall and as I had a premonition of an enigma, something that might be hidden behind the wall, I climbed over it with some difficulty. However, on the other side I landed in a wilderness and had to cut my way through with a great effort until-by a circuitous route-I came to the open gate, the open gate of mathematics. From there well-trodden paths lead in every direction. (M.C. Escher).

Many beautiful and exciting topics in mathematics are accessible to students having only a minimal background in mathematics.

Mathematics 10 is intended to introduce such students to areas of mathematics not included in the usual introductory courses for mathematics and science majors. Topics will vary from year to year and the course may be repeated for credit. Courses that have been taught as Mathematics 10 courses in the recent past, or which are likely to be offered in the near future, include:

- Rubik's Cube and Other Mathematical Puzzles
- Two-Player Games
- The Mathematics of Gambling
- Cartography
- Dynamical Systems, Chaos and Fractals
- Topology

Mathematics 10 offerings for 2011–12 are:

10BA. The Mathematics of Patterns. People often say that patterns are all around us. What does this mean? What makes something a pattern? In this class, we will use mathematics to discover, explore, and describe patterns that occur in art, tilings, wallpaper, and architecture. The mathematical topics covered include: isometries of the plane, Frieze pattern categorization, symmetry groups, and other interesting mathematical ideas. Fall, D. Bachman/S. Brown.

10G. Mathematics in Many Cultures. Mathematical ideas are found in many cultures, among both literate and non-literate peoples. We will study both the mathematics and the role it plays in the cultures. Examples will be chosen from the mathematical ideas of present-day peoples of Africa, Asia, Oceania and the Americas, as well as historic Egypt, Mesopotamia, Greece, Islam, and China. Students will learn the modern mathematical concepts necessary to understand the examples. Spring, J. Grabiner.

15. Mathematics for Teachers I: Number and Operation. A mathematics content course for students interested in pursuing a teaching credential. We will explore elementary mathematic topics (numeration systems, standard and non-standard algorithms, place value) from an advanced viewpoint. Prerequisites: Mathematics 25, placement test, or permission of instructor. S. Brown. [not offered 2011–12]

16. Mathematics for Teachers II: Geometry and Data. The choice of topics and their treatments are motivated by the central ideas of the elementary school curriculum and by state and national teaching/learning recommendations (the concept of a covering, tessellations, area and volume in two and three dimension, transformations, measurements, data analysis through representations in the context of studying magnitude and relations among magnitudes). Prerequisite: Mathematics 15. Fall, S. Brown.

25. Precalculus. Linear, quadratic and polynomial equations; systems of linear equations; transformation, composition and inverses of functions; rational, trigonometric, exponential and logarithmic functions. This class is designed to prepare students for calculus. Fall, J. Hoste.

30. Calculus I. Introduction to the basic concepts of the calculus, including slopes, rates of change, limits, the derivative and the integral, and the relationships between these concepts, especially the Fundamental Theorem of Calculus, with applications to the natural and social sciences. Each concept will be treated from numerical, analytic and geometric perspectives. Prerequisite: a grade of C or above in Mathematics 23 or 25 or a satisfactory score on the mathematics placement examination or permission of instructor. Fall, J. Grabiner/ Spring, J. Hoste.

31. Calculus II. Transcendental functions, techniques of integration, infinite series, related topics and applications. Again, each concept will be treated from numerical, analytic and geometric perspectives. Prerequisite: A grade of C or above in Mathematics 30 or placement exam. Fall, D. Bachman/ Spring, J. Hoste.

32. Calculus III. Vectors and vector functions, partial derivatives and differentiability of functions of several variables, multiple integrals. Prerequisite: Mathematics 31 or equivalent, or placement score. Fall, D. Bachman/Spring, Staff.

52. Introduction to Statistics. This course is meant to give a liberal arts student a sense of statistical theory and practice. It will emphasize the use and interpretation of statistics, with applications to both the natural and social sciences. Topics will include: collection and summarizing of data; measures of central tendency and dispersion; probability; binomial and normal distributions; confidence intervals and hypothesis testing; linear regression; ANOVA methods; topics in non-parametric statistics; and discussion and interpretation of statistical fallacies and misuses. Fall, R. Swift.

60. Linear Algebra. Topics will include matrices, Gaussian elimination, vector spaces and subspaces, linear transformations, bases, orthogonality, determinants, eigenvalues and eigenspaces, and applications of linear algebra. Prerequisite: Mathematics 31. D. Bachman. [not offered 2011–12]

100. Introduction to Methods of Proof. This course will introduce students to the art of writing mathematical proofs using a variety of methods, such as direct proof, proof by contra-positive, proof by contradiction, proof by cases, and proof by induction. Intended for students majoring or minoring in mathematics (or considering doing so). Prerequisite: Mathematics 31. Fall, J. Hoste.

108. History of Mathematics. A survey of the history of mathematics from antiquity to the present. Topics emphasized will include: the development of the idea of proof, the “analytical method” of algebra, the invention of the calculus, the psychology of mathematical discovery and the interactions between mathematics and philosophy. Prerequisite: Mathematics 31. Spring, J. Grabiner. [not offered 2011–12]

123. Logic. Propositional and first order predicate logic. The completeness, compactness and Loeweheim-Skolem theorems. Decidable theories. Application to other areas of mathematics (e.g., nonstandard analysis). D. Bachman. [not offered 2011–12]

141. Hyperbolic Geometry. An introduction to hyperbolic geometry in dimensions 2 and 3. Topics will include: Poincaré disk model, upper half space model, hyperbolic isometries, linear fractional transformations, hyperbolic trigonometry, cross-ratio, hyperbolic manifolds, and hyperbolic knots. Prereq: Mathematics 60. J. Hoste. [not offered 2011–12]

142. Differential Geometry. Curves and surfaces, Gaussian curvature, isometries, tensor analysis, covariant differentiation with applications to physics and geometry. Prerequisite: Mathematics 60. D. Bachman. [not offered 2011–12]

145. Topics in Geometry and Topology. This course will vary from year to year and cover topics chosen from geometry and topology. May be repeated for credit. Prerequisites will vary with course content. [not offered 2011–12]

148. Knot Theory. An introduction to the theory of knots and links from combinatorial, algebraic and geometric perspectives. Topics will include knot diagrams, p -colorings, Alexander, Jones and HOMFLY polynomials, Seifert surfaces, genus, Seifert matrices, the fundamental group, representations of knot groups, covering spaces, surgery on knots, and important families of knots. Offered in alternate years. Prerequisite: Mathematics 60. J. Hoste. [not offered 2011–12]

199. Senior Thesis. Open to mathematics majors by invitation only. Fall/Spring, Staff.

MEDIA STUDIES

Media Studies is an interdisciplinary field that explores the histories, technologies and social and cultural contexts of a range of contemporary media forms, including mechanical and electronic media such as film, video, television, print and the Internet as well as other contemporary forms of culture. Media Studies at The Claremont Colleges presents students with an integrated approach to media production and the critical study of the media, seeking to understand the present state of media practices through an examination of their historical and technological development, an analysis of their genres and a rigorous investigation of the theoretical approaches that have been brought both to the creative practices of media producers and the critical practices used by contemporary scholars.

Production is a key element of the Media Studies major, but the mode of production studied at The Claremont Colleges is not oriented toward traditional narrative film or television, or toward commercial models of new media; rather, this major stresses “independent” narrative forms, documentary, video and digital art and community-based media practice, seeking to confront not only the ways that the media construct the contemporary cultural environment, but also the ways in which we as producers and consumers are all constituted by the same cultural formations that we seek to challenge. Above all, the major seeks to explore the media from a perspective that eliminates the traditional boundaries between disciplines and between media theory and media production, thus illuminating new ways of seeing, thinking and communicating in the world.

Pitzer Advisers: A. Juhasz, G. Lamb, J. Lerner, M-Y. Ma, R. Talmor.

Requirements for the Major

The Media Studies major requires the completion of 11 courses, with a concentration in Film/Video, Digital/Electronic Media, or Critical Studies. All Media Studies majors will complete the following courses. Courses listed as fulfilling each requirement are subject to change and other courses may be counted toward those requirements with approval of the Curriculum Committee.

1. **One introductory critical/theoretical course:**
 - MS 49 PO, Intro to Media Studies MS 49 PO, SC
 - MS 50 PZ, MS 50 HM, or Lit 130 CM, Language of Film
 - MS 51 PO, Introduction to Digital Media Studies
2. **One introductory production course:**
 - Art 20 PO, Photography I
 - Art 24 PO, Digital Art I
 - Art 141 SC, Introduction to Digital Imaging
 - Art 143 SC, Digital Color Photography
 - Art 145 SC, Beginning Photography
 - Art 148 SC, Introduction to Video
 - MS 82 PZ, Introduction to Film and Video Production
 - MS 182s HM Introduction to Video Production

3. **One course in media history:**
 - Lit 131 CM, Film History I (1925–1965)
 - Lit 132 CM, Film History II (1965–Present)
 - Lit 134 CM, Special Studies in Film
 - Lit 136 CM, American Film Genres
 - MS 45 PZ, Documentary Media
 - MS 47 PZ, Independent Film Cultures
 - MS 79 PZ, Silent Film
 - MS 86 PZ, History of Ethnographic Film
 - MS 89 PZ, Mexican Film History
 - MS 91 PZ, History of American Broadcasting
 - MS 100AA PZ, Asian Americans in Media: A Historical Survey
4. **One course in media theory:**
 - Art 181 SC, Theory Seminar in Studio Art and Media Studies
 - Art 181G SC, Topics in Art Theory
 - Art 183 SC, Feminist Concepts and Practices in Media Studies and Studio Art
 - Arhi 141B PO, Africana Cinema: Through the Doc Lens
 - Engl 118 PO, The Nature of Narrative in Fiction and Film
 - Lit 103 HM, Third Cinema
 - Lit 136 CM, American Film Genres
 - Lit 138 CM, Film and Mass Culture
 - MS 46 PZ, Feminist Documentary Production and Theory
 - MS 48 PZ, Media Ethnography/Autobiography
 - MS 72 PZ, Women and Film
 - MS 74 PZ, Sound Theory, Sound Practice
 - MS 76 PZ, Gender and Genre
 - MS 110 PZ, Media and Sexuality
 - MS 147 A-C PO, Topics in Media Theory I
 - MS 149 A-C PO, Topics in Media Theory II
 - MS 197 PZ, Media Praxis
5. **A senior seminar:**
 - MS 190 JT

Each student will also complete one of the following six-course concentrations:

Film/Video

6. One intermediate or advanced film/video production class.
7. One additional course in media history, as listed above.
- 8–11. Four appropriate electives, drawn from the list of all approved courses that follows (note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives). or MS 197 Media Praxis

Digital/Electronic Media

6. An intermediate or advanced digital production course.
7. One course in 20th or 21st-century art history:
 - Arhi 181 SC, Art Since 1945
 - Arhi 184 PO, Modern, Antimodern, Postmodern: A Social History
 - Arhi 185 PO, History of Photography
 - Arhi 186T, PO, Art and Time
- 8–11. Four appropriate electives, drawn from the list of all approved courses that follows (note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives). or MS 197 Media Praxis

Critical Studies

6. One additional media theory course, as listed above. One of the two required media theory courses must be MS 147 A-C PO or MS 149 A-C PO. Topics in Media Theory I or II.
7. One additional course in media history, as listed above.
- 8–11. Four appropriate electives, drawn from the list of all approved courses that follows (note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives). or MS 197 Media Praxis

Critical Studies: Film Studies Option

Students desiring an emphasis in Film Studies should follow the Critical Studies track, tailoring their major by selecting the following courses:

1. MS 50 PZ or Lit 130 CM, Language of Film
2. MS 82 PZ, Introduction to Film and Video Production; Art 148 SC, Introduction to Video; or MS 182s HM, Introduction to Video Production.
3. MS 147 A-C PO, Topics in Media Theory 1; or MS 149 A-C PO, Topics in Media Theory II
4. One course in film theory, such as: Lit 103 HM, Third Cinema; Lit 138 CM, Film and Mass Culture; Lit 139 CM, Film Theory; MS 46 PZ, Feminist Documentary Production and Theory; MS 72 PZ, Women and Film; or MS 76 PZ, Gender and Genre; MS 48 PZ, Media Ethnography/Autobiography; MS 74 ZP, Sound Theory, Sound Practice; MS 110 PZ, Media and Sexuality; MS 197 PZ, Media Praxis; or Arhi 141B PO, Africana Cinema: Through the Doc Lens.
- 5–6. Lit 131 CM, Film History I (1925–1965) and Lit 132 CM, Film History II (1965–Present)
7. MS 190 PO, Senior Seminar.
- 8–11. Four appropriate film-oriented electives drawn from the list of all approved course that follows (Note that Pitzer MS majors must select MS 194 PZ, Media Arts for Social Justice, or MS 196 PZ, Media Internship, as one of their electives) or MS 197 Media Praxis

The Senior Exercise consists of a topical senior seminar jointly taught during the fall semester by faculty from each of the concentrations. This seminar asks students to bring together the various aspects of their course of study, producing an appropriate culminating seminar project that demonstrates their command of the fields and the forms of critical and creative practice that they have studied. During

this seminar, all senior Media Studies majors will be given the option to develop a proposal for a second-semester Senior Project. These proposals will be reviewed by the Media Studies faculty and selected students will go on to complete an independent project under the supervision of two members of the Media Studies faculty or appropriate affiliated faculty members from The Claremont Colleges. The Senior Project course will count toward the four electives required for the major.

Minor: A minor in Media Studies requires completion of six graded courses, which must include the following:

1. One introductory critical/theoretical Media Studies course
2. One introductory media production course
3. One course in media history
4. One course in media theory
5. One media service or media internship
6. One elective in Media Studies.

Combined Major: For combined majors, one introductory critical/theoretical Media Studies course, one production course, one media theory course, the Senior Seminar and four additional Media Studies courses are required. The combined major must reflect a coherent integration of the two fields.

Art/Media Studies Combined Major: A combined major in Art and Media Studies requires: seven (7) Media Studies courses (one introductory critical/theoretical Media Studies course; one introductory production course; one media theory course; one media history course; and three additional electives); six (6) Studio Art courses in at least three different media, and two Art History courses. Up to two courses can count for both fields if approved by the student's major advisers. In addition, students should take both Capstone courses (Senior Projects in Art and Senior Seminar in Media Studies) or can choose to substitute an independent study for one Capstone course as approved by major advisers.

Double Major: Students must complete the requirements for both majors, including any theses or honors requirements. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Honors: Media Studies majors with at least a 3.5 cumulative GPA will be invited to have their senior project or thesis evaluated for honors. Students whose senior project receives a grade of "A" will be recommended to the Media Studies Field Group for honors.

Students in production courses have access to equipment for course work. The Production Center provides digital camcorders, 16mm and Super 8 film cameras, microphones, lights and other production equipment. Post-production facilities include Final Cut Pro digital editing systems and basic film editing equipment. All courses are not offered each academic year. Please check appropriate catalog for precise offerings.

45. Documentary Media. This course involves production, a historical survey of documentary practices in photography, film and video and a discussion of the ethical and ideological issues raised by the genre. Students will be expected to produce two short documentary projects in any media. Prerequisite: MS 50 or MS 49. Spring, J. Lerner.

46. Feminist Documentary Production and Theory. Women have made politicized documentaries since the invention of the motion picture camera. Students will learn this complex theoretical, historical and political tradition while producing their own feminist documentary. Prerequisite: MS 82. Enrollment is limited. Course fee: \$150. A. Juhasz. [not offered 2011–12]

47. Independent Film Cultures. While Hollywood is the dominant film system, it is by no means the only structure through which films are made or enjoyed. Artists, political people, counter-culture types and many others who oppose mainstream culture have created independent film cultures including avant-garde, “indie” and digital cultures. Course work will explore these 3 cultures through readings, screenings, written papers and production projects. A. Juhasz. [not offered 2011–12]

48. Media Ethnography/Autobiography. This integrated production/theory course will survey the rich traditions of autobiographical and ethnographic media production while also reading theories and histories of these practices to consider the diverse ethics, strategies, contradictions and motives of using a camera for knowledge of self and other. Students will produce media ethnographies and autobiographies, as well as written analyses of these practices. Prerequisite: MS 82. Course fee: \$150. A. Juhasz. [not offered 2011–12]

49 Also PO, SC. Introduction to Media Studies: Print Media, Television and Popular Culture. This course will focus on the history and critical analysis of print media, television and popular culture with an emphasis on developing critical skill and interpretive strategies. Fall, Staff.

50. Language of Film. Film and video are often considered to be a distinct semiotic system or art form with their own “language.” This course surveys the variety of structures which can organize moving pictures: from Hollywood continuity editing, Soviet montage and cinema verite to voice-over documentary, talking heads and postmodern voices with no center at all. The course includes silent film, classic Hollywood narrative, avant-garde film and video, documentary and activist video. Enrollment is limited. M-Y. Ma. [not offered 2011–12]

Hist 50. Journalism in America, 1787–Present. (See History 50). S. McConnell.

51. Intro to Digital Media Studies. An interdisciplinary introduction to digital and electronic media, exploring the relationships between “old” and “new” media forms, the historical development of computer-based communication and the ways that new technologies are reshaping literature, art, journalism, and the social world. Prerequisites: MS 082, MS 182 HM, Art 148 SC. G. Lamb. [not offered 2011–12]

Soc 51. Class, Caste and Colonialism in Film & Documentaries. (See Sociology 51). D. Basu.

61. Pan-American Vanguard. An introduction to a range of modernist vanguard movements from 20th century South, Central and North America, this course surveys the literary, cinematic and fine arts production of these groups. Emphasis is placed on the close analysis of primary texts and comparative studies across genres, media and national boundaries. J. Lerner [not offered 2011–12]

71. Video Art. This course examines video as an art practice. Through readings, screenings, visits to art venues and written assignments, students will analyze the historical, conceptual, and aesthetic issues informing contemporary video art and artists. M-Y. Ma. [not offered 2011–12]

Soc 71. Popular Music and Society. (See Sociology 71). D. Basu.

72. Women and Film. An investigation of both the oppressive and oppositional potential of the fiction film as it either captures or constructs cultural understandings of women's sexuality, agency and identity. This introduction to feminist film theory and scholarship will consider the representation of women in a variety of classic Hollywood film genres as well as how women represent themselves in both Hollywood and avant garde film and video. Prerequisite: MS 49 (PO) or MS 50 or equivalent. A. Juhasz. [not offered 2011–12]

73. Race Theory and Media. This course makes race central to critical media studies. Theoretical concerns about race and nation, difference, aesthetics, cultural production and consumption remain central to investigations of critical junctures in history including colonialism and European empire, U.S. Civil Rights era, the Cultural Wars and the 2001 World Conference on Racism. [not offered 2011–12]

74. Sound Theory, Sound Practice. An intermediate-level course focusing on sound theory and relationship between sound and image. This topic will be examined through reading assignments, screenings and listening sessions, in-class presentations, writing and sound recording assignments. In this class, students will engage with the history of audio reproduction, the concepts of French theorist Michel Chion, the psychoanalytic theories on the female body and voice, the notion of the soundscape and the relationship between ethnography, colonialism, and audio technology. Prerequisite: MS 49, MS50, MS 51 or equivalent. M-Y. Ma. [not offered 2011–12]

76. Gender and Genre. Generic coding allows for the telling and re-telling of narratives which revel in (white, male, heterosexist) society's "hidden" fears, desires and beliefs. But what happens when the demons, seductresses, whores and monsters of such tales re-vision genre for their own ends? We will consider how horror, melodrama and film noir speak to/for/about women. A. Juhasz. [not offered 2011–12]

77. Imagined Communities. How are boundaries of time, space, origin, community and political allegiance imagined in the following case studies: Eastern Europe, American Suburbs, the International Queer Movement and the African Diaspora. Enrollment is limited. A. Juhasz/D. Basu. [not offered 2011–12]

78. Intermediate Media Projects. This is a topic-driven, intermediate-level production course. Topics are chosen in response to student interest in particular areas of media theory, or to enable them to adapt to ever-changing platforms of media technology. Students in the class will develop specialized technical skills based on their training in introductory production courses and focus on specific fields of knowledge within Media Studies: Prerequisites: MS 82 PZ or equivalent. M-Y. Ma. [not offered 2011–12]

79. Silent Film. The invention of cinema fit within the emerging order of modernism? This class will examine early cinema in the context of the turn-of-the-century project of extending the field of human vision, examining topics such as ethnography, science, journalism, travel, representations of the city and architecture, and the construction of racial difference. Prerequisite: MS 49, MS 50, MS 51 or equivalent. J. Lerner. [not offered 2011–12]

80AA. Video and Diversity. An introductory level course exploring video as a medium, particularly as it is utilized by women, people of color, lesbians and gays, grassroots activists, as well as other peoples who are under and/or mis-represented by dominant media. This class explores independent video production from historical as well as issue-oriented approaches. The history of video technology, from analog to digital, is studied with a focus on developments that made video an accessible and powerful tool for self-expression and political intervention. Issues around gender, race, class and sexual politics are examined in relation to works from the above-mentioned communities. Modes of work by individual makers and collectives are presented as case studies in how multiple issues can be addressed through singular oeuvres. M-Y. Ma. [not offered 2011–12]

82. Introduction to Video Production. This workshop is an introduction to all aspects of digital video production—camera, lights, tripods, sound and non-linear editing. Hands-on assignments will be organized around the formal properties and power of video. The workshop will allow students to evaluate each other's work as well as that produced by media professionals and to create a final video of their own. Prerequisite: MS 50 PZ, MS 49 PO, S 49, 50, 51 or equivalent. or Lit 130 CM. Enrollment is limited. Course fee: \$150. Fall, A. Juhasz.

83. Contemporary Practices in Media. The class will be developed around visiting media artist's presentations and contemporary media art exhibitions. This work is situated through readings, presentations and papers in a larger media studies history. Prerequisite: MS 50 or PO 49. S. Hutin.

84. Handmade Film. Rejecting the prevailing Hollywood wisdom that one needs millions of dollars to make a movie, this class explores different models for creating moving images with the most modest of resources. Options to be considered include hand processing, camera-less films, PXL video, super-8 film, recycling and appropriation. Students will be expected to create several short exercises in order to familiarize themselves with these different techniques, as well as a final project. Course fee: \$150. Prerequisite: MS 82 or equivalent. Spring, J. Lerner.

86. History of Ethnographic Film. This course offers a historical survey of ethnographic film, beginning in the silent era with the early efforts of Robert Flaherty and with Curtis and continuing to recent works by Manthia Diawara, Marlon Fuentes and Trinh T. Minh-ha. J. Lerner. [not offered 2011–12]

87. Media Sketchbook. This is an intermediate-level video production class. Students are required to complete short (one to two minute) assignments every other week. The objectives of the class are to further refine the skills of shooting, editing, etc. and to develop a critical vocabulary to talk about your work and the work of others. Course fee: \$150. Prerequisite: MS 82 or equivalent. Spring, J. Lerner.

88. Mexican Visual Cultures. A survey of both popular and elite visual arts in Mexico from the time of Independence to today, including painting, prints, murals, sculpture and, more recently, film and video. Emphasis will be placed on the interchanges between media and the understanding of visual culture as a reflection of social changes. J. Lerner. [not offered 2011–12]

Soc 88. Literacy of Self and Society: Through Hip Hop and Meditation. (See Sociology 88). D. Basu.

89. Mexican Film History. This survey of the evolution of media Mexico extends from the first Edison to contemporary video art. Special attention will be paid to the avant-garde and other marginalized cinemas in relation to other art forms, experimental filmmakers from other countries working in Mexico and the Mexican film industry. J. Lerner. [not offered 2011–12]

91. History of American Broadcasting. Studies the history of American broadcasting from the diffusion of radio as a mass media through the transition to television, up to the development of television as the dominant broadcasting form. Students will begin to understand the impact of U.S. broadcasting by familiarizing themselves with key programs and trends.

92. Television Genres. The course is based on the premise that television has been discussed as a monolithic presence in its cultural setting far more frequently than cinema or literary forms. In response, we will consider how television is made up of distinct modes—some historically sequential, some simultaneous. Key genres that will be discussed include: live drama, mini-series, sitcom, soap opera, sketch comedy, game show, science fiction, variety, news & reality. We will also engage with intermedia studies—developing close and critical readings of how television engages with radio and film in its use of genre. We will draw on theoretical approaches to television as well as close readings of texts. Prerequisite: MS 49, 50, 51, equivalent or permission from instructor.

93. Media Off-Screen. An intermediate production course that engages with media practices outside of the traditional single-channel film or videotapes made for broadcast or screening in a theatre. New genres and hybrid media forms including installation, performance, and tactical media are explored through a series of readings, lectures, presentations, and creative assignments in both individual and group projects. Spring, M-Y. Ma.

99. Advanced Video Editing. This course integrates the theory and history of editing with instruction in on-line non-linear video editing. Reading and viewing assignments will complement hands-on editing exercises. Prerequisite: Introduction to Video Production—MS 82 PZ, MS 182 HM, Art 148 SC. Enrollment is limited. Course fee: \$150. G. Lamb. [not offered 2011–12]

100AA. Asian Americans in Media. This is a historical survey of Asian American involvement in media production, beginning with the Silent Film Era and ending with contemporary projects in film, video and new media. In this course, we will focus on the shifting yet continuous participation of Asians in the production of media in North America and look at how changing political, social and cultural discourses have shaped media representations of Asians throughout this period. M-Y. Ma. [not offered 2011–12]

105. Transnational Media Theory. This course reviews a wide range of scholarship on national cinema and electronic media practices as well as how visual media production and consumption connect to developing ideas of nation, ethnicity, gender, sexuality, and a public sphere in diasporic and immigrant communities. Fall, E. Oishi.

109. Queer Film and Media. This course integrates queer studies and media studies through a feminist perspective. We will look at queer representation in film and television and explore the historical and contemporary debates and theories concerning queer media production while exploring issues of gender, sexuality, race and ethnicity, censorship and independent and underground cultural practices. Prerequisite: MS 50 or MS 49 or Intro level GFS. [not offered 2011–12]

110. Media & Sexuality. This course is an intermediate/advanced-level course examining the intersections between media theory and the study of sexuality. In exploring issues including transgenderism, pornography, censorship, feminism, queer cinema, and representations of race and sexuality, this course focuses on compelling case studies that provide students with specific understanding of the prevailing debates and defining theories of sexuality within Media Studies. Prerequisite: MS 49 or 50 or Intro level GFS course. Please note: Students must be aged 18 and above to enroll in this course. Spring, A. Juhasz/M-Y. Ma.

IIS 110. (Mis) Representation: Near East and Far East. (See International Intercultural Studies 110). J. Parker.

111. Anthropology of Photography. This course critically examines the photograph as artifact, art, evidence, and weapon. Section 1 looks at photographs through the works of key theorists. Section 2 introduces the anthropology of photography as a social practice, including its relation to colonialism, race, and the global circulation of representations. Section 3 hones in on African photography. Section 4 analyzes current trends, including the role of the photograph in journalism, art, indigenous activism, and the digital era. Spring, R. Talmor.

112. Anthropology of Media. Life today is saturated by various kinds of media. In the last two decades, a new field—the ethnography of media—brings anthropology’s cross-cultural perspective and attention to everyday reality to studies of media and theorizes media as constituting new spaces of community and self-making in a globalized world. Fall, R. Talmor.

113. African Masculinities and Media. This course explores issues that shape African masculinities as these are expressed in film. Beginning with the premise that masculinities are plural, processual, and dialogic, we will investigate the ways African men enact and experience their masculinity in contexts of colonialism, national liberation, and neoliberalism, in relations between youth and elders, between men and men, between men and women, and between Africans and foreigners. Spring, R. Talmor.

114. Film Sound. An intermediate level media history and theory course exploring how sound functions in cinema. Topics covered by the course include the history of sound technologies, film sound theories, voice in cinema, film music, sound recording and reproduction in film. Prereq: MS 49, 50 or 51; or some introductory level music theory courses. Spring, M-Y. Ma.

Soc 136. Framing “Urban” Life. (See Sociology 136). D. Basu.

Soc 124. Race, Place and Space. (See Sociology 124). D. Basu.

Art 125. Digital Photography. (See Art 125). Fall, Staff.

Art 126. Intermediate Photography. (See Art 125). Spring, M. Schiff.

133. Media Arts and the World-Wide Web. Production and theory course exploring the use of web for micro distribution, video exchange projects and innovative communication/activism projects online. Students will work together to establish video Website with discussion board and carry out an exchange/distribution project with L.A. youth inner-city group and possibly international student/youth partners. Making direct contact with exchange partners is key. There will be regular readings and web presentations on developments in new media arts. Students will learn to compress video for web and basic web design. Emphasis will be on how media communication forms are changing and how we can utilize personal media and online exchange to learn more about ourselves and others. G. Lamb. [not offered 2011–12]

Anth/Arhi 133. Indians in Action. Spring, L. Martins/B. Anthes.

Soc 134. Urban Life in L.A. (See Sociology 134). D. Basu.

135. Learning from YouTube. What can YouTube teach us and is this how, what and all we’d like to learn? Over its hundred year history, radical media theorists have looked with utopian zeal to a moment in the media future which turns out to be upon us: a time where access to the production and distribution of media is democratically available outside channels organized by capital. So why is the technology being used primarily to spoof mainstream media forms and what does this tell us about the media, our society and political possibility? Prerequisite: 49, 50, 51 or equivalent. Spring, A. Juhasz.

136. Online Feminist Spaces. This hyper/in/visibility of the feminist in digital spaces is the (non)place, and yet somehow also the very real location, of a course that will consider—by reading, using, and making—the nowheres and everywhere of feminism in on-line, user-generated, social networked spaces of web 2.0. Prerequisite: MS 49/50. Fall, A. Juhasz.

Soc 136. Framing ‘Urban’ Life. (See Sociology 136). D. Basu.

137. Media Archives. We will consider the making, saving, sharing, using, and re-purposing of collections of media documents. The camera documents. Once archived, these images and sounds are used as testimony and evidence, to make history. The internet, a meta media archive, holds many traditional archives as well as the new people-made archives-of-ourselves constructed through the networked holdings of blogs, Facebook, YouTube, and the like. Fall, A. Juhasz. [not offered 2011–12]

EA 152. Nature through Film. (See Environmental Analysis 152). P. Faulstich/M. Herrold-Menzies.

Engl 164AF. Black Queer Narratives and Theories. (See English 164A). L. Harris.

Span 188. Documenting Spanish Speaking Cultures in Our Community.

(See Spanish 188). Alternate years, E. Jorge.

190 JT. Senior Seminar in Media Studies (Formerly Senior Projects). This team-taught seminar, to be taken during the fall semester of the senior year, constitutes the senior exercise required to graduate with the IMS major. It prepares students with the skills and knowledge to continue their media studies practice and research post-graduation. Students will attend one large group meeting weekly and one smaller group meeting focused on one of the three tracks: film/video, critical studies and digital/electronic. Students interested in doing a thesis: a media project, a written thesis, or a digital/electronic work, may apply to do so in conjunction with the seminar. Fall, M-Y. Ma/K. Tran (SC)/K. Fitzpatrick (PO).

191 JT. Senior Thesis. Spring, Staff.

192 JT. Senior Projects. Staff.

193. Directed Reading or Study in Media. Student designed media studies project involving advanced readings in theory, history or aesthetics with written analysis. May be taken twice for credit. Fall/Spring, Staff.

194. Media Arts for Social Justice. This course examines the process of creating social documentary and community engaged media. Students will study the ethics of working in video production with diverse populations and model projects of community media practice. Working in small groups, students will implement hands-on media production projects in collaboration with local nonprofit and social service agencies. Collaboration will be a key component with CORE Partners of CEC and other sites including: Costanoan Rumsen Carmel Tribe, Pomona Economic Community Center, Pomona Habla, Organizacion en California de Lideres Campensinas, Children's Hospital Los Angeles Transgender Youth Program, Girls and Gangs, and REACH LA. Prerequisite: MS 82 PZ, MS 182 HM, or Art 148 SC or by permission. Course fee: \$150. Fall/Spring, G. Lamb.

196. Media Internship. Internship in media related industry or institution integrated with significant and clear connection to academic curriculum through independent written or production project. Fall/Spring, Staff.

197. Media Praxis. Political people and communities have often used the media to contribute to social change within the context of and in dialogue with theoretical and political traditions. As we study these moments in media history (e.g., Soviet montage, Third Cinema, feminist film, queer cinema, hip hop), we will ourselves be engaged in something similar: a semester long community-based media project in Ontario. We will look at moments in film history where artists created socially-conscious art while also attempting to theorize this practice. We will read this writing and view its associated work; we will discuss what we can gain for our own practices in Ontario from their experiences, ideas and images. Then, we will make and theorize our own media praxis. Prerequisites: MS 82. A. Juhasz. [not offered 2011–12]

198. Advanced Media Project. (Formerly MS 192). Student designed media production project involving advanced production and post-production skills, adequate pre-production research and writing component. Prerequisite: MS 82. May be taken twice for credit. Pass/No Credit only. Course fee: \$150. Fall/Spring, Staff.

MODERN LANGUAGES, LITERATURES AND CULTURES

The Modern Languages curricula of The Claremont Colleges are based on intercollegiate cooperative arrangements among the five Claremont Colleges. As part of these arrangements, students may register for lower-division language courses at any of The Claremont Colleges, provided the courses have not been closed to further registration. Although Pitzer students normally enroll in courses at their own college, they may register at any of the other four colleges if scheduling requires, or when the specific course is not offered at Pitzer.

Language, literature and culture are the essential components of this interdisciplinary field group which places emphasis on oral and written expression and critical thinking. The field group brings together faculty with expertise in broad areas of international studies.

The Modern Languages, Literatures and Cultures Field Group (department) offers a major in Spanish and coursework in Spanish language and culture, as well as English language courses and American culture studies. The Claremont Colleges Coordinated Modern Languages Program provides courses in Arabic, Chinese, French, English language, German, Italian, Japanese, Korean, Russian, and Spanish.

For English and other world literature in translation, see English and World Literature.

Foreign Language Teaching

MLLC 100. Language and Community: Principles and Practice of Teaching ESL.

This course will introduce students to the theory and practice of teaching English as a second language within the context of the local community of Southern California. The main focus of the course will be teaching adults basic English, the language necessary to live and work successfully within the community. Spring, J. Onstott.

MLLC 150. Foreign Language Pedagogy. (Formerly MLLC 50). This course is designed specifically for Foreign Language Residents at The Claremont Colleges. We will discuss second language acquisition and pedagogical theory, placement of students and proficiency assessment, classroom management and syllabus design. We will also study strategies to enliven and vary conversation classes in order to improve their students' vocabulary, grammar, fluency, length and range of discourse and listening comprehension. Fall, L. Petersen.

Language and Culture Studies Abroad

MLLC 110. Intercultural Learning Portfolio Writing. In this half-course, students will complete a portfolio of descriptive, narrative, analytical and creative assignments to deepen their critical reflection and intercultural learning while on study abroad. Assignments are submitted electronically (Sakai) to allow students in various study abroad sites around the world to discuss one another's insights. Fall/Spring, Staff.

MLLC 120. Community-based Research Abroad. Applying community-based research techniques through interview, life history analysis, case study, and participant observation, students engage actively in the local community to explore a topic of their choosing in depth. The research is documented in a significant written paper. (Half-course). Staff.

English Language Studies (for non-native speakers of English)

MLLC 111. Public Speaking. Through readings, lectures, films and field study in the social sciences, students will explore contemporary global issues as the content base for developing proficiency in American academic speech behavior. Skills emphasized will include making formal presentations, leading and participating in discussions and sustaining narration on a range of topics. Letter grades only. Written permission required. Bridge/Exchange students only. Fall, J. Onstott.

MLLC 122. Critical Analysis Through Literature. Short stories, essays and novels exploring a range of American experiences will provide a basis for students to develop an understanding of the social, political, historical and philosophical thought that informs this literature and the language needed to express an analysis of these works. Students must enroll in the corresponding First-Year Seminar (MLLC 133). Letter grades only. Written permission required. Bridge/Exchange students only. Fall, L. Herman.

MLLC 133. Bridge First-Year Seminar. (Also listed as FYS 18) This course serves as the writing-intensive First-Year Seminar for Bridge students. Discussions, readings and writing assignments are focused on the seminar theme. Students will write frequent essays and a research paper that demonstrate control of the most important conventions of American academic discourse. Fall L. Herman.

MLLC 144. Advanced Speech and Rhetoric: Argument and Debate. Students will critique and present arguments in formal spoken English through debates, discussions and extemporaneous talks centered around contemporary issues. Models of argumentation will be analyzed. Letter grades only. Written permission required. Spring, L. Herman.

MLLC 155. Writing Across the Curriculum: Integrated Analysis. Further development in expository writing and oral expression of critical thinking through projects related to the content of a Pitzer companion course. Students must enroll concurrently in the companion course designated by the Pitzer Bridge program. Letter grades only. Written permission required. Bridge/Exchange students only. Spring, J. Onstott.

MLLC 166. Directed Research in American Culture. Students explore American culture through field research and a volunteer internship in the community. They learn and apply community-based research techniques through surveys, interviews and participatory action research. Internship placements may include local schools and tutoring programs, community services agencies and environmental organizations. Reflective and report writing as well as oral presentations give students the opportunity to analyze and critically reflect on their experiences. The course is offered for variable credit. Written permission required. Letter grades only. Bridge/Exchange/former Bridge students only. Fall, Staff/Spring, L. Herman.

Asian Languages and Literatures [For major requirements and course descriptions, please see appropriate course catalog. For semester offered, see course schedule].

Professors Barr (Pomona); Miyake (Pomona)
 Associate Professors Hou (Pomona); Kurita (Pomona)
 Assistant Professors Cheng (Pomona); Flueckiger (Pomona)
 Adjunct Associate Professors Takahashi (Pomona), Wu (Pomona)
 Visiting Instructors Terada-Landis (Pomona)

Chinese

*indicates class taught in English.

1A,B. Elementary Chinese. 1A, each Fall; 1B, each Spring. E. Cheng; Ms. Hou; Ms. Yao; J. Wu (Pomona).

2. Accelerated Elementary Chinese. Prerequisite: placement examination. Each Fall, J. Wu (Pomona).

11. Conversation: Contemporary Chinese Language and Culture. Prerequisite: 1B. Cumulative credit; graded P/NC. May be taken a total of four times for a total of one course credit. Fall/Spring, Chinese Language Resident (Pomona).

51A,B. Intermediate Chinese. Prerequisite: 1B. 51A, S. Hou (Pomona); 51B, T. Yao (Pomona).

51H. Intermediate Chinese for Bilinguals. Covers equivalent of the Chinese 51A, B sequence in a single semester. Prerequisite: 2. J. Wu (Pomona).

111A,B. Advanced Chinese. Prerequisite: 51B or 51H. 111A each Fall; 111B each Spring, A. Barr (Pomona).

124. Readings in Modern Chinese. S. Hou (Pomona).

125. Modern Chinese Literature. Prerequisite: 111B. S. Hou (Pomona).

127. Advanced Readings in Modern Chinese Literature. Prerequisite: 125. E. Cheng (Pomona).

131. Introduction to Classical Chinese. Prerequisite: 11B. S. Hou (Pomona).

145. Survey of Classical Chinese Literature. Prerequisite: 131. A. Barr (Pomona).

***163. Chinese Literature in English: Inside the Four Treasuries.** A. Barr (Pomona).

***164. Chinese Literature in English: Poetry and Poetics.** S. Hou (Pomona).

***165. Chinese Literature in English: China Lost, China Found.** A. Barr (Pomona).

***167. Urban Imaginations: The City in Chinese Literature and Film.** E. Cheng (Pomona).

***168. Gender and Sexuality in Modern Chinese Literature.** E. Cheng (Pomona).

192A, B. Senior Project. Staff.

99/199. Reading and Research. Staff.

Japanese

For complete descriptions, please see appropriate course catalog. For semester offered, see course schedule.

*courses taught in English.

Professor Miyake (Pomona)
Associate Professor Kurita (Pomona)
Assistant Professor Flueckiger (Pomona)
Adjunct Assistant Professor Takahashi
Lecturer Terada-Landis

1A, B. Elementary Japanese. 1A each Fall; 1B each Spring, T. Terada-Landis, P. Flueckiger (Pomona).

11. Conversation: Contemporary Japanese Language and Culture. Each semester, Japanese Language Resident.

12A, B. Japanese Kanji Class. Each semester, Ms. Otsu.

51A, B. Intermediate Japanese. Prerequisite: 1B for 51A; 51A for 51B. 51A each Fall; 51B each Spring. L. Miyake (Pomona); K. Takahashi (Pomona).

111A, B. Advanced Japanese. Prerequisite: 51B. 111A each Fall; 111B each Spring. L. Miyake (Pomona); K. Takahashi (Pomona).

124. Readings in Current Japanese. Prerequisite: 111B. K. Takahashi (Pomona).

125. Readings in Modern Japanese Literature. Prerequisite: 111B. K. Kurita (Pomona).

131. Introduction to Classical Japanese. P. Flueckiger (Pomona).

***170. Pre-modern Japanese Literature: Courtiers and Warriors.** P. Flueckiger (Pomona).

***172. Playboys, Merchants and Literati: Japanese Period of the Tokugawa Period.** P. Flueckiger (Pomona).

***174. Modern Japanese Literature in English Translation: Literary Reconfigurations of Japanese .** K. Kurita (Pomona).

***177. Japanese Women Writers.** L. Miyake (Pomona).

***178. Japanese and Japanese American Autobiography.** L. Miyake (Pomona).

***179. Graphically Speaking: Japanese Manga and Its Buds.** L. Miyake (Pomona).

Korean

For descriptions, please see appropriate course catalog.

1. **Elementary Korean.** (CMC). [offered every Fall semester]
2. **Continuing Elementary Korean.** (CMC). [offered every Spring semester]
33. **Intermediate Korean.** (CMC). [offered every Fall semester]
44. **Advanced Korean.** (CMC). [offered every year]
100. **Readings in Korean Literature and Culture.** M. Kim. [offered every other year]
130. **Korean Cinema and Culture.** Spring, M. Kim (CMC). [offered every other year]

European Languages

French

For complete descriptions and requirements for the major, please see appropriate course catalog.

All courses conducted in French. Conversation groups are conducted by a native French speaker for all lower division courses. Hours arranged. Graded language films are shown each week. All students who need review of grammar and syntax are to attend.

See each semester's course schedule for complete listing of language offerings.

1. **Introductory French.** Acquisition of four basic skills: comprehension, speaking, reading, writing, with emphasis on aural comprehension and oral communication. Includes laboratory work and tutorial sessions each week. Offered every fall semester. Staff.
2. **Continued Introductory French.** A continuation of French 1. Intensive practice in speaking, reading and writing. Laboratory work and tutorial sessions each week. Not open to students who have completed French 22. Prerequisite: French 1 or placement. Offered every spring semester. Staff.
22. **Intensive Introductory French.** Designed for students with some previous experience in French, who are too advanced for French 1. Students will complete in one semester the equivalent of French 1 and 2 and then enroll in French 33. Placement test required. Offered every fall semester. Staff.
33. **Intermediate French.** Review and reinforcement of basic skills. Emphasis on conversation, reading and writing. Prerequisite: French 2, 22, or placement. Offered every semester, Staff.
44. **Advanced French.** Readings in literature and civilization. Selected texts are read with emphasis on interpretation and comprehension. Development of correct personal style in students' oral and written expression. Prerequisite: French 33 or equivalent. Offered every semester. Staff.

Upper Division Courses

100. French Culture and Civilization. Prerequisite: French 44 or equivalent. Offered every year. E. Haskell (Scripps).

104. History, Memory and Loss: Vichy (1940–45) in Contemporary France. Prerequisite: French 44 or equivalent. Offered every year. N. Rachlin (Scripps).

105. Advanced Composition, Translation and Phonetics. Prerequisite: French 44 or equivalent. R. Coppieters (Pomona).

106. The French Business World and its Language. Prerequisite: French 44 or equivalent. Offered every other year. T. Boucquey (Scripps).

107. Headline News: Advanced Oral Expression and Conversation of Current Events and Culture. Prerequisite: French 44 or equivalent. Offered every Spring semester. T. Boucquey (Scripps).

110. France in the ‘Hood’: Nationhood, Immigration and the Politics of Identity in Fin-de-Siecle France. Prerequisite: French 44 or equivalent. Offered every other year. N. Rachlin (Scripps).

111. French Cinema: Images of Women in French Film. Prerequisite: French 44 or equivalent. Offered every fall semester. D. Krauss (Scripps).

112. Le Theatre Francophone. Prerequisite: French 44 or equivalent. Offered every other year. M-D Shelton (CMC). [offered every other year]

117. Novel and Cinema in Africa and the Caribbean. Prerequisite: French 44 or equivalent. Offered every year. M-D Shelton (CMC).

120. Order and Revolt in French Literature. Offered every fall semester. M-D. Shelton (CMC).

121. The Politics of Love. Prerequisite: French 44 or equivalent. N. Rachlin (Scripps). [offered every other year]

124. The Novelist and Society in France. Prerequisite: French 44 or equivalent. Staff (CMC).

130. Topics in French Theater I: Theatricality and “Mise en Scene.” Prerequisite: French 44 or equivalent. T. Boucquey/E. Haskell (Scripps). [offered every other year]

132. North African Literature after “Independence.” Aitel (CMC). [offered every other year]

133. The Beur Question in Films and Texts. Aitel (CMC). [offered every other year]

135. L’Art de la Nouvelle. Prerequisite: French 44 or equivalent. Fall, Aitel (CMC).

137. The Algerian War and the French Intelligensia. Prerequisite: French 100. Aitel [offered every other year]

150a. Les Moralistes: Public and Private Selves. J. Abecassis (Pomona).

150b. Les Philosophes: Paradoxes of Nature. J. Abecassis (Pomona).

151. Men, Women and Power. M. Waller (Pomona).

152. Masters, Servants and Slaves. Prerequisite: French 44 or equivalent.
M. Waller (Pomona).

154. The Eighteenth-Century Novel: Experimentations in Form. Prerequisite:
French 44 or equivalent. D. Krauss (Scripps). [offered every other year]

172. Baudelaire and the Symbolist Aesthetic. Prerequisite: French 44 or
equivalent. E. Haskell (Scripps). [offered every other year]

173. Reading Bodies. Prerequisite: French 44 or equivalent. M. Waller (Pomona).

174. The Romantic Other. M. Waller (Pomona).

175. Border Crossings. M. Waller (Pomona).

183. The Novel in France Since 1945. Prerequisite: French 44 or equivalent. M-D.
Shelton (CMC). [offered every other year]

199. Independent Study in French. Students who have the necessary qualifications
and who wish to investigate an area of study not covered in regularly scheduled
courses may arrange for an independent study under the direction of a faculty
reader. Fall/Spring, Staff.

German Studies

Professors Burwick (Scripps)
Associate Professor Rindisbacher (Pomona)
Assistant Professor Katz (Scripps/CMC)
Visiting Assistant Professor Houy (Pomona)

German Studies is the interdisciplinary study of the contemporary cultural, social,
economic and political life of the German-speaking peoples in their historical and
international contexts. The German faculty of Claremont McKenna College, Pomona
College and Scripps College offer a single unified and comprehensive curriculum for
language, literature and cultural studies courses.

Requirements for all Majors in German Studies

(See Pomona College Catalog).

Please refer to the Schedule of Courses published each semester by the Registrar's
Office for up-to-date information on German course offerings. For course descriptions,
see appropriate catalog.

Language Acquisition Courses:

1. **Introductory German.** (SC) R. Burwick.
2. **Introductory German.** (PO, SC) Y. Houy, R. Burwick.
22. **Accelerated Elementary German.** (PO) Y. Houy
33. **Intermediate German.** (PO) Staff, M. Katz.
44. **Advanced German.** (SC, PO) M. Katz, Staff.
55. **Advanced Composition.** (PO) Y. Houy.

Literature and Culture Courses

Prerequisites: For admission to all courses above 100, German 44 or the equivalent is normally required. For majors, German 55 or the equivalent is strongly recommended. Note: Courses taught in English are identified with an asterisk.

101. **Introduction to German Culture.** (SC) R. Burwick.
- *116. **The Decadents.** (SC) M. Katz.
- *117. **Berlin in the '20s: An Experiment in Modernity.** (SC) M. Katz.
- *118. **Culture and the Society of Spectacles.** (SC) M. Katz.
- *124. **The Individual and Society in Twentieth-Century German Literature and Film.** (PO) Staff.
- *131. **Political Activism in Film and New Media: Public Sphere Theory.** (PO) Y. Houy.
143. **The German Novelle.** (SC) R. Burwick.
146. **Fairy Tales and the Female Story Teller.** (SC) R. Burwick.
152. **Drama as Experiment.** (PO) Y. Houy.
- *154. **Great German Fiction.** (PO) H. Rindisbacher.
- *161. **Nation-Building and Nationalism: A German Cultural History.** (PO) H. Rindisbacher.
164. **Gender Issues in German Romanticism.** (SC) R. Burwick.
- *167. **Metropolis: Imagining the City.** (SC) M. Katz.
- *170. **The Culture of Nature.** (PO) H. Rindisbacher.
- *176. **Moscow-Berlin/Berlin-Moscow: Europe in Transformation.** (PO) H. Rindisbacher, K. Klioutchkine.
- *177. **Faust: The Myth of Modern Man.** (PO) H. Rindisbacher.

***179. Comparative Germanic/Slavic Linguistics.** (PO) S. Harves.

189. German Across the Curriculum. (SC, PO) Half-course. Staff.

Italian

Please refer to the Schedule of Courses published each semester by the Registrar's Office for up-to-date information on Italian course offerings. For course descriptions, see appropriate catalog.

1. Introductory Italian. (Scripps).

2. Continued Introductory Italian. (Scripps).

11a,b. Conversation: Contemporary Foreign Language and Culture. A. Bages (Pomona).

33. Intermediate Italian. (Scripps).

44. Advanced Italian: Readings in Literature and Civilization. (Scripps).

132. Modern Italian Literature. (Scripps).

133. Contemporary Italian Literature. (Scripps).

163. Italian Renaissance Literature. S. Adler (Scripps).

Russian

(See Pomona College Catalog for schedule.)

* courses taught in English.

Associate Professor: L. Rudova (Pomona)

Assistant Professors: S. Harves (Pomona), K. Klioutchkine (Pomona)

Visiting Assistant Professor: S. Larsen (Pomona)

1. Elementary Russian. (PO) K. Klioutchkine.

2. Elementary Russian. (PO) S. Harves.

33. Intermediate Russian. (PO) S. Harves.

44. Advanced Russian. (PO) K. Klioutchkine.

***79. Short Fiction by Russian Masters.** (PO) K. Klioutchkine.

***80. 20th-Century Russian Literature: The Beginning and End of the Great Utopia.** (PO) L. Rudova.

***100. Tolstoy and Dostoevsky.** (PO) K. Klioutchkine.

***103. Dostoevsky and Popular Culture.** (PO) K. Klioutchkine.

***110. Modernism in Russia and Europe: The Shock of the New.** (PO) L. Rudova.

***111. Russian History & Society Through Film.** (PO) L. Rudova.

***112. Russian Avant Garde Stage Art.** (PO) L. Rudova, J. Taylor.

***176. Moscow/Berlin: Europe in Transformation.** (PO) K. Klioutchkine, H. Rindisbacher.

***178. Terrible Perfection: Women in Russian Literature & Culture.** (PO) L. Rudova.

***179. Comparative Slavic/Germanic Linguistics.** (PO) S. Harves.

180. Romanticism and Realism in Russian in Russian Literature. (PO) L. Rudova.

182. Special Topics in Contemporary Russian Culture and Society. (PO) S. Larsen.

Spanish

Pitzer Advisers: E. Jorge and M. Machuca.

The major in Spanish is based on the concept that language is a social practice. It emphasizes the use of language to explore interdisciplinary content, affirms the intrinsic relationship between language and culture and stresses the participation of students in multilingual communities at home and around the world. The major has three different tracks: one focuses on literature; the second focuses on the interplay between language and culture; and the third incorporates an additional area of study, for example environmental or urban studies, health, education, art, gender and feminist studies, or media.

Requirements for the Major

General requirements for the three tracks are:

1. Spanish language proficiency at the intermediate level upon entry to the major (end of the sophomore year) and at the advanced or superior level upon completion (ACTFL standards).
2. An immersion experience in at least one Spanish-speaking community abroad or within the United States, as determined with the adviser.
3. Eight of the required courses within each track should be taught in Spanish and be above Spanish 44. With the adviser's consent these eight may include cross-listed courses with Spanish or other courses numbered below Spanish 44, such as the Community-based Spanish Practicum, or Chicano Studies 65.
4. In addition, each student will complete the requirements for one of the following tracks (at least 9 to 10 courses):

Courses listed below are sample options. Course selection should be made in consultation with the major faculty adviser.

Track One: Spanish Language and Literature

1. One theory of language course or equivalent, for example: Spanish 165, Linguistics 10 or 100.
2. One course on literary analysis or equivalent, for example: Spanish 101.

3. One course that provides a sociocultural or historical background for the student's area of literary focus.
4. Six courses with a focus on the literature of either Spain or Latin America, or a comparative transatlantic study.
5. Spanish 199, a capstone senior research project.

Track Two: Spanish Language and Cultures

1. One course as a theoretical foundation for understanding culture, for example Anthro 2, Soc 1.
2. One course that connects language and society, for example Linguistics 112, 115, 116, Anthropology 3, 117.
3. One foundations course that provides a sociocultural or historical background for the student's area of focus, for example, Spanish 102, History 21, Chicano Studies 32CH, 100iCH, Anthropology 33.
4. Six courses focused on the study of one or two Spanish speaking cultures.
5. Spanish 199, a capstone senior research project.

Track Three: Interdisciplinary Studies in Spanish

This option required a second adviser in the additional area of study who is on either The Claremont Colleges or the Study Abroad site faculty and has the appropriate expertise.

1. One course as a theoretical foundation for understanding culture, for example Anthropology 2, Sociology 1.
2. One introductory course in the emphasis area.
3. One course that provides a sociocultural or historical background for the student's emphasis area.
4. Four elective upper division courses in Spanish.
5. Two courses in the emphasis that are taught in Spanish.
6. Spanish 199, a capstone senior research project.

Honors: Students whose general academic work and senior research are judged as excellent will be considered for graduation with honors in Spanish.

Sigma Delta Pi. Pitzer College is a member of The Claremont Colleges chapter of Sigma Delta Pi, the national Spanish honor society. Juniors and seniors are elected to membership on the basis of academic standing and regulations for eligibility established by the chapter and the national society. Information may be obtained from Professor Machuca.

Students who are native speakers are strongly recommended to take at least one of the Spanish for bilingual courses offered (Span 50, 65CH or 86CH), which counts toward the major requirements.

The **Minor in Spanish** requires successful completion of 6 graded courses in Spanish, five of them above Spanish 33. The sixth course will be in a language immersion setting (community-based Spanish, internship, study abroad, or other). The student will tailor the minor with the adviser and develop a brief written rationale of goals. Two of the courses should be taken in the Northern Colleges (Pitzer, CMC, Scripps); exceptions require written approval.

Students may consider a combined major with Spanish; it requires a minimum of six courses in Spanish.

AP Credit: One-half course will be given for a score of 4 on the AP exam and a course credit will be given for a score of 5. AP courses cannot be counted toward major requirements.

In the interest of providing more sections in lower-division courses in Spanish, Pitzer, Claremont McKenna 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 one of the other four Colleges, including Pomona College, if scheduling requires or when the specific course needed is not offered at Pitzer. Please consult course schedule for when courses at the other colleges will be offered.

1,2. Introductory Spanish. Acquisition of four basic skills: comprehension, speaking, reading and writing, with emphasis on the spoken language. This course includes laboratory work and/or tutorial sessions. Fall, J. Florez (Spanish 1); Spring, J. Florez (Spanish 2).

22. Intensive Introductory Spanish. Designed for beginning students with some basic knowledge of the language, who are too advanced for Spanish 1, but do not yet qualify for Spanish 33. Students will complete in one semester the equivalent of Spanish 1 and 2. Includes laboratory work and/or tutorial sessions. Placement examination required. Fall/Spring, M. Barcenas /Staff.

31. Community-Based Spanish Practicum I. (Formerly Span 11). This conversation course offers students the opportunity to develop fluency in the language while promoting intercultural understanding. Students are received into the homes of host families once a week for discussion, exploration of the community and participation in family activities. Faculty assist the student in debriefing sessions to support the language and intercultural learning goals. Half-credit course. Prerequisite: 2 semesters of Spanish or equivalent, brief interview, and written permission required. Fall/Spring, E. Jorge.

33. Intermediate Spanish. Review and reinforcement of four basic skills. Emphasis on conversation, reading ability and writing. Includes laboratory work and/or tutorial sessions (times arranged). Prerequisite: Spanish 2, 22 or equivalent placement. Fall, A. Porras/Spring, P. Gutierrez.

44. Advanced Spanish: Contemporary Hispanic Culture and Society. Discussion of texts and/or films concerning literary and social aspects of Spain and Latin America. Development of correct personal style and/or idiomatic expressions in oral and written expression. Prerequisite: Spanish 33, placement examination or equivalent. Fall, M. Machuca/Spring, A. Porras.

50. Chevere: Advanced Spanish for Heritage Speakers. Designed for students whose greater exposure to Spanish has been at home rather than the classroom. Students will produce writing in various formats, while continuing to develop skills in the correct use of spelling, the written accent, and other grammatical aspects. Letter grade only. Prerequisite: Span 33. Cartagena-Calderon (Pomona).

55. Advanced Conversation Through Film. Based on the viewing of contemporary Spanish language films, this course emphasizes the practice and development of oral communication skills, providing students with the opportunity to engage in the analysis of various social, cultural, and political topics of current interest in Spain and Latin America. Fall, M. Mayer/Spring, P. Gutierrez.

65CH. Spanish for Bilinguals I. An intensive review of the fundamentals of grammar and orthography for students with oral proficiency in Spanish. Written assignments and oral presentations are structured around cinematographic, musical and literary texts from Spain and Latin America, including work by U.S. Latinos. R. Alcalá (Scripps).

70. Advanced Spanish: Spanish for Science. (Formerly Spanish 44S). Development of listening, reading, speaking, and writing skills at an advanced level on topics related to the sciences in general, and medicine in particular, through discussion of films, videos, and scientific magazine articles. Besides the mastering of professional vocabulary, the students will need to practice these skills for a minimum of 10 hours in a hospital or public health institution. Prerequisite: Spanish 33 or permission of instructor. C. Lopez (Scripps).

MS 88. Media Mexican Visual Cultures. (See Media Studies 88). For Spanish credits consult Spanish faculty at Pitzer (Professor Jorge) before registration. This is an upper division course and advanced level of proficiency in Spanish is required. J. Lerner.

100. Spanish in the Community: Children of Immigration. (Formerly Span 51 Spanish in the Community). This course focuses on children of immigration. It explores the forces that shape their adaptation to a new country, their schooling and literacy process, their language use and sense of identity, the relation with family and the cultural processes that take place as they learn to become part of the new society. Readings from social science, literature, and contemporary discussions. Required weekly community service. Prerequisite: Spanish 44 or equivalent. Interview and permission required to enroll. Fall/Spring, E Jorge.

100 (PO) Oral: Language, Culture and Writing for Heritage Speakers. Designed for students with advanced oral and written language skills who wish to further develop their Spanish for academic and/or professional purposes. Heritage learners will develop skills for preparing and presenting information through discussions and written essays aimed at an academic or professional audience. Letter grade only. Prerequisite: Spanish 44 or 50. Chavez-Silverman (Pomona).

101. Introduction to Literary Analysis. This class provides students with both the tools for and the practice of interpreting and analyzing texts in Spanish. Students will be given a general overview of pertinent, major literary currents and movements and will study the major genres: poetry, narrative, theater and essay. Readings are taken from both Peninsular and Latin American literary traditions. Prerequisite: Spanish 44 or equivalent. (This class is offered at CMC, Scripps and Pomona).

102. Latin American Culture and Civilization. This course will introduce students to the richness of cultures in Latin America from pre-Columbian days to the present. We will study selected themes, which demonstrate the unique political, social and artistic components of Latin American culture. Background readings will come from our texts and we will complement them with guided readings and research on the web. Prerequisite: Spanish 44 or equivalent. (CMC)

103. Advanced Conversation and Composition. Designed to develop oral and written skills in Spanish at the advanced level and is organized around a series of cultural and controversial topics of current interest concerning the Hispanic world. Literary, cultural and social science texts, supplemented with films and other audio-visual materials. Prepares students for advanced courses in Spanish literature and civilization. Prerequisite: Spanish 44 or equivalent. (Scripps). [offered annually]

104. Oral History. This course is about theory and practice of oral history. Students learn basic methodological techniques and study the special characteristics/possible uses of oral history interviews when working in Spanish speaking settings. Its goal is to examine historical/contemporary issues shaping the social and political fabric of communities locally and globally. Prerequisite: Spanish 101 or Higher. M. Machuca. [not offered 2011–12]

105. Spanish and Latin American Films. Cultural issues in Spanish and Latin American films. Emphasis on oral and written expression through weekly discussions and essays. Topics include politics, economics, the role of women and the Catholic Church. Prerequisite: Spanish 44 or equivalent. (Pomona).

106. Images of Latin America: From Fiction to Film. Explores the construction and dissemination of predominant images of Latin America through topics such as women, family, sexuality, religion and violence. A close examination of both narrative and film. Emphasis on the development of oral and written skills, including several oral presentations. Prerequisite: Spanish 44 or equivalent. Spring 2012, Montenegro. (Pomona).

107. Identity Matters in Latin American Literature and Culture. A writing course that explores the topic of identity in the context of national cultural productions. Emphasis on oral discussion of texts and techniques that challenge models of self-representation. Includes works by Maria Luisa Bombal, Ernesto Sabato, Adolfo Bioy Casares, Luisa Valenzuela, Aristides Vargas, Carment Boullosa, Magali Garcia Ramis and others. Prerequisite: 44 or 50. Davila-Lopez (Pomona).

109. Introduction to Hispanic Linguistics. Examines the phonological, morphological and syntactic aspects of modern Spanish to understand how it functions as a linguistic system. Includes a detailed unit on sociolinguistics, examining synchronic variation according to speaker (considering such variables as gender, age and class) and according to situations of use. Students will assemble a corpus of data collected from various media (audio, visual and textual) and use it to investigate a specific aspect of the structure of modern Spanish. Prerequisite: Span 44. Divita (Pomona).

110. Introduction to Spanish Civilization. A historical survey of Spanish civilization from the Middle Ages to present day Spain through discussion of history and social science texts, films, visual presentations, music, art, and popular tradition. Special attention will be paid to the multicultural situation of Spain (Christians, Moslems, and Jews) and its contributions to European civilization. Prerequisite: Span 44 or permission of instructor. C. Lopez.

114. Gender and Identity Formation in Contemporary Mexican Literature. Building on a broad range of theoretical discourses (gender studies, cultural, and postcolonial studies), this course is designed to study different forms of narrativization of sexual and historical identity formation in contemporary Mexican fiction. The novels included raise questions about (hereto) sexist hegemony in the construction of subject identities. Students will look at the epistemic and ontological choices these novels entail and their ideological and political implications at the time these fictional discourses were produced. We will also analyze the various textual strategies these authors use to debunk the precognitive literary and social foundations laid by a more traditional literature. We will read texts by Sara Sefchovich, Brianda Domecq, Jose Joaquin Blanco, Miguel Barbachano Ponce, Rosamaria Roffiel, Oscar de la Borbolla. Prerequisite: Spanish 44. M Perez de Mendiola.

120a,b, Survey of Spanish Literature. Survey of Spanish literature readings in selected literary masterpieces from the Middle Ages to the present, coordinated with lectures, films and visual presentations and discussions. First semester: the jarchas through the Golden Age (poetry, narrative, and theater). Second semester: 18th century to the contemporary period (rationalism, romanticism, and the Generations of 98 and 27). Prereq: Span 44 or permission of instructor. C. Lopez/ J. Wood. [120 a/b is offered alternate years at Scripps, CMC and Pomona]

122. Images of Immigration in Spanish Literature and Cinema: Border-Crossings, Identities and Cultural Translation. From an interdisciplinary perspective, this course explores the significant role of culture (novels, films, songs, newspaper articles, photography, etc.) in the construction of the social imaginary of the immigrant in Europe, particularly in Spain. It focuses on narratives about immigrants from Africa (Morocco, Senegal), Latin America (Cuba, Dominican Republic), Eastern Europe (Romania, Poland), and Asia (China, Bangladesh), examining the complex identities of both Spaniards and immigrants. Major themes are: “Global” vs. “local”; stages of migrants’ journeys (departure, border-crossing, arrival); conceptions of hybridity, otherness, border, “new Europeaness,” and neo-racism; role of history and religion in the acceptance/rejection of foreigners; feminization of immigration. Prereq: Span 101 or above. Vega-Duran (CMC). [offered every other year]

124 (PO). Language in Spain: Power, Ideology, Identity. Explores sociolinguistic questions about language and identity through an investigation of multilingual Spain. Traces the development of three main regional languages—Catalan, Basque, Galician—from the Middle Ages to the present. Compares the processes of linguistic normalization that have occurred in each region since 1978, as well as the relationship between each language and Castilian today. Prerequisite: Span 44. Fall 2011, Divita (Pomona).

124 (CMC). Visions of Democracy: New Spanish Voices after the Fall of the Dictatorship. The fall of Franco’s authoritarian regime brought an amazing new cultural diversity to Spain. This course explores new voices (women, transvestites, generation X, political exiles, and others) that have reappeared in literature, film and mass media since 1975. How were they silenced under dictatorship? How did the transition change literature, film and historical memory? How have new voices constructed competing visions of democracy? We consider life under dictatorship: “La Movida” of the 1980s; ETA and terrorism; youth and gender movements; popular cultura and the construction of new Spanish identities in Almodovar, Bollain, Amenabar, Tusquets, Martin Gaité, Govisolo, Medicutti, and others. Vega-Duran.

125a,b. Survey of Spanish American Literature. Introduction to the principal authors, works and movements of Spanish American literature from its origins to modern times. Lecture and discussion. Prerequisite: Spanish 44 or equivalent. [offered every year, alternating between CMC and Pomona]

126. In Short: Latin American Story-Telling. Explores major fictional trends characterizing the contemporary Latin American short story. Emphasis on the fantastic, the magical, the surreal, the feminist and the realist. Authors include Horacio Quiroga, Lydia Cabrera, Jorge Luis Borges, Juan Rulfo, Clarice Lispector, Julio Cortazar and Angeles Mastretta. Spring 2012, Montenegro (Pomona).

127CH. Literatura Chicano en Español. Analyzes twentieth-century texts written in the U.S. in Spanish. Focusing primarily on the Mexican American experience, we will survey a wide array of genres dating to distinct historical periods, from crónicas published in Spanish-language newspapers to political treatises, poetry, drama, and narrative. Prerequisite: Span 44. R. Cano Alcalá. R. Alcalá (Scripps).

129. Early Modern Women Writers. how women writers in Early Modern Spain and Colonial Latin America asserted authority to write when discouraged from doing so; how they defined and negotiated their relationship to Imperial Spain; the representation of gender and sexual dissidence; and the development of a proto-feminist consciousness advocating social justice. Cartagena-Calderon (Pomona).

130. Spectacles of the Body in Contemporary Latin American Fiction and Culture. Explores how sexual and textual bodies become grounds for racial, gendered and historical inscriptions. Analyze writing and performance from theoretical and cultural perspectives. Prerequisite: Span 101. Letter grade only. Montenegro (Pomona).

132. Bilingualism in the Spanish-speaking World. Explores bilingualism from social, cognitive and linguistic perspectives. Compares sites of language contact across the Spanish-speaking world, and investigates the linguistic practices, such as code-switching, in which bilingual Spanish speakers often engage. Analyzes representations of bilingualism in various media in the U.S. to understand popular attitudes about it. Prerequisite: Span 44. Spring 2012, Divita (Pomona).

140. From the “Boom” to “Literatura Lite”: Gender and Genre in Contemporary Latin American Literature and Culture. Describes and interrogates two moments in Latin American literary and cultural history: the “Boom” and the as-yet under-theorized “present.” Issues explored will include: difficult versus easy (“lite”) forms of writing and their relationship to representations of the writer and reader, to literary history and “the” canon, the market, popular culture, national and ethnic identity, gender and genre. Chavez-Silverman (Pomona).

142. Tropicalizations: Transcultural Representations of Latinidad. Problematizes self/other binary among Latin Americans, Anglo-Americans and U.S. Chicano/Latinos. Includes primary texts in Spanish and English and readings in literary, cultural and gender/sexuality studies. A course in Women’s/Ethnic Studies highly recommended. Chavez-Silverman (Pomona).

145. 20th Century Spanish American Theater. Introduction to selected authors, works and movements of 20th-century Spanish American theater. Special attention to the development of theater in Argentina, Chile, Colombia, Cuba, Mexico, Peru and Puerto Rico. Examines the relationship between national histories and theatrical movements. Dávila-López (Pomona).

146. El deseo de la palabra: Poetry or Death. Explores Latin American (U.S. Chicano/Latino) poetry from modernismo through the present, including canonical as well as extra- or post-canonical poets. Special attention to presentation of gendered subjectivity and sexuality. Fall 2011, S. Chávez-Silverman (Pomona).

148. Special Topics in Spanish. In 2007–08 the topic was: Visual Readings of Spanish American Literature. This course undertakes a word-and-image approach to a variety of genres and media from the colonial period to the late 20th century. Our singular approach will bring the breadth of Latin American literature into sharp visual focus, from the remarkable illustrations by the indigenous chronicler Felipe Guaman Poma de Ayala to the haunting tapestries created by Chilean women to protest the Pinochet dictatorship, the groundbreaking 2005 exhibit *Retratos: 2,000 Years of Latin American Portraits* and other notable points along the way. Prerequisite: Spanish 101. Staff (CMC).

150. In Quest of God in Latin America. Common stereotypes imagine Latin America as a monolithic Catholic region. In order to discover the religious multiplicity and plurality in this region, this course will contextually examine the varieties of religious experiences in Latin America: Roman Catholicism (including Liberation Theology and Popular Religion), African Diaspora, Evangelical Churches and religious minorities. M. Machuca. [not offered 2011–12]

150 (CMC). Nation and Identity in 19th-Century Spanish America. After the Wars of Independence (1810–1824) in Spanish America, writers and intellectuals in the new Spanish American nations had to confront the problem of defining and articulating their national identities. In this course, we read some of the most important texts (novels, short stories, poetry, and essays) that treat the topic of national identity, with particular focus on gender, race and ethnicity, regionalism, and social class. We also put literary works in their cultural and historical contexts. Prerequisite: Spanish 100 or above or permission of instructor. Skinner (CMC). [offered every other year]

151. “Necropolis”: Detective Novels and Cities in Spain and Latin America. This course will examine how writers from Spain and Latin America rethink the detective novel as a genre. We will analyze in particular how these authors, by drawing pictures of crime, vice and political intrigues create new urban portraits. Each of these novels could be read as a monograph of a city, a neighborhood, a suburb. The mystery lies also in the blurred boundaries between geographical spaces, between the real urban violence and fiction, humor and solemnity, nomadism and inertia, ordinary and extraordinary people. Prerequisite: upper division Spanish course (above 100). Pérez de Mendiola (Scripps).

152. Indios: Latin American Indigenous Peoples. This course introduces students to the basic histories, social structures, cultures and current issues facing indigenous peoples in Latin America. It explores the historical processes that have shaped indigenous communities from pre-Colombian times, through conquest and colonization, up to the 21st century. Taught in Spanish. Prerequisite: Spanish 101, 102, 104 or equivalent or instructor’s permission. M. Machuca. [not offered 2011–12]

152 (CMC). Gender in 19th-Century Spanish America. Nineteenth-Century Spanish America experienced great upheaval after the Wars of Independence from Spain (1810–1824). Among the topics of contention as the newly-formed Spanish American nations struggled to formulate sustainable political agendas was the topic of gender. Men and women intellectuals alike responded to dominant discourses from Europe and North America and ways in which authors dealt with the concepts of masculinity and femininity; sexuality and chastity; the family; and the public and private spheres. Prerequisite: Span 100 or above. Skinner (CMC). [offered every other year]

155 (CMC). Small Wonders: The Latin American Short Story. This course will examine major literary and cultural trends demonstrated in Latin American short fiction. We focus on writings from the 19th and 20th centuries and follow the construction of nations in the post independence era and the issues of national identities in present day Latin America. We study Realist and Regionalist trends, the role of experimentation and innovation in Fantastic and Existentialist texts and the roles of the past in recent short stories from a continent looking toward the future. Prerequisite: Spanish 100 or above. Skinner. [offered every other year]

155 (SC). Short Fiction by Hispanic Women Writers. This course will analyze the narrative techniques peculiar to the genre of the modern short story, while also studying the works in their historical, cultural, and literary contexts. Women writers from Spain and Latin America will include, among others, Ana Maria Matute, Emilia Pardo Bazan, Isabel Allende, and Angeles Mastretta. Prerequisite: Span 44. J. Wood.

156 (PZ). Ella y El: Gender in Latin America. This course examines the social construction of ideas about masculinity and femininity in Latin America. The importance of race, ethnicity and class in the behaviors expected from both men and women is a particular focus. Topics covered include machismo/feminism, role of family and honor and male and female homosexuality. Prerequisite: Spanish 101 or higher. Fall, M. Machuca.

156 (SC). From Macondo to McOndo: Revisiting the Latin American Short Story. This class will focus on rethinking one of the most cultivated genres in Latin American literature, the short story. We will take as a point of departure canonical texts by Jorge Luis Borges, Julio Cortazar, Juan Rulfo and analyze the evolution of the genre throughout the 20th and 21st centuries. The new short story authored by writers such as Fugets, baily, Montero, Obejas, Kam Wen and Kazumi Stahl will allow us to delve into issues as diverse as immigration, “estetica queer” and gender and the urbanization of Latin America as well as reassess the question of magical realism. Prereq: Span 44. M. Perez de Mendiola.

157 (CMC). History, Memory, and Nostalgia in Spanish America. History and its inscription; we read text that establish, explore, and subvert dominant paradigms of the construction of viable histories. We also examine memory and nostalgia in relation to the production of historical fiction and nonfiction, covering works from 19th, 20th, and 21st centuries. Prereq: Span 101 or above. Skinner (CMC). [offered every other year.]

157 (SC). Nineteenth-Century Latin American Literature: Nation, Family, and Romance. After the wars of Independence of the first half of the 19th century, Latin America’s most urgent concern was the development of new nations. One of the most interesting cultural representations of these nations “coming into being” was the historical romance or the national romance novel. During the course of the semester we will read several Latin American romances and we will study the “public function” of the romantic novel during this period of nation-building. We will analyze how passion, love, and marriage promoted harmony and order as well as the concept of “nation-family,” or the family as the projection of an ideal state. We will show how these novels contributed to contain the gender, racial, social, and economic conflicts that were imminent danger to the utopian idea of the “natural family” on which national stability was based. Prerequisite: Span 44. M. Perez de Mendiola (Scripps).

158 (PZ). Banana Republics: Central America in the 20th Century and Beyond.

This course will introduce students to the countries of Central America, the original Banana Republics—a term apparently coined by O. Henry in the early 1900s in reference to Honduras. While we will spend the beginning of the class on the general history of the area, most of the semester, we will focus on contemporary events from the early-1900s to the mid-1970s to the present. We will cover in-depth the roots, development and unfolding of the political turmoil of the second half of the twentieth century, the region's transition to democracy and market economies and its relations with the United States. Readings are in Spanish and the course is taught completely in Spanish. Prerequisite: Spanish 101 or higher OR Instructor's permission. Fall, M. Machuca.

158 (CMC). Revolutions and Revolutionary Thought in Spanish America. It could be said that the Latin American countries were created out of a violent revolution. Since then some nations have undergone dramatic revolutions that have radically altered the political, cultural, economic, and social scenes. This course focuses on the literature of (and against) revolutions and on revolutionary thinking throughout Latin America. The specific focus may vary from semester to semester, but typically will include an examination of the revolutionary literature of Mexico, Cuba, and Nicaragua, as well as texts produced in countries such as El Salvador, Peru, Venezuela, Chile, and Argentina, among others. Prereq: Span 100 or above. Skinner (CMC). [offered every other year]

164. Sorrow and Happiness: Masterpieces of Hispanic Theater. A survey of theater masterpieces from the repertoire of Spain and Latin America, from the Golden Age through the present. The reading list will change each time that the class is offered, permitting students to repeat the course for credit. Films, videos, and field trips to live performances. Prereq: Span 44. C. Lopez (Scripps).

165. History of the Spanish Language. A comprehensive study of the development of Spanish from Latin into the modern, present-day language. Analysis of the influence of Germanic and Arabic languages on medieval Spanish, as well as the relationship of Spanish to other Romance Languages. Special attention will also be devoted to the different varieties of Latin-American Spanish, as well as to Peninsular dialects. Knowledge of languages other than Spanish is not necessary. Prereq: Span 44. C. Lopez (Scripps).

170. Don Quixote and Cultural Identity. Situates *Don Quixote* in its historical and cultural moment while examining the intersections of literary representation and highly charged cultural issues such as gender, sexual practices, unorthodox forms of desire, power, "race," class, ethnicity, marginality, crime, social justice, imperialism, nation-building and colonialism (*Don Quixote* as "conquistador" and the conquistadores as "quixotic"). Prereq: Span 101. Letter grade only. Cartagena-Calderon (Pomona).

174. Lost in Translation: An Introduction to Translation. This course introduces to the most important, problems and techniques for Spanish-English/English-Spanish translation. It offers practical approaches to translation. It is based around topic areas, incorporating study of different text-types, style, dictionaries, text comparison, collection, equivalents, and practical tips. Interview and permission required. Prerequisite: Spanish 101 or higher. M. Machuca. [not offered 2011–12]

175. From Freedom and Democracy to Dictatorship and Repression: The Aftermath of the Spanish Civil War, 1936–1975. The Spanish Civil War is the most dramatic event of modern Spanish history. The uprising of General Franco in 1936 produced a bloody conflict that shattered the effort of the Spanish intellectuals to create a new and modern nation. The war and the dictatorship that followed drove leading Spanish intellectuals into exile. This course will examine the cause of the war and its disastrous consequences for the intellectual life of Spain through the study of different forms of expression such as literature, cinema, painting, and graphic art of the period. Readings will include selected works by Machado, Garcia Lorca, Alberti, Miguel Hernandez, Gillen, Ayala, Goytisolo, Aldecoa, Mart'n Gaité, and Roig. Prereq: Span 110 or similar level. C. Lopez. (Scripps).

176. From Tyranny to Democracy: The Politics of Culture in Spain Between 1975–1992. The death of Franco in 1975 marks the end of thirty years of dictatorship and new beginnings for Spain. This course will examine the transitional period from dictatorship to democracy through the study of several forms of expression such as cinema, the press, literature and art. Readings will be selected from newspapers and literature of the period. Prerequisite: Spanish 44 or equivalent. Pérez de Mendiola (Scripps).

178. The New Latin American Cinema: History, Politics, Gender and Society. Traces the development of Latin American cinema from the formative years of the 1960s through the 1990s. Examines both films and theoretical writings of pioneering filmmakers, paying special attention to the emergence of a new women's cinema in the '80s and '90s. Prerequisite: Spanish 100 or above, or permission of instructor. S. Velazco (CMC) [offered every third year]

179 CMC. Mexican Cinema in the New Millennium. The popularity of Mexican cinema has grown recently, thanks to a number of films that have done very well at the box office and won recognition at international film festivals. This course explores the development of Mexican cinema in the 21st century (2000–2010), focusing on the most innovative filmmakers. It examines thematic and stylistic variety in films dealing with history, politics, gender, democracy, and society. We also will consider Mexican filmmakers that are filming in Hollywood such as Alfonso Cuarón, Guillermo Del Toro and Alejandro Gonzalez Inarritu, as well as the impact of globalization in Mexican film production. Prereq: Span 100 or above, or permission of instructor. Offered every third year. Velazco (CMC).

179 SC. Fe, Esperanza, Amor y Muerte: Women Writers of the Hispanic World. An exploration of the contribution of women from Spain and Latin America to the world in the areas of spirituality, government, politics, sciences, and art, through the analysis of literary discourse. The scope of the course ranges from the Renaissance to the present time. Prereq: Spanish 120a or b, or permission of instructor. C. Lopez, M. Perez de Mendiola (Scripps).

180. A Time of Crisis: Spanish Literature from 1898 to 1936. Explores the literary transition from realism to modernism, focusing on the crisis caused by the loss of empire and the internal conflicts leading to the Spanish Civil War. Fall 2011. Coffey (Pomona).

181. Representations of Democracy in Latin American Literature and Cinema.

During the 1990s, many Latin American nations were moving toward fully democratic political systems despite years of caudillismo, military dictatorships, revolutions and coups d'état. This course will analyze the representations of Latin America's new political reality in its literature and cinema. Prerequisite: Spanish 100 or above, or permission of instructor. S. Velazco (CMC) [offered every third year]

182. Latin American Documentary Cinema. This course provides a comprehensive introduction to the thematic and stylistic variety in documentary films from and about Latin America. We will examine a series of questions related to the content, form and politics of documentary films. The course will include documentaries by Santiago Alvarez, Fernando Birri, Luis Bunuel, Patricio Guzman, Luis Ospina, Fernando Perez, Lourdes Portillo, Marta Rodriguez, Juan Carlos Rulfo, Fernando Solanas, Carmen Toscano, Win Wenders, among others. Prerequisite: Spanish 100 or above, or permission of instructor. S. Velazco (CMC). [offered every other year]

184 CMC. Literature of the Zapatista Rebellion: "To rule by obeying" (seminar).

The Chiapas rebellion of 1994 is a milestone in the history of indigenous resistance in the Americas and a significant part of the growing international movement against global capitalism. Described as the world's first "post-communist rebellion," this armed movement has raised key questions about the social and economic impact of neoliberalism, the future of indigenous cultures and the scope of democratization in Mexico. This seminar will examine recent literary texts (novels, political essays, chronicles and communiqués) that provide the background and context for the Zapatista movement and explore its impact in Mexico and internationally. Prerequisite: Spanish 100 or above, or permission of instructor. S. Velazco (CMC). [offered every third year]

184 SC. The Image and the Word/La imagen y la palabra. The relation between writing, painting, photography and cinema might at first be viewed as a simple and familiar combination of visual and verbal art as felicitous interplay based on affinity and compatibility. However, it also generates numerous theoretical speculations with far-reaching implications for the theorization of art and literature. The potentially frictional relations between the visual image and the written text are especially pertinent for a discussion of the artworks of many Latin American and Spanish artists and writers. Prereq: Span 44. M. Perez de Mendiola (Scripps).

185. The Avant-garde in Spain. Explores the unusual nature of the Spanish avant garde. Includes the poetry of Lorca, Salinas, Guillen and Cernuda and the plays of Lorca and Cuero Vallejo. Studies the tension between dictatorship and society in the work of Laforet and other authors. Will include poetry, narrative and drama. Prereq: Span 101 or score of 4 or 5 on the AP Spanish Literature exam. Letter grade only. M. Coffey (Pomona).

186. Latin American Cultural Diaspora. This course explores the forces that have shaped recent migration and immigration experiences of Latin Americans. Consideration is given to how in these contemporary diasporas culture travels and adapts to global and specific local circumstances; the role that language maintenance, cultural hybridization or syncretism and kinship structures play in these processes; the development of global networks of mutual trust; the demands of globalization; and the literal or symbolic desire to return to the homeland, or maintain a virtual and sometimes political influence. Prereq: Span 100 to 104 course/equivalent or instructor's permission. E. Jorge. [not offered 2011–12]

187. Expressions of Latin American Popular Cultures. Exploration of Latin American popular cultures, e.g., carnival performances, music/dance, soap operas, comic books, films. Discussion about the politics of everyday cultural practices associates with those expressions, their social relation of power, sexuality and gender representation, as well as their explicit, implicit, and frequently opposite meanings and uses in the socio-political processes of which they are part. Contemporary debates about popular culture. Prereq: Span 100 to 104 course/equivalent or instructor's permission. E. Jorge. [not offered 2011–12]

188. Documenting Spanish Speaking Cultures in Our Community. Improve student's fluency in writing and speaking Spanish and provide new cultural knowledge through an intercultural experience in our community; a small ethnography on a cultural theme of personal interest. Within a theoretical and ethical framework, this course is process-oriented and will require extensive interaction with the instructor, intense writing (dialog-journal), final project and theoretical readings tailored to each student's project. Enrollment limited. Prereq: Span 100 to 104 course/equivalent or instructor's permission. E. Jorge. [not offered 2011–12]

189. Seminar on Contemporary Issues in the Spanish Speaking World. Students will review current newspapers, magazines, Websites, chat rooms, television and radio programs, and other sources of information in order to discuss contemporary issues as the events unfold. We will analyze some of the socio-political, economic and cultural contexts in which these issues developed in two different ways: either through the study of a single issue across different countries, or through the study of various issues in one country. A final project will be required. Prereq: Span 100 to 104 course/equivalent or instructor's permission. Fall, E. Jorge.

Spanish 199. Senior Research Seminar. This course can take the form of a thesis, a major essay paper, or another form of applied research. Students will present a proposal to the faculty at the end of the previous semester. For community-based research projects students need previous knowledge and collaboration agreements with the community in question. Spring, E. Jorge/M. Machuca.

Writing

Writing classes at Pitzer are designed to nurture critical inquiry among students while at the same time cultivating fluent, confident writing that reflects rich, engaged creative thinking.

10a. Writing for International Students. An expository writing course for students whose first language is not English. Organized around topics of intercultural interest, the course focuses on developing the skills needed for planning and writing American college English papers, including the essay, critique and research paper. Extensive reading and discussion form the basis of writing assignments. Open only to non-native speakers of English. [not offered 2011–12]

16. The Writing Process. An introductory course in composition designed to develop the reading, critical thinking, and writing strategies, including research and documentation skills, necessary for academic success. Class emphasis is on using sources to develop well-organized, original scholarly arguments. The class will include lectures, class discussion and participation, and writing workshops. Students will write two short analysis papers, one 8–10 page research paper and two in-class essays. Fall, S. Stallard/Spring, P. Miller.

20b. Creative Nonfiction. A writing course that emphasizes fictional and poetic techniques in the creation of literary nonfiction. Students will write short narratives about nature, personal essays, memoirs, biographies, and literary journalism pieces. Students share papers in writing workshops and submit both a midterm and a final portfolio. Readings for the course will include writers such as Annie Dillard, Jon Krakauer, Mary Karr, and James McBride. Students who previously have taken Creative Nonfiction are eligible to enroll in this class. [not offered 2011–12]

30. Writing Los Angeles. A writing course that looks at the Southern California landscape through the eyes of novelists, journalists, historians and social critics. Students will read a number of novels and non-fiction pieces that have as their focus the examination of Southern California life, particularly Los Angeles in all of its diversity. Among the authors to be considered are: Raymond Chandler, Joan Didion, Walter Moseley, Susan Straight and Nina Revoyr. Writing assignments will ask students to examine the social and political scene that is uniquely L.A. J. Levering-Sullivan. [not offered 2011–12]

35. Left, Right and Center: Writing Politics. A course for students interested in gaining experience in political argument. We will look at current political controversies and will also follow the emerging presidential campaign. Students will write and discuss a number of short essays of different types on a range of political topics. P. Miller. [not offered 2011–12]

80. Advanced Academic Writing. An advanced course in using sources to develop original scholarly arguments. To make discussions and assignments interesting for the entire class, required texts will focus on a common theme of bioethics. Each student will be expected to choose an issue such as abortion, designer babies, or euthanasia that will be the focus of a series of short papers and one long final paper. Class emphasis will be placed on techniques for writing research papers. P. Miller. [not offered 2011–12]

100. Philosophical Writing. An intensive writing course that provides students with experience in both analyzing and making philosophical arguments. Significant attention will be given to research methods in philosophical ethics as well as reading techniques designed to help students understand and criticize argumentative essays. P. Miller. [not offered 2011–12]

115. Rhetoric and Argument. A course for students interested in argumentation and the rhetorical analysis of articles and speeches on current controversies. The course focuses on expanding critical thinking through discussion, debate, oral presentation and, primarily, through writing. Students receive constructive feedback through writing workshops on their drafts of critiques, position papers, a literary criticism and a proposal. Spring, P. Miller.

126. Autobiography and Memoir. This course will look at the writer's life as resource and examine how our lives connect to the national life or to national ideas. We will focus on strategies for transforming personal experience into literary writing, borrowing from fiction, nonfiction, poetry and other sources for narrative threads. [not offered 2011–12]

MUNROE CENTER FOR SOCIAL INQUIRY

The Munroe Center for Social Inquiry at Pitzer College promotes interdisciplinary research and public discussion of important issues concerning society, cultures, and public policy. Each year the Center sponsors a themed series of events, including lectures, seminars, panel discussions, exhibitions, screenings and/or performances. Students of the Claremont Colleges can apply to be Student Fellows of the Center for each spring semester. MCSI Student Fellows enroll in MCSI 195 (Advanced Seminar in Social Inquiry), which involves attending all of the spring events of the Center, small group meetings with the Center's visiting speakers, and the preparation of a semester long research paper or media presentation. The position of Student Fellow in the Center is limited to 22 students, with 14 spaces reserved for Pitzer students and up to eight spaces available for students from the other Claremont Colleges. Applications are available from the Dean of Faculty's office and on the Center's website and are due by Nov. 18, 2011. In the spring of 2012, the Center's theme of inquiry is Democracies. The Director for 2008–12 is Professor Daniel Segal. For more information about the Center, see www.pitzer.edu/mcsi.

MCSI 195. Advanced Seminar in Social Inquiry. Topic for Spring 2012: **Democracies.** This seminar examines the difficult work of making democratic politics, public spheres, and social orders happen. In pursuing this inquiry, we examine the multitude of factors that diminish, thwart, and prevent democracy in the contemporary U.S. and contemporary world. These factors include the role of corporations and militaries in post-WW II states, as well as the roles of borders that structure citizenship and voting rights (borders, say, between cities and suburbs, and between sovereign states). Over the course of the seminar, we will examine a number of recent social movements (including the revolutions of 2011 in the Middle East) in which robustly democratic practices and ideals played a decisive role. Spring, D. Segal.

MUSIC

A joint program with Scripps, Claremont McKenna and Harvey Mudd Colleges. Consult the course schedule for day and time of each offering.

3. Fundamentals of Music. In this course the student learns elementary concepts of melody, rhythm, harmony and notation. Basic principles of sight-singing and reading music are included. No previous musical experience is required. This course, or its equivalent, is a prerequisite for Music Theory I (101a) at Scripps College. A. DeMichele, W. Lengefield, Staff. D. Cubek, Staff. [offered each semester]

81. Introduction to Music: Sound and Meaning. This course explores important works of western music from diverse historical epochs through listening and selected readings. Elements of music, basic musical terminology, and notation are discussed. Attention is given to the relation of the arts—especially music—to culture and society. D. Cubek, C. Kamm.

173a,b. Concert Choir. A study through rehearsal and performance of choral music selected from the 16th century to the present with an emphasis on larger, major works. Audition required. Half-course credit per semester. C. Kamm. [offered annually]

174a,b. Chamber Choir. A study of choral music from 1300 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. Singers in Chamber Choir also sing with the Concert Choir. Half-course credit per semester. C. Kamm. [offered annually]

175a,b. Concert Orchestra. The study through lecture, discussion, rehearsal and performance of styles and techniques appropriate for the historically accurate performance of instrumental works intended for orchestra. Emphasis will center upon, but not be limited to, music of the second half of the 18th century to the present, with special emphasis on the Classical and Romantic periods. Class enrollment permitted only after successful audition. Half-course credit per semester. D. Cubek. [offered annually]

Note: A half-course credit per semester may be awarded for music ensemble. Credit for individual music instruction may be awarded at the rate of half-course credit for a half-hour weekly lesson per semester, or full-course credit for an hour weekly lesson per semester. Pomona College awards one-quarter course credit for ensemble and half hour weekly lesson. Students who take a music major offered at Scripps or Pomona College are expected to meet the major requirements specified by the College at which the major is taken.

ONTARIO PROGRAM—URBAN STUDIES

Pitzer in Ontario is a justice-oriented, interdisciplinary program in urban studies and community-based research. With theoretical foundations in the social sciences and a strong emphasis on experiential education, the program allows students to understand the local impacts of globalization and to engage in social change efforts. These efforts are informed by long-standing relationships with community organizations, city agencies, and non-profits, and also by Ontario's community organizing wing, which works with local youth organizers to identify and address pressing community issues.

Current Projects. Ongoing projects include food justice (school food, urban farming), transportation justice (the Wheelhouse bike co-op, checkpoints), housing (homelessness, foreclosures, architectural preservation), labor organizing (immigrant workers's rights), and education (college pipelines, community schools).

The Ontario House. Pitzer in Ontario has four to six residential spaces available for student researchers. The Pitzer in Ontario House, where our core classes are held, is located six miles from the Pitzer campus at 132 East H Street. Double rooms cost 75% of Pitzer's dorm rate, and meal plans are not included.

Course Load: Students must take the three core Ontario courses simultaneously: ONT 101 (Critical Community Studies), ONT 104 (Social Change Practicum), and ONT 106 (Applied Qualitative Methods). Together, these course count for 4 credits. The rest of our offerings may be taken independently.

Major Credit: Courses in the Ontario Program count toward several majors. Sociology counts any two Ontario classes toward the major; Environmental Analysis, Organizational Studies, and International/Intercultural Studies also count the program as major credit. Please discuss your decision to take the Ontario Program with both Ontario staff and your major advisor before enrolling.

Launching Pad/Landing Pad. The Ontario Program is a fantastic way to prepare for, or return from, study abroad. Taking the program before studying abroad gives students solid grounding in ethics, critical inquiry, and methods that facilitates directed independent study projects. Returning students bring skills gained during the semester away and apply them to local issues, easing back into Pitzer life in a non-traditional, experiential setting. Students who do both Ontario and Study Abroad programs may be well positioned to write a Local/Global senior thesis, which takes a multi-sited approach to a topic of interest.

Ont 76. Community Organizing. This course provides a theoretical and practical introduction to community organizing in the United States through historical and contemporary texts, case studies, and professional organizing training materials. Students are asked to view community issues from an organizer's perspective and learn organizing tools, including community engagement strategies, community-based research, leadership development, power analysis, and direct action. Practical skill building is taught in a workshop format with community participants and grassroots neighborhood leaders. Students put their learning into practice in Ontario, California, modeling community training and attending community organizing events in the area to enrich their understanding of real world organizing challenges and victories. This class may be taken independently from or in conjunction with the rest of the Ontario Program and is repeatable one time for credit. 1 credit. Fall/Spring, T. Dolan

Soc 88. Literacy of Self and Society: Through Hip Hop and Meditation. (See Sociology 188). D. Basu.

EA 98. Urban Ecology. (See Environmental Analysis 98). S. Phillips.

101. Critical Community Studies. Utilizes Southern California as a case study to examine how global trends impact local issues. Working in a seminar format, students discuss how power shapes social and environmental problems, network and coalition building, and political movements. The class provides a theoretical and contextual framework for understanding broad-scale public policy failures. Special topics include environmental justice, immigration, homelessness, education, gangs, and the prison system. We are particularly interested in links between exclusion and structural violence, symbolic devices of Othering, the growth of a surveillance society, and movements toward more just urban landscape. Several field experiences, including a trip to the U.S.-Mexico border, expand on course themes. 1.5 credits. Fall, Staff/Spring, S. Phillips.

104. Social Change Practicum. This class explores community building, positionality, and social change through engagement with texts, interactive activities, guest speakers and field trips. We critically examine intersections between charity, service, social justice, activism, and academia through writing, discussion, and praxis. The course requires a fifteen-hour per week internship or other suitable community work that furthers Ontario-based social change efforts. Partnerships have been established with numerous organizations in the local area. 1.5 credits. Fall, Staff/Spring, T. Hicks Peterson.

106. Applied Qualitative Methods. This course constructs the bridge between academia and activism through practice-based research. The study of diverse aspects of qualitative inquiry culminates in the execution of a complete applied research project. We explore the role, responsibilities and ethics of an applied researcher, reviewing various types of inquiry that fall under the umbrella of qualitative research (i.e., ethnography, participatory action, narrative inquiry, participant-observation, applied research). Students directly impact not only their own intellectual knowledge base, but crucial social issues in the world around them. Students leave the course with a strong foundation to carry out systematic research using focus groups, ethnography and person-centered interviews. 1 credit. Fall, T. Hicks Peterson/Spring, Staff.

110. Healing Ourselves & Healing Our Communities. This course will explore the presuppositions of indigenous and non-indigenous philosophy and how they affect individual and community health and healing, social ecology and social justice. Through community-based service and research students, will be exposed to applied alternative strategies for healing human and environmental landscapes. Fall, T. Hicks Peterson.

170. Advanced Research Practicum. In this course, students advance the scholarly inquiries they began in their previous internship placements as part of the Pitzer in Ontario program. Students deepen immersion into their respective community internship sites, further understanding of correlating theories on the social justice issues relevant to the site and conduct further collection of data. Students also construct a more detailed and extensive qualitative research analysis. The course will demand a 5, 10, or 15 hour per week commitment to the field site, textual analysis on related readings, weekly class sessions wherein they lead discussions on research topics and a final research report. Prerequisite: Ont 101, Ont 104 and Ont 106. T. Hicks Peterson. [not offered in 2011–12]

ORGANIZATIONAL STUDIES

Organizational Studies is an interdisciplinary course of study focusing on administrative, economic, political, psychological and sociological factors that affect cooperative human systems. A major in Organizational Studies emphasizes an understanding of how organizations operate, how they affect society and how they change. Students are encouraged to design a specific thematic focus to structure the depth of their study.

Students interested in public administration, business administration, public health administration, organizational behavior, industrial psychology, labor, or sociology of work may find this program an appropriate preparation for either career or graduate work in these areas.

Pitzer Advisers: J. Lewis, K. Rogers. Affiliated faculty: N. Boyle, M. Federman.

Requirements for the Major

Organizational Studies majors take twelve courses from three groups that provide: breadth, core and depth for the major. The courses include a set of four classes: one from each of the social sciences that Organizational Studies draws upon as an interdisciplinary field, one methods class and seven additional classes drawn from thematic and core courses that focus on organizational, industrial, or work-related topics. In most cases several breadth courses will have been completed by the time a student begins to take courses in the core.

1. **Breadth**

Four breadth courses are required, one from each of four fields of study: economics, political studies, psychology and sociology. Breadth courses are Microeconomics (ECON 52); Comparative Politics (POST 30), Congress and the Presidency (POST 100), or another government course relevant to the student's interests; Social Psychology (PSYC 103); and one course on the impact of organizations on society, such as Economy and Society (SOC 13) or Technology and People (SOC 25).

2. **Core**

Students complete **five core courses**. Three are required: Organizational Theory (ORST 100), Organizational Behavior (ORST 135) and any statistical methods course (ECON 91, POST 91, PSYC 91, or SOC 101).

Two additional core courses are chosen from those below:

Cases in Management (ORST 105), Directed Fieldwork (ORST 110), Manufacturing Tales (ORST 120), Nature of Work (ORST 148), Social Responsibility and the Corporation (ORST 160), Negotiating Conflict (ORST 192), Ontario Internship program (by special arrangement), and occasional topics or seminar courses which may be selected with the adviser, such as Organizational Studies 198.

3. Depth

In consultation with their advisers, students select **three courses for depth** which together represent either a single theme or provide further work in one of the breadth fields. Sample topics have included nonprofit administration, arts management, labor studies, organizational communication, finance and accounting, information technology, women and work, organizations and economic development, leadership and others. A brief rationale describing how the choice of depth courses represents the student's theme should be filed with the adviser at the same time as the major form, i.e., no later than the fall of the junior year. Students are urged to consider courses from the five colleges and at Pitzer beyond those normally designated within Organizational Studies which integrate their topical interests. Topics can also frequently be pursued in coordination with study abroad.

Combined Majors: Students who are pursuing a combined major with Organizational Studies and another field may take three courses which simultaneously fulfill the requirements for Organizational Studies and the other field of major. Normally, students with double majors will choose a depth area in Organizational Studies that is different from their other major. A combined major with Organizational Studies normally includes nine courses of which three may overlap with another field. The combination is to be worked out by the student and cooperating advisers.

Honors: Students with exceptionally strong academic records may be invited by the field group to be considered for honors. Eligible students will be notified at the end of their junior year. Honors will be awarded based on excellence in overall academic work, work in the major, a senior thesis and an oral presentation.

BA/MSIS Accelerated Degree Program in Organizational Studies and Information Systems

Pitzer's Organizational Studies Field Group and Claremont Graduate University's Program in Information Science offer Organizational Studies majors the opportunity to obtain an accelerated MISS. degree. Students must formally apply in the fall and be admitted into the Information Science Program at CGU in the spring semester of their junior year. Applicants must demonstrate competence in information technology and be recommended by the Pitzer Organizational Studies Field Group. Students in the joint program must declare their major in Organizational Studies before applying for this program. Interested students should see J. Lewis.

The joint program is a 19-course program that requires nine courses from the Organizational Studies major and 10 from the Information Science Program. This joint degree is designed to be completed in at least one year beyond the BA degree. The student must enroll at the Claremont Graduate University for at least 8 classes. Applicants to this program must also demonstrate competence in one or more computer languages before entering the program. Specific requirements for this program can be obtained from J. Lewis.

Course Descriptions:

Post 20. Congress and the Presidency. (See Political Studies 20). D. Ward.

Post 30. Comparative Politics. (See Political Studies 30). Spring, N. Boyle.

Soc 34. Sociology of Education. (See Sociology 34). K. Yep. [not offered 2011–12]

Econ 51. Principles of Macroeconomics. (See Economics 51). Fall, F. Jin.; Spring, E. Stephens.

Econ 52. Principles of Microeconomics. (See Economics 52). Fall /Spring, M. Federman.

Econ/Psyc 91. Statistics. (See Economics or Psychology 91). Fall, D. Campbell/ Staff. Spring, Staff.

100. Organizational Theory. Examines the major ideas that shape the way we think about how people and institutions organize groups and work settings. Theorists include a long list from F. W. Taylor and Max Weber, to systems theorists and post-modern and feminist theorists. Prerequisite: one social science course or consent of instructor. Fall, K. Rogers.

Ont 101. Critical Community Studies. (See Ontario Program 101). Staff.

Psyc 103. Social Psychology. (See Psychology 103). J. Lewis.

Ont 104. Social Change Practicum. (See Ontario Program). Staff/T. Hicks Peterson

Psyc 104. Experimental Social Psychology. (See Psychology 104).

105. Cases in Management of Organizations. This course is a case method approach that focuses on identifying and analyzing problems in organizational behavior, structure, design and change. Each week a case will be assigned and discussed in class along with related reference materials which pertain to the special problems of that case. Prerequisite: Organizational Studies 100 or 135. Spring, Staff.

Ont 106. Applied Qualitative Methods. (See Ontario Program). T. Hicks Peterson/Staff.

Psyc 107. Theories of Personality. (See Psychology 107). N. Rodriguez.

110. Directed Fieldwork in Organizations. Students participate in mentored internships in a wide variety of organizations. Also, a seminar with supporting readings meets weekly. Students will be expected to collect data about the organization and present a diagnosis of a specific organizational problem or theme with suggested solutions. Prerequisites: Organizational Studies 100 or 135 and Psych 135. Enrollment is limited. K. Rogers. [not offered 2011–12]

Econ 115. Labor Economics. (See Economics 115). M. Federman.

Soc 115. Sociology of Law. (See Sociology 115). E. Steinman.

120. Manufacturing Tales. Focus is on organizational culture, meaning and symbols as represented in stories, photography and oral histories of workplaces. We will sample some fictional works, some descriptive social science and some empirical research on organizational behavior, ergonomics and careers. Each student will prepare a project about an ongoing workgroup. Fall, K. Rogers.

Soc 122. Sociology of Health and Medicine. (See Sociology 122). A. Bonaparte.

135. Organizational Behavior. We will investigate individual, group and structural factors that work to influence patterns of behavior in organizations. The course will incorporate a variety of methods designed to highlight important issues in the field and students will be expected to work through individual and group projects related to the area. Prerequisite: Orst 100 and/or Orst/Psyc 103. Spring, J. Lewis.

Econ 140. Development Economics (See Economics 140). E. Stephens.

Econ 145. International Economics (See Economics 145). F. Jin.

145. Small Group Processes. This course will investigate the effects of group contexts on leadership, cooperation, competition, creativity and risk taking. Special emphasis will be placed on group development, interactional analysis and communication. Enrollment is limited. Prerequisite: Psy 103. K. Rogers. [not offered 2011–12]

148. The Nature of Work. This course explores psychological issues related to the changing nature of work. With a primary focus on the human side of organizational life, we will examine how changes in technology, international relations and social expectations shape present and future understanding of work in our contemporary world. Prerequisite: Organizational Studies 100 and 135. Enrollment is limited. Fall, J. Lewis.

160. Corporate Social Responsibility and the Corporation. Issues include the structure of large corporations and how they advance particular social, political and economic agendas; corporate strategies; how companies cope with industrial accidents, human rights, sustainability, ethical questions and the responsibilities of corporate boards. Spring, K. Rogers.

163. Organizational Aspects of Education. This course will focus on understanding the educational system through the lens of organizational systems. Through the exploration of organizational literature and its application to current school issues, we hope to better understand the interconnected activities faced by the educational system. J. Lewis. [not offered 2011–12]

Econ 176. Economics of the Public Sector (See Economics 176). M. Federman.

Psyc 177c. Seminar in Organizational Communication. (See Psychology 177c). J. Lewis.

Post 185. Political Psychology. (See Political Studies 185). D. Ward.

192. Negotiating Conflict. Considers some of the theoretical and practical issues involved when people as individuals, groups, or organizations try to resolve disagreements. Areas considered include interpersonal and family conflict, legal dispute, contracts and public private collaborative arrangements arbitration, mediation, and forms of alternative dispute resolutions. We consider a wide variety of cases. Students will gain experience negotiating difficult situations. Spring, K.

198. Topics on Organizations: Decisions and Administration, The Writings of James March. Topics vary each year. Topic for Fall 2010 is an examination of decision making through the ideas and followers of James March. The seminar will focus on the contributions of James G. March and his mentor Herbert Simon to the understanding of “how decisions happen.” We will discuss a variety of writings by March and his students, case studies, March’s poetry, and illustrative films that draw on research and observation in many kinds of organizations. Fall, K. Rogers.

199. Senior Thesis. Staff.

PHILOSOPHY

Departments of the other Claremont Colleges and CGU are designed to cultivate critical thinking and to introduce the student to the history of philosophy, its traditional problems and subject areas and its connections with related subjects. In addition to preparing students for graduate work in philosophy, philosophy courses are a natural complement to the study of a wide variety of other subjects and can be relevant to preparation for careers in law, medicine and a number of fields involving the natural and social sciences and the humanities.

Pitzer Advisor: A. Alwishah, B. Keeley.

Most courses numbered under 100 are suitable for students who have taken no college level courses in philosophy. Although they do not satisfy any of the major requirements, Philosophy 1, 2, 3 and 7 are especially recommended to introduce students to philosophy and to prepare them for more advanced courses.

Requirements for the Major

The regular philosophy major is offered in cooperation with Pomona College. The requirements include nine courses in philosophy consisting of the following:

1. Five core courses: Philosophy 31 (History of Ethics) or Philosophy 32 (Ethical Theory); Philosophy 40 (Ancient); Philosophy 42 (Modern); Philosophy 60 (Logic); and Philosophy 30 (Introduction to Mind, Knowledge and Existence)
2. Three elective non-introductory courses in philosophy to be chosen from the offerings of the 5 colleges and CGU in consultation with the students' advisors;
3. A senior capstone project designed and completed in consultation with the Pitzer Philosophy Field Group. Two ways of meeting this requirement are:
 - a) completing a senior thesis, normally involving taking a one-credit "Senior Thesis" Independent Study; or
 - b) taking a senior seminar class in philosophy, which could be an appropriate upper-division philosophy course. Note that completing a senior thesis with distinction is a necessary condition for being nominated for "Honors in Philosophy" upon graduation.

Pitzer students are also encouraged to design combined and special majors which include philosophy. All such majors must be approved by the Pitzer Philosophy Field Group before the second semester of the student's junior year.

Students who wish to major in philosophy or in a joint or special major which includes philosophy must arrange to have a Philosophy Field Group adviser by the beginning of the junior year. Special or joint majors choose a second adviser from Pitzer or any of the other colleges.

Please note that History of Ideas courses that are not cross listed in Philosophy cannot be used to satisfy requirements for the Philosophy major or minor.

Minor in Philosophy requires a total of 6 philosophy courses, no more than two of which can be numbered below 10. No course for the minor may satisfy a requirement for a major.

In addition to the following, see course listings for Claremont Graduate University, Claremont McKenna College, Harvey Mudd College and Scripps College.

1. Problems of Philosophy. A study of selected problems in philosophy from such areas as ethics, philosophy of religion, theory of knowledge and metaphysics. Classical and contemporary readings. Spring, P. Thielke (Pomona).

3. Philosophy Through Its History. Study of the development of philosophy in the West. Plato, Descartes, Hume, Kant and Nietzsche will be considered. Lecture and discussion. S. Erickson (Pomona).

4. Philosophy in Literature. Discussion of various aspects of the human condition, personal and social, as presented in various works of literature. Fall, S. Erickson (Pomona).

5. Gods, Humans and Justice in Ancient Greece. Focus on the fundamental questions in ancient Greek moral thinking, such as the following: What is the best kind of life for a human? Should I be good? Can I be good? Is morality objective, subjective, or relative to one's society? What is the relation between gods and humans? Are we at the mercy of fate? Readings from Greek literature and philosophy. Identical to Classics 64. R. McKirahan (Pomona).

7. Introduction to Philosophy. What's so great about thinking and knowledge? In the course of the semester, we will investigate that value of a philosophical life by taking a journey through the history of Western philosophy, from Socrates & Plato to Sartre. Along the way, we will consider perennial philosophical questions about the nature of justice, the relationship between mind & body, free will, the problem of evil and arguments for the existence of God. Spring, A. Alwishah.

30. Introduction to Knowledge, Mind and Existence. Introduction to some of the central issues regarding the nature of knowledge, the mind and reality. Topics to be discussed include skepticism, the analysis of knowledge, theories of epistemic justification, the nature of consciousness and subjectivity, mental causation, dualism, reductive and non-reductive physicalism, proofs for the existence of God, and personal identity. Spring, P. Kung (Pomona).

31. History of Ethics. Introduction to the major writings of several leading figures in the history of moral philosophy. Focuses primarily on moral philosophy of the modern period. Lecture and discussion. Fall, P. Thielke (Pomona).

32. Ethical Theory. Introduction to the central problems of philosophical ethics, including the nature of value, the justification of moral principles and the psychology of moral choice. Classical and modern readings. Spring, J. Tannenbaum (Pomona).

33. Social & Political Philosophy. Classical and modern sources on the nature of the state, justice and rights. Addresses questions such as these: Should we have a state at all? What is a just society? What powers does the state have? Must individuals obey the state? M. Green (Pomona).

34. Philosophy of Law. Concerns the nature and substance of law. Addresses questions such as these: What is law? How should judges interpret the Constitution? When, if ever, is punishment justified? When does one private party commit a tort against another? Spring, A. Davis (Pomona).

35. Normative Ethics: Principles, Problems, Applications. This course approaches the study of ethics through a focus on principles, problems and applications, rather than (as Ethical Theory does) through the study of classical ethical theories and the foundations of ethics. The course will focus on different problems in different years; e.g., hard cases for J.S. Mills' Harm Principles and the concept of personhood and its role in ethics. Spring, J. Tannenbaum (Pomona).

36. Environmental Ethics. In this course, we will reflect critically upon and discuss questions about humans' place in and responsibility for the state of the "natural world". Specific topics discussed will vary, but will include (some of) the following: the moral status of non-human animals and non-animate beings, the environmental consequences of our reliance on industrialized agriculture and biotechnology, the social and psychological factor that stand in the way of our making "green" choices, the desirability and possibility of our formulating a coherent and compelling "global ethic." N. Davis (Pomona).

37. Values and the Environment. We will discuss various issues in the area of environmental health and environmental public policy and consumption/consumerism. N. Davis (Pomona).

38. Bioethics. Focuses on issues and themes that arise in our reflections about the conduct of scientific research and the application of its results and about the nature and practice of medicine. Specific issues will vary from year to year. One year we may explore the conceptual underpinnings that help us understand and assess the efficacy and morality of medical treatment. Another year, the orientation of the course may be a more policy-centered one. N. Davis (Pomona).

40. Ancient Philosophy. The origins of Western philosophy through reading and discussion of its classical sources, including the Presocratics, Stoics, Epicureans, Plato, and Aristotle. Lecture and discussion. R. McKirahan (Pomona).

42. Modern Philosophy. Major philosophers of the 17th and 18th centuries, e.g., Descartes, Locke, Berkeley, Kant, Hume, emphasizing their views on metaphysics, epistemology, and philosophy of mind. Lecture and discussion. Spring, P. Thielke (Pomona).

43. Continental Thought. Beginning with a review of Kant, German idealism (Fichte through Hegel), Kierkegaard, Schopenhauer, Nietzsche, Heidegger, Foucault, and Derrida will be considered. Staff.

47. Socrates. Through reading of ancient texts and modern interpretations, this course will address such questions as the following: Who was Socrates? What do we know about him? What were his views and values and how did he reach them? Why was he put to death? What is the Socratic Method? Was Socrates a revolutionary or an upholder of traditional values? How as he seen by contemporaries and by posterity? What has been his philosophical influence? R. McKirahan (Pomona).

49. Science and Values. Addresses issues at the intersection of science and policy. Focuses on different specific issues in different years, including such things as: the “junk science” wars, debates about teaching “Intelligent Design,” pharmaceutical companies’ marketing practices and FDA regulations, eugenics, “Franken foods,” etc. Addresses issues at the intersection of science and policy. N. Davis (Pomona).

52. Philosophy of Religion. The philosophy of religion is concerned with philosophical reflection on a broad range of questions concerning religious belief. The nature of religious belief is quite varied across cultures. In Western theism belief in God and a belief in personal immortality are two central religious beliefs. So philosophy of religion in the West is largely concerned with explicating and clarifying the concept of God and life after death, as well as considering the alleged reasons for supposing God exists or that there is life after death. However, in other traditions belief in reincarnation and karma are central beliefs and so questions regarding the nature, meaning and justification of the concepts of reincarnation and karma are important for an Eastern philosophy of religion. In this course, we will examine similar philosophical questions from Western and Eastern religious traditions as well as African, Native American and a variety of other world religions. Spring, A. Alwishah.

55. Aesthetics and the Philosophy of Art. Introduction to philosophical and conceptual issues raised by beauty and art. What makes something a work of art? What grounds are there, if any, for distinguishing better from worse art? What is the nature of the beautiful and does it have any necessary relationship to art? The primary focus will be issues raised by twentieth century art, including Duchamp, Rauschenberg, Warhol, Pollock, Mapplethorpe, Karen Finley, and others. B. Keeley. [not offered]

60. Logic. Introduction to mathematical logic through the development of proof techniques (natural deduction and semantic tableaux) and model theory for sentential logic and quantification theory. Properties of logical systems, such as consistency, completeness and decidability. Lecture and discussion. Fall, P. Kung (Pomona).

62. Chance and Scientific Reasoning. How should we reason in conditions of uncertainty? We confront this question often, but particularly in the sciences, where we routinely need to reason using probabilities or make use of inductive methods. The probability calculus, inductive logic, conditional probability and Bayes’ Theorem for updating our beliefs based on new evidence will all be explored. Fall, B. Keeley.

70. Aesthetics and the Philosophy of Art. This class will focus on issues in contemporary aesthetics and philosophy of art, including the nature of art and its value, the nature of creativity and its role in the production of artwork and the moral significance of art. Spring, L. Perini (Pomona).

71. History of Aesthetics. A survey of various aesthetic theories, from antiquity to the 19th Century. Topics will include the nature of beauty, the epistemological status of aesthetic judgments and the connection between art and morality. Readings from Plato, Aristotle, Kant, Schopenhauer and Nietzsche, among others. P. Thielke (Pomona).

80. Philosophy of Mind. What can philosophers tell us about the mind? This course explores approaches—including scientific approaches—to explaining what the mind is. Can any of these views account for consciousness? Do they explain how thoughts can be about things? Do they allow that our mental states cause our actions? How can we know when something has a mind? P. Kung (Pomona).

81. Epistemology: Truth, Justification, Knowledge. (Formerly 103a). The facts seem to matter: Does the movie start at seven? Do the brakes on the school bus work? Should we teach evolution? creationism? both? But how do we know what the truth is? What makes some of our beliefs justified and others unjustified? Can we have any objective grasp on the truth? Fall, P. Kung (Pomona).

84. Islamic Philosophy. From the ninth century CE to the present day, a set of philosophical topics has been systematically discussed and developed by philosophers in the Islamic world. In this course, we will examine a number of topics which include the nature of the universe (matter, space, and time), being and necessity, the existence and attributes of God, the nature and individuation of the soul, knowledge and perception, and free will. Through selective readings of philosophical texts, we will introduce the main figures, including Kindi, Farabi, Ibn Sina, Ghazali, Ibn Bajjah, Ibn Tufayl, Ibn Rushd, Tusi and Mulla Sadra. Fall, A. Alwishah.

Phil 96 JT. God and Philosophy. This course will critically examine arguments, assumptions, and concepts central to the monotheistic traditions. Topics include religious belief, religious experience, the problem of evil, God and Goodness, the immortality of the soul, religious certainty and terrorism, and the Paradox of God's Attributes. Fall, A. Alwishah (Pitzer)/Y. Avnur (Scrapps).

103. Philosophy of Science: Historical Survey. During the course of the twentieth century, the field of philosophy has developed a number of different theories concerning the nature and practice of science. The historical development of theories of science will be traced from the Vienna Circle and early 20th-century Logical Positivism, through the work of Thomas Kuhn ending with more contemporary views, such as feminist philosophy of science. Fall, L. Perini (Pomona).

104. Philosophy of Science: Topical Survey. Introduction to a selection of topics in the philosophy of science, which might include the structure of scientific theories, the nature of scientific explanation, confirmation of scientific hypotheses, the difference between science and non-science, the reality of theoretical entities and contemporary critiques of science. Both Phil 103 and Phil 104 may be taken for credit, if desired and may be taken in any order. Prerequisite: College-level science course, philosophy course, or permission of instructor. B. Keeley. [not offered 2011–12]

106. Philosophy of Biology. In the life sciences, distinctive methods and concepts play key roles in the production of knowledge. This course investigates biological explanation, examines concepts such as fitness, adaptation, gene and species and addresses questions about whether biology reduces to physics and the role of evolutionary and genetic claims in explaining human behavior. Prerequisites: one college-level philosophy or biology course. L. Perini (Pomona).

130. Monkey Business: Controversies in Human Evolution. (Also Psychology 130). Ever since Darwin first posited a plausible mechanism for evolution, scientists and non-scientists alike have used his ideas to support their own concepts about the nature of human nature. In class, we will examine the history, concepts and philosophy behind Darwin's ideas, exploring in the process the fields of sociobiology, cognitive psychology, and primatology, among others. We will also consider the relationship between development and evolution as we attempt to build an understanding of Darwin's mechanism that is free of the confused notions that have become attached to it over the years. Prerequisites: A college-level course in at least one of the following three areas: psychology, philosophy, or biology, or permission of the instructor. D. Moore/B. Keeley. [not offered 2011–12]

Phil 155: Islam vs Islam. In this course we will examine the major theological/philosophical traditions: the "rationalist" and the "traditionalist," that emerged in early Islamic history and continues to exist to the present day. In the course of the examination, we will see how these two traditions FUNDAMENTALLY disagree on how to determine the nature of God, the status of the Quran, the significance of the prophetic tradition, and the roles of human reason on Muslim society. We will investigate these topics in the writings of thinkers from the classic period to the present-day, such as al-Ash'ari, al-Baqilani, al-Qadi, al-Ghazali, Aricenna, Averroes, Ibn Taymiyyah 'Abd al-Wahab, etc. A. Alwishah. [not offered 2011–12]

160. Freedom, Markets and Well-Being. Applies lessons from philosophy, politics and economics to questions of social theory and policy. Examples: the nature of well-being and health care policy. Intended to prepare PPE majors to write a senior thesis. E. Brown/M. Green (Pomona).

185E. Self, Language and Imagination. Seminar on some recent reflections on continental themes, generated by such thinkers as Rorty and Taylor. Emphasis will be on the role of language and imagination in political and existential discourses. Primarily discussion. S. Erickson (Pomona).

185L. Topics in Epistemology, Metaphysics and the Philosophy of Mind. An examination of various issues in contemporary epistemology, metaphysics and the philosophy of mind, such as the following: the nature of consciousness, mental causation, the relationship between the mental and the physical, the nature of epistemic justification and the status of testimony as a source of knowledge. Spring, P. Kung (Pomona).

185M. Topics in Mind and Language. A philosophical introduction to topics in philosophy of language and philosophy of mind, which include: how words refer to things, what is it for a word/phrase/sentence to be meaningful, what role truth plays in understanding language, what role inference plays in understanding language, how sentences or thought depends on the mind vs. the world, what a mental representation is and how it compares with a sentence, the nature of consciousness and the first-person point of view, how to understand emotion vs. thought, philosophical consequences for our theory of mind from computer science and neuroscience. Topics vary from year to year. Prerequisite: One of 30, 42, 60, 80, PZ 103. May be repeated for credit. J. Atlas (Pomona).

185N JT. Topics in Neurophilosophy. A selected examination of issues at the intersection of contemporary philosophy and neuroscience. Topics may include: the philosophical and theoretical bases of Social (Cognitive) Neuroscience, the neurobiology of belief attribution, the metaphysical relationship between mind and brain and the nature of the sensory modalities. Topics will be addressed from an interdisciplinary perspective, including not only philosophy and neuroscience, but also psychology, cognitive science and others. Prerequisite: either a Psychology, Neuroscience, or Philosophy course. Fall, B. Keeley (Pitzer)/D. Scott-Kakures (Scripps).

185Q. Topics in Science and Values. This course will examine a family of issues (1) mental/psycho-social health, (2) environmental and public health; (3) legal, regulatory and educational issues related to scientific research and science teaching; or (4) reproductive ethics. The focus will vary from year to year. N. Davis (Pomona).

185R. Topics in Philosophy of Science. The class will examine some central themes in the philosophy of science; topics might include the nature of scientific theories and models, confirmation of hypotheses, scientific realism and reductionism. Spring, L. Perini (Pomona).

185S. Topics in Social and Political Philosophy. Detailed study of a particular issue. Examples: human rights, early modern political philosophy, the historical evolution of the concept of justice, contemporary theories of justice, issues in the philosophy of law. M. Green (Pomona).

186E. Heidegger and the Tradition. A selective examination of Heidegger's understanding of poetry, tradition and truth. Comparisons with Hegel, Nietzsche, Wittgenstein and Derrida. Discussion. S. Erickson (Pomona).

186H. Topics in History of Modern Philosophy. An examination of issues central to 17th–19th century philosophy. Topics might include the debate between rationalism and empiricism, the limits of reason, the nature of substance and mind and the nature of human experience. Reading to be drawn from authors from Descartes to Nietzsche. Letter grade only. Prerequisite: Philosophy 42. P. Thielke (Pomona).

186K. Kant. A detailed examination of the works of Immanuel Kant, focusing on issues that arise from Kant's transcendental idealism. Topics may include Kant's account of cognition, the nature and limits of human knowledge, the force of the moral law and the warrant of aesthetic judgments. Prerequisite: Philosophy 42. Fall, P. Thielke (Pomona).

186R. Topics in Philosophy: Russell & Wittgenstein. Introduction to the work of the two greatest philosophers in the 20th-century "empiricist" tradition. Attention to Russell's Logical Atomism (1900–1925); knowledge, existence, meaning and mind; his later views (1940–1959); Wittgenstein's relation to Russell; and Wittgenstein's work (1929–1951). J. Atlas (Pomona).

186S. Spinoza and Leibniz on Reality. This course examines major topics in the writings of two modern philosophers, Spinoza and Leibniz. Topics such as existence, the nature of the universe, God, mind and physics, free will and determination, persistence through time, space and time, causation, and the principles of sufficient reason. Spring, A. Alwishah.

187A, B. Tutorial in Philosophy. Selected topics, determined jointly by the student and the tutor, conducted through frequent student papers evaluated in Oxford-style tutorial sessions. Prerequisite: written permission of instructor. 187A, full course. 187B, half course. May be repeated. By arrangement. J. Atlas (Pomona).

187C, D. Tutorial in Ancient Philosophy. Selected topics in ancient philosophy. Requires regular meetings with the instructor to discuss original texts, interpretations and the student's written work. Sample topics: Pre-Socratic Philosophy, Socrates and the Sophists, Plato's theory of Forms, Aristotle's philosophy of science, Ancient ethical theories. 187C, full course; 187D half course. May be repeated for credit. Letter grade only. Prerequisite: One course in ancient philosophy. Fall, R. McKirahan (Pomona).

191. Senior Thesis. Students work individually with faculty to identify an area of interest and define a topic to investigate. The research project results in a thesis to be submitted in writing to the Philosophy Department. A. Alwishah.

199. Independent Study. Independent reading and research on a topic agreed to by the student and the instructor. Normally such study involves a set of short papers and/or culminates in a research paper of substantial length. Full or half-course. Staff.

POLITICAL STUDIES

Political Studies examines political values, interests, institutions, power and the processes of governing. Courses explore these questions using a variety of methodological approaches.

Pitzer Advisers: N. Boyle, G. Herrera, A. Pantoja, S. Snowiss, L. Tongun, R. VanSickle-Ward, D. Ward.

Political Studies consists of four sub-fields: *Political Philosophy* examines the history of political concepts such as authority, law, freedom, rights, equality, justice, and the state; *Comparative Politics* develops criteria for comparing the domestic politics and policies of countries throughout the world, including the U.S.A.; *Global Politics* examines relationships between and among nation-states, as well as the emergence of transnational forces that increasingly give shape to a global political system; *U.S. Politics* examines politics and public policy in the U.S.A., including Latino, African American and Asian American politics.

Requirements for the Major

Satisfactory completion of twelve (12) courses in Political Studies. These must include:

1. Political Studies 10a, 10b and 70.
2. At least one course in each of the four sub-fields: U.S., Comparative, Political Philosophy and Global.
3. At least three upper-level courses in one of the four sub-fields (upper level courses require that appropriate introductory-level courses have been taken).
4. A senior seminar, offered in Fall or Spring semester, which includes a major research paper.

Political Studies majors intending to pursue graduate study or careers in politics and public policy are strongly recommended to take:

- Political Studies 91 and 93
- 2 years of language study
- Macroeconomics and Microeconomics
- A survey course in modern world history and another history course appropriate to one's focus of study
- An off-campus internship in a political organization. Certain Pitzer External Studies programs provide such opportunities and internships are also available in Politics of Water and Labor and Politics

Political Studies 10a will normally be offered in Fall semester, 10b in Spring. Students are strongly encouraged to take these courses in their first year. Political Studies 70 will normally be offered in the Fall and is best taken by students in their sophomore or junior years.

Senior Thesis: Those students who wish to write a senior thesis must present a proposal or paper to the Political Studies Field Group at the end of the prior semester for approval.

Honors: Exceptional students with a cumulative GPA of 3.5 or better may be awarded honors in Political Studies on the basis of the excellence of their work in the major and on a senior thesis.

AP Credit: AP courses in the field of politics and government with a score of 5 may be counted toward graduation, but not toward fulfilling the requirements of the major.

Requirements for Combined Major (Political Studies/Economics)

Students who wish to combine a major in Political Studies with a major in Economics must meet all requirements for the Political Studies major with the exception that the student needs to complete a total of eight (8) courses and a senior seminar in either Political Studies or Economics. Combined majors with other fields will be arranged on a case-by-case basis.

Required Courses

10a. Introduction to Political Studies: Political Philosophy and U.S. Politics. An introduction to the study of politics and its subfields of political philosophy and U.S. politics. Concepts examined include human nature and power, community and the state, citizenship and rights, authority and legitimacy, freedom and equality, democracy and justice. Required of Political Studies majors; also serves as an appropriate course for other students interested in politics. Fall, S. Snowiss/D. Ward.

10b. Introduction to Political Studies: Global and Comparative. An introduction to the study of politics and its sub fields of comparative politics and international and global affairs. The course explores how different peoples, classes, cultures and nations organize themselves politically for common purposes and for addressing conflicts. Required of Political Studies majors; also serves as an appropriate course for other students interested in politics. Spring, G. Herrera/N. Boyle.

70. Research Methods in Political Studies. This course explores the methods employed in political studies research. The to primary goals of the course are: 1) to provide new analytic tools that will help in the critical evaluation of social science material; and 2) to improve students' ability to pose and answer research questions on their own. Fall, A. Pantoja /R. VanSickle-Ward.

195. Senior Seminar (Fall—U.S. Presidency and the War on Terror) or 196. (Spring—Technology and Politics). Following common reading, students conduct original research, make oral presentations and write a major research paper. Fall, A. Pantoja; Spring, G. Herrera.

Introductory-level Courses (no pre-requisites)

20. Congress and the Presidency. The major goal of the course is to provide a detailed introduction to how the U.S. national government works. Congressional topics include the committee system, constituent relations, policy-making, the budget and recent reforms. Presidential topics include the rise of the modern presidency and its problems, presidential character, domestic and foreign policy-making and leadership. Note: the course requires one week of evenings (legislative simulation) after Spring break. D. Ward. [not offered 2011–12]

30. Comparative Politics. This course provides an introduction to comparative political analysis. The central focus is on how the formation of nation states and modern economics has impacted peoples of diverse settings. Empirically the course mostly covers countries in which Pitzer has had Study Abroad programs or exchanges: Turkey, Ecuador, Venezuela, China, Nepal, Botswana, Italy, Germany, Ireland and the United Kingdom. The course is designed as an introductory-level, largely lecture-taught course. Spring, Staff.

40. Global Politics (Formerly Political Studies 46, cannot be taken again for credit). The course offers an introduction to the history and theory of international politics in three parts; first, debates in international relations theory; second, international political history from 1500 to 1990; and third, various issues in contemporary international politics. Fall, G. Herrera.

50. Introduction to Political Philosophy. This introductory level course is organized around four fundamental concepts: freedom, order, equality, and authority. The overarching question is how these political concepts can illuminate or obscure various aspects of the human condition and different kinds of historical contexts. Our readings will be drawn from the Western tradition of political thinking. Fall, F. Lee.

IIS 50. Power and Social Change (See International and Intercultural Studies).
L. Tongun.

60. Introduction to Public Policy. This course provides an overview of the processes and politics of policy-making in the United States. We will explore normative issues of equity and efficiency, consider advantages and disadvantages of policy-making in different venues (courts, legislatures, bureaucracies) and explore the different perspectives on the policy-making held by various actors. Fall, R. VanSickle-Ward.

70. Research Methods in Political Studies. This course explores the methods employed in political science research. The two primary goals of the course are: (1) to provide new analytic tools that will help in the critical evaluation of social science material and (2) to improve students' ability to pose and answer research questions on their own. Fall, A. Pantoja/R. VanSickle-Ward.

Post 91/Econ 91. Statistics. An introduction to the statistical tools used in the quantitative analysis of economic and political relationships. Topics include probability theory, statistical estimation, hypothesis testing and regression analysis. Spring, L. Yamane.

93. Policy Analysis. In this course, we will examine the foundations of policy analysis and some fundamental issues in research design. We will also consider some fundamental statistical techniques and their applications in the policy analysis process. Students will review selected examples of policy analyses and also will have opportunities to apply various techniques to existing data sets. Each student will do a policy analysis as a term project. [not offered 2011–12]

U.S. Politics (10a or 20 is required in order to register for these courses)

101. The U.S. Electoral System. Electoral behavior is the area in which the study of politics has had the greatest success in joining the scientific community. This course acknowledges that success by conducting an empirical examination of the electoral system, including the historical origins of the two-party system, critical realignments of party coalitions, theories of voting, the incumbency effect, campaign finance, the economy's impact on electoral choices, third parties, primaries, voter turnout, issues and candidate evaluation, and the prospects for electoral reform. A. Pantoja/R. VanSickle-Ward/D. Ward. [not offered 2011–2012]

102. Seminar on Women in Politics. The course treats the role of gender in politics and policy-making in the United States. The class is divided into four sections. In the first section, we examine women's movements and developments in women's rights from legal, historical, and political perspectives. The second section explores women's political behavior including attitudes, voting patterns, and campaign strategies. The third section addresses women as political office holders and includes discussions of how women approach representation and policy formation. In this section, we consider "women's issues" and investigate how certain policies affect women. The final section consists of student presentations on their term paper research. Throughout the course, we will explore such themes as the relationship (or lack thereof) between substantive and descriptive representation, the intersections between gender politics and racial and ethnic politics, and the status of women under law (*de jure*) and in practice (*de facto*). This course is cross-listed with Gender and Feminist Studies. Spring, R. VanSickle-Ward.

103. Power and Participation in America. This course addresses the distribution of power in America and patterns of political participation. Elite and pluralist models of power are tested against existing patterns of social stratification and political influence. Political movements are analyzed as they attempt to confront the existing power structure and strategies of organization and mobilization are assessed. Emphasis is on the obstacles ordinary people encounter as they attempt to influence the political process. Topics include the defense industry, poor people's movement, FBI and CIA surveillance of political groups, corporate power, economic democracy, the American Indian Movement, Black Panthers and other radical movements, and grass roots organization. [not offered 2011–12]

104. War and the American Presidency. This course is a study on presidential power, its origins and evolution from Washington to contemporary presidents. Specifically, students will explore the constitutional, institutional, contextual and personal sources of presidential power in an effort to understand why some presidencies are considered imperial while others are seen as imperiled. A. Pantoja. [not offered 2011–12]

105. American Politics. This course covers a variety of issues at the forefront of political debate in the United States. It is a reading and writing intensive course. Readings come predominantly from leading intellectual journals and recent books. Students will be expected to write several short essays on the issues covered in the course such as the southernization of national politics, the privatization of the social safety net, the militarization of U.S. foreign policy, corporate and political corruption, economic polarization, the erosion of civil and human rights, the promise and limits of deliberative democracy, the state of the environment, the political influence of religious fundamentalists, homophobia in U.S. political culture, the aftermath of campaign finance reform, increasing government secrecy, polarization of the electorate, the rightward drift of the federal courts, and the “Texasization” of the U.S. education policy. Prerequisite: An introductory course in politics or American Studies is recommended, but not required. Fall, D. Ward.

106. Law and Politics. This course examines the intersection of law, politics, and policy in the American context. Combining normative and empirical approaches, we will investigate theories of statutory interpretation, the opportunities and pitfalls of legal advocacy, the relationship between litigation and legislation, and the nature of judicial policy-making. Pre-requisites: PS 60 or 10a (or other intro policy or intro to American politics course) or permission of instructor. Fall, R. VanSickle-Ward.

107CH. Latino Politics. The role of Latinos in the American political process will be examined. Latino political empowerment movements will be analyzed, with a focus on political culture/voter participation; organizational development in the different Latino sub-groups; leadership patterns, strategy and tactics; and other issues impacting the Latino community. A. Pantoja. [not offered 2011–12]

108. California Politics. (Formerly Governing California 108, cannot be taken again for credit). This course explores state and local politics in California. Topics include racial/ethnic diversity, campaigns and electoral politics, redistricting, legislative professionalization and term limits, initiatives, referendums and recall elections, the organization of the executive branch, fiscal politics in the era of Prop 13, and regional policy and local governance. Spring, R. VanSickle-Ward.

109. Special Topics in American Politics: Public Opinion. This course is concerned with understanding the political opinions that the public holds and how this relates broadly to democracy. It will cover how people form opinions and answer surveys on a range of issues dealing with race and ethnicity, democratic values, domestic politics, and foreign policy. J. Merolla.

Comparative Politics (10b or 30 required in order to register for any of these courses)

110. European Politics. European Politics has been transformed in recent years by the collapse of one supra-national political-economic structure, Soviet Communism and the rapid development of another, the European Union (EU). This course will examine the causes and consequences of these changes. Topics examined include the post-1945 settlements in both Eastern and Western European countries, the breakdown of these settlements, the future of the EU, xenophobic nationalisms and relations between the EU and Eastern Europe. [not offered 2011–12]

113. Immigrants, Citizenship and Nationalism in the European Union. Immigration, citizenship and nationalism will be examined at the level of the European Union and at the nation-state level for Germany, France, Britain and Italy. Topics to be explored include: nationalism in the context of European integration; racism and xenophobia; and immigrants as political actors. Analysis will focus on the role of divergent national traditions (rooted in the development of nationalism and colonial histories) and the convergent pressures resulting from European integration. Students with 3 semesters or more of French, Italian or German may participate in half-course language sections connected to the main course. N. Boyle. [not offered 2011–12]

115. Rival Models of Capitalism in Europe. This seminar will focus on the different ways in which capitalism is organized in European countries. Three sets of differences will be examined: that between the “Rhenish” and “Anglo-American” models of corporate governance; that between social democratic, Christian democratic and liberal varieties of the welfare state; and that between “left”, “right” and “third way” political-economic strategies. Particular attention will be paid to the challenges faced by the “northern tigers”: Ireland, Finland, Sweden and Holland. Comparisons will also be made to North America. The central question animating the course will be whether the forces of “globalization”, capital mobility and EU integration are inducing a convergence toward a common European model of capitalism. N. Boyle. [not offered 2011–12]

117. Irish Politics (Formerly Irish Nationalism 117, cannot be taken again for credit). This course will examine the transformed politics of the two parts of Ireland: from strife to accommodation in the Northern Ireland and from chronic underperformance to “Celtic Tiger” in the Irish Republic. N. Boyle. [not offered 2011–12]

IIS 120. The State and Development in the Third World. (See International Intercultural Studies 120). L. Tongun. [not offered 2011–12]

IIS 122. Contemporary Political and Social Movements in the Third World. (See International Intercultural Studies 122). L. Tongun. [not offered 2011–12]

IIS 123. Third World Socialism. (See International Intercultural Studies 123). L. Tongun.

125. African Politics. The focus of this course will be democracy in Africa. More specifically, it will involve an examination of the struggles over the forms democracy takes, a review of democracy’s internal and external advocates, a study of the relationship between democracy and development and an analysis of the factors which led to the adoption and demise, of forms of democracy in a variety of African countries. L. Tongun. [not offered 2011–12]

IIS 127. Environment and Development in the Third World. (See International Intercultural Studies 127). L. Tongun. [not offered 2011–12]

Post 128/IIS 128. The War on Terror. What is the War on Terror? And what does it mean to fight a war against a strategy? This course examines the War from a variety of vantage points, including history, religion, foreign policy, psychology, gender, media, the law, human security, and political economy. Fall, G. Herrera/J. Parker.

Global Politics (10b or 40 required in order to register for any of these courses)

130. U.S. Foreign Policy: The U.S. as a Hemispheric Power. Before the United States was a global power, it was a hemispheric power. In the process of becoming a hemispheric power the U.S. developed institutions, mindsets, interests and methods which would greatly influence U.S. behavior as it emerged from World War II. This course focuses on the U.S. rise to global power and will examine key policies and events in relations between the U.S. and Latin America and in the “Far West”, including the Philippines and China. Topics include the Monroe Doctrine, the Roosevelt Corollary to the Monroe Doctrine, The Open Door policy, Dollar Diplomacy, the Good Neighborhood and the various military operations enforcing those policies. D. Ward. [not offered 2011–12]

131. U.S. Foreign Policy: The U.S. as a Global Power. This course focuses on U.S. foreign policy since World War II. This course will employ various decision making models such as the rational actor, bureaucratic politics, governmental politics, groupthink and imperialistic models to examine various cases including U.S. relations with Vietnam, Iran, Guatemala, Cuba, Chile, El Salvador, Nicaragua, Angola, Panama, Grenada, Afghanistan, and Iraq. In the process of exploring these cases we will trace the evolution of U.S. policy from Containment to Preventive War. Spring, D. Ward.

133. Film, Politics and the Cold War. For nearly 50 years the Cold War influenced nearly all aspects of American political and culture life. This course examine Cold War genre films in an effort to understand how Americans perceived the Soviet threat and how these popular perceptions influenced international and domestic politics. Spring, A. Pantoja. [not offered 2011–12]

141. International Political Economy. Course examines the politics of international economic relations with a special focus on globalization. Covers the evolution and operations of the international political economy from the late-18th century to the 21st. Focuses on four areas: international trade, international monetary policy, capital flows, and the structure of global production. G. Herrera. [not offered 2011–12]

142. The Third World and the Global Economy. An examination of the impact of international economic systems on the wealth and welfare of Third World countries. Early weeks treat the origins of the gap between rich and poor countries. Attention is then directed to problems raised by the contemporary global economic order and strategies to overcome the gap between rich and poor. The course addresses aid, trade, finance, foreign investment, and technology transfer. Fall, T. Ilgen.

143. Global Governance. This course explores efforts to address global issues with institutions and organizations that transcend the nation-state. International Organizations, regional associations, nongovernmental organizations, regimes, collective action strategies, epistemic communities, and government networks are examined. [not offered 2011–12]

Post 144. Global Security. This course examines the debate over security in a global era. Is traditional national security obsolete, and should “human security” replace it? A partial list of topics covered includes: great power competition, terrorism, crime, cyber-warfare, economic instability, failed-states, and security of/ for society’s vulnerable. Fall, G. Herrera.

IIS 146. International Relations of the Middle East. (See International Intercultural Studies 146). Spring, L. Tongun.

Political Philosophy (10a or 50 is required in order to register for these courses)

150, 151. History of Political Philosophy. This year-long course surveys Western political theory in roughly chronological order. The first half covers narrative, philosophical, and theological varieties of ancient political theory. The second half covers social contract theory and theories of historical development. The first semester is not a prerequisite for the second, but is strongly recommended. [Post 150], F. Lee [not offered 2011–12]/Spring [Post 151], F. Lee.

154. Political Thought: East and West. A comparative study of Eastern and Western political philosophy dealing with such questions as the relationship between different concepts of nature and the political order, morality versus expediency and hierarchy versus equality. Among the authors and schools to be considered are Heraclitus, Taoism, the Bible, Plato, Descartes, Machiavelli, Kautilya, and Confucius. S. Snowiss. [not offered 2011–12]

155. Anarchist History and Thought. This course provides an introduction to the history and theory of anarchism. Major theorists covered include Godwin, Bakunin, Kropotkin, Goldman and others. The course will also add to materials available online at Anarchy Archives. Spring, D. Ward.

156. Critical Race Theory. This upper-level course approaches problems in critical race theory, broadly conceived, from the distinctive perspectives of legal theory, social theory, and political theory. Our readings will include Derrick Bell, Ian Haney Lopez, Howard Winant, Michael Omi, Lisa Lowe, Carole Pateman, and Charles Mills. A background in critical theory is helpful but not required. Spring, F. Lee.

160. Contemporary Political Thought. This course will introduce students to major theorists of the 20th century by focusing on trends in democratic theory. Political events of the 20th century and the advent of new research methods provided major challenges to previously optimistic views of democracy and the capacity of citizens for self-government. We will trace the debates that emerged from these events up to current discussions of what democracy can and should be. [not offered 2011–12]

162. Year 2025: Utopia or Oblivion? The discipline of futurology is only 30 years old but provides systematic projections and the identification of trends. We will explore the future from various vantage points: social science, science fiction, philosophy, science and pataphysics. These materials are focused on three major questions: (1) What are the immediate problems we face and how might they be aggravated or ameliorated by technological advances? (2) What would be the ideal human community? (3) What do non-ordinary experiences have to teach us about our knowledge of ourselves? S. Snowiss. [not offered 2011–12]

163. Feminist Theory. An overview of various traditional feminist philosophies serves as a background for a critical engagement with contemporary issues of intersectionality of race, gender, class and sexual orientation, generational history, transnational movements, and epistemological debates regarding new ways of thinking and defining fundamental concepts of power, authority, rights and the nation-state. Prerequisite: a course in GFS or Political Philosophy. S. Snowiss. [not offered 2011–12]

Public Policy (either 10a or 10b is required in order to register for these courses)

174CH. U.S. Immigration Policy and Transnational Politics. Examines the factors shaping the size and composition of past and contemporary immigration flows to the U.S. Areas examined include the role of economics, social networks, policy and politics in shaping immigration flows and the process by which immigrants simultaneously participate in the politics of sending and receiving countries. A. Pantoja. [not offered 2011–12]

175CH. Immigration and Race in America. America has long prided itself in being a nation of immigrants and in its ability to assimilate persons with distinct religious cultures and national origins. Far from being color-blind, the United States has been and remains a color-conscious society. The purpose of this course is to examine immigration and the formation of racial ideologies, hierarchies, and identities in America. Fall, A. Pantoja.

179. Special Topics in Public Policy. [not offered 2011–12]

183. Welfare State in Comparative Perspective. This course will examine the origins and contemporary development of welfare states in industrial democracies. Particular attention will be paid to the role of ideologies in shaping welfare states. Liberal, conservative, socialist, feminist and Christian/religious social thought will be covered. Country cases to be examined will reflect student interest, but will include the U.S., Britain, Germany and Sweden. N. Boyle. [not offered 2011–12]

184. Science, Technology and Politics. The course explores the intersection of technology and politics: how political forces shape the development of new technologies—through government policy, civil-society political movements, and social values; and how technologies shape politics—in areas such as elections and campaigning, surveillance and privacy, political economy, crime, and warfare. G. Herrera. [not offered 2011–12]

Political Studies and Interdisciplinary Approaches (either 10a or 10b is recommended for these courses)

EA 90. Economic Change and the Environment in Asia. (See Environmental Analysis 90). M. Herrold-Menzies.

185. Political Psychology. The discipline of political psychology evolved as psychological theories were employed in the analysis of the political process. Today the discipline includes how political processes impact psychological functioning. This course surveys the foundations of political psychology including group dynamics and decision-making, gender differences in cognitive and political behavior, authoritarianism, Machiavellianism, violence and aggression, psychohistory, and the analysis of belief systems. Prerequisite: Political Studies 10 or Psych 10 recommended, but not required. D. Ward. [not offered 2011–12]

186. Contemporary Political Psychology. The course focuses on political psychology research over the past decade. Topics include social dominance orientation, authoritarianism, emotion and politics, political communication, gender and politics, public opinion, political socialization and leadership. D. Ward. [not offered 2011–12]

187. The History and Political Economy of World Soccer. This course examines topics in the history and politics of world soccer. We will see how culture, politics, economics and history play themselves out upon the stage of stadium and field. And we will try to understand the game as others, in different times and places, have seen it: a game freighted with meaning and beauty. Spring, D. Goldblatt.

188. The Olympics: History and Politics. The Olympics are an extraordinary event. What began as an eccentric Hellenic revival has become one of the world's most important public spectacles. This course explores the history and politics of spectacular and, of course, the sporting excellence on show. Spring, D. Goldblatt.

189. Special Topics in Interdisciplinary Approaches to Political Studies. [not offered 2011–12]

190. Science, Politics and Alternative Medicine. (Formally 197). (Also IIS 113). This seminar will study healing practices from around the world. It will include three aspects: 1) the philosophical, historical and political dimensions; 2) the local knowledge and theories of healing and illness in four traditions—Amerindian and Chinese and two from among the following: Mayan, African, Santeria, Curindera, Brazilian spiritualists, etc.; and 3) a review of the clinical efficacy of these complementary and alternative medicines provided by the Western biomedical sciences, as well as their political acceptance within the U.S. S. Snowiss. [not offered 2011–12]

192. More Than Half the Earth: The City in the Twenty-First Century. For the first time in human history, the majority of the planets live in cities the key nodes in the new global economic, political and cultural network; from the booming shantytowns of the global south to the shrinking cores of the rustbelts of the north; from the utopian enclaves of compact Copenhagen to the dystopian sprawl of Houston, most human life will be lived here. This course offers both a high level of survey of the key macro and micro theories of urban geography and political economy, a close attention to architecture and the built environment and the opportunity for students to pursue detailed case studies, research and their own urban inventions. Spring, D. Goldblatt.

Orst 192. Negotiating Conflict. (See Organizational Studies 192). K. Rogers.

194a. International Studies Research Workshop. This course is a workshop for students applying for fellowships to undertake international research. Focused primarily on the Fulbright, the workshop will guide students through the development of proposals, personal statements and other items required for a nomination. The course is designed to be an encompassing and flexible vehicle to manage the large number of students applying for international fellowships. The class will meet every Tuesday at 7 pm during the first half of the semester. During the first two weeks of the semester, students will be expected to also meet on Thursday, 7–10 pm. Students may take it for a half-course credit, pass/no credit. Fall, N. Boyle/A. Junisbai.

194b. International Studies Teaching Workshop. This course is a workshop for students applying for fellowships to undertake international teaching. Focused primarily on the Fulbright, the workshop will guide students through the development of proposals, personal statements and other items required for a nomination. The course is designed to be an encompassing and flexible vehicle to manage the large number of students applying for international fellowships. Students may take it for a half-course credit, pass-fail. The class will meet every Thursday at 7 pm during the first half of the semester. During the first two weeks of the semester, students will be expected to also meet on Tuesday 7–10 pm. Fall, N. Boyle/J. Onstott.

Courses for Seniors (either 10a or 10b is required in order to register for these courses)

195. Senior Seminar: U.S. Presidency and the War on Terror. This course is a study on presidential war power, its origins and evolution. Specifically, in this senior seminar, students will examine the decision-making process over the War on Terror and how this conflict has transformed presidential power. Fall, A. Pantoja.

196. Senior Seminar: Technology and Politics. This seminar investigates the intersection of technology and politics. We will study how political forces shape the development of new technologies—through government policy, social movements, and cultural values; and how technologies shape politics-elections and campaigning, surveillance and privacy, political economy, and warfare. Spring, G. Herrera.

198CH. God in the Barrio: Religion and Latino Politics. This course examines the role of religion in shaping Latino socio-political incorporation. Historically, religious organizations have been critical institutions serving immigrant communities and assisting their integration into the United States. Do contemporary religious organizations play this role in Latino communities? Are certain churches more actively promoting civic engagement among Latinos? Spring, A. Pantoja.

199. Senior Thesis. Students who choose to write a senior thesis must present a proposal or paper to the Political Studies/Economics Field Group at the end of the prior semester for approval. Students will work closely with their faculty thesis advisers. Prerequisites: a senior seminar in Political Studies and field group approval. Staff.

PSYCHOLOGY

Pitzer Advisers: M. Banerjee, H. Fairchild, A. Jones, J. Lewis, L. Light, D. Moore, N. Rodriguez, K. Thomas.

Goals for the Psychology Major

Overview of Goals: The psychology curriculum is designed to encourage students to view psychology and human behavior across multiple levels, using a variety of theoretical and empirical models. We offer our students a solid foundation in methodology, history, traditional, and non-traditional approaches, and we urge critical thinking.

Goal 1: Research training—Students will understand and apply basic research methods in psychology, including research design, data analysis, writing, and interpretation.

Goal 2: Integrating experiential and scientific knowledge—Students will be able to integrate hands-on work in communities and social service organizations with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 3: Diversity—Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 4: Life-long learning—Students will develop an interest in life-long learning and an interest in psychological issues in all areas of their personal and professional lives.

Goal 5: Communication skills—Students will be able to effectively communicate about the complexities of psychological research.

Goal 6: Ethical considerations—Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are underpinnings of psychology as a discipline.

Goal 7: Social responsibility—Students will recognize and understand the connection between their psychology training and social issues, and will use this knowledge in their efforts to improve the world in which we live.

Goal 8: Skepticism—Students will respect and use skeptical inquiry in interpreting, understanding, and applying psychological research.

Requirements for the Major

A major in psychology requires a minimum of 12 courses. Majors in psychology must meet the following requirements either through satisfactory completion of regular course work (normally at one of The Claremont Colleges) or through other means approved by the psychology faculty:

1. Introduction to Psychology: Psychology 10 or the equivalent.
2. Psychological Statistics: Psychology 91 or the equivalent; normally completed by the end of the second semester of the sophomore year.
3. Research Methods: Psychology 92 or equivalent; normally completed by the end of the second semester of the sophomore year.

4. History and Systems; Psychology 190 or equivalent; to be taken in the junior or senior year.
5. One course in each of the following sub-domains within psychology:
 - a. Biological bases of behavior (Psychology 101 or equivalent)
 - b. Cognition.
 - c. Community/clinical psychology.
 - d. Developmental psychology.
 - e. Social psychology/personality.

In addition to meeting these content domain requirements, the courses selected for the major must include:

1. One laboratory course in psychology (must be completed by the end of the spring semester of the junior year). Courses meeting this requirement are designated “laboratory course” in the course listings below.
2. A second laboratory course, an internship, or a research practicum course. Courses meeting these requirements are designated “laboratory course,” “internship,” or “research practicum” in the course listings below.
3. A course focusing on diversity issues in psychology. The course may involve an examination of diversity in terms of culture, race, ethnicity, gender, sexual orientation, disabilities, or economic status.
4. A seminar.

Combined Major: Students electing a combined major that includes Psychology in its title must complete all requirements for the psychology major but are only required to complete three additional courses, rather than five, in item 5 above. Thus a combined major including psychology requires a minimum of 10 courses. Please consult with your adviser for full details.

Honors: During the spring semester of the junior year, the Psychology faculty may invite selected students to submit a research proposal for a senior thesis. Criteria for selection include an overall GPA of 3.5, a Claremont Colleges psychology courses GPA of 3.7 and successful completion of Psychology 91 and one laboratory course in psychology prior to the end of the spring semester of the junior year. At the end of the fall semester, students in Psychology 112 will be expected to present pilot data to the psychology faculty and will be continued in the Honors Program only IF the quality of the data and presentation is acceptable. In addition, students must pass Psychology 112 with a B or better to receive a recommendation from the psychology faculty to continue. The student must then enroll in Psychology 191, Senior Thesis in Psychology in the spring semester of the senior year. Students engaged in senior thesis research are expected to be on campus during the entire senior year. Students who may be eligible for senior thesis research and who are interested in semester abroad experiences should plan to take these prior to the senior year. Students who complete an acceptable senior thesis may be considered for graduation with honors in psychology, provided that their academic performance continues to meet the aforementioned criteria. Students who participate in the senior thesis program will present their research to students and faculty at the end of the year.

AP Credit: An AP score of 4 or 5 on the AP Psychology exam will be granted one elective course credit toward graduation, but will not be counted toward a psychology major requirement.

Students considering graduate work should consult with their advisers early in their academic careers about courses that are necessary or advisable in addition to the requirements for the major. It is strongly recommended that students considering graduate work engage in the ongoing research projects of faculty members in Psychology.

Joint BA/MA Accelerated Degree Program in Psychology

The accelerated degree program is designed to be completed in one year beyond the BA degree. Students in the program must enroll at Claremont Graduate University for at least 32 units. Ordinarily students in the accelerated program will begin taking graduate courses in their Senior Year. CGU will grant up to 16 units of graduate credit (the equivalent of four full Pitzer courses) for advanced undergraduate course work at Pitzer College. To complete the accelerated MA degree in one year, students must complete at least 8-units of graduate credit at CGU during their Senior year at Pitzer. Ordinarily this would include one core course and either 4-units of statistics or methodology courses. Specific requirements for this program can be obtained from a member of the psychology field group.

10. Introduction to Psychology. The purpose of the course is to introduce the student to psychology as it developed from a nonscientific interest to a scientific approach to human behavior. Special attention will be given to some of the major systems, issues and methods involved in contemporary psychology. Students will be expected to serve as participants in experiments. Enrollment is limited. Not open to cross-registration. Fall, D. Moore, M. Banerjee, H. Fairchild, P. Williams/Spring, H. Fairchild.

Lgcs 11 JT. Linguistics and Cognitive Science. Historical and contemporary views of the mind, from the perspective of philosophy, linguistics, psychology, neuroscience, logic and computer science. How does the mind acquire, structure, and make use of language? How does it make sense of emotional and sensory experience? What is consciousness? topics include language, meaning, knowledge, thinking, remembering, self, and consciousness. Fall, L. Light (Pitzer)/D. Burke (Pomona).

12AF. Introduction to African American Psychology. (Also Africana Studies 12AF). This course provides an introduction to African American Psychology. It includes perspectives, education, community, life span development, gender and related issues. The course emphasizes the critical examination of current research and theory. Students are expected to contribute orally and in writing. H. Fairchild. [not offered 2011–12]

Anth 70. Culture and the Self. (See Anthropology 70). C. Strauss.

Anth 75. Cognitive Anthropology. (See Anthropology 75). C. Strauss.

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. Use of computer programs for data analysis will be emphasized. Intended for psychology concentrators. Cross-registration by permission of instructor only. Prerequisite: Psych 10 or permission of instructor. Enrollment is limited. Fall, L. Light/Spring, N. Rodriguez; J. Mary.

92. Introduction to Research Methods. This course provides an overview of issues related to the conduct of psychological inquiry. Topics to be covered include measurement, research design (observational, experimental and survey approaches) and research ethics. Psychology 92 is designed to be taken after Psychology 91 and is well-suited for sophomores. This course does not replace Psychology 112, which must be taken by seniors carrying out thesis projects. Prerequisites: Psychology 10 and Psychology 91. Fall, N. Rodriguez.

Bio 95. Foundations of Neuroscience. (See Science: Biology 95). N. Copp, Staff.

101. Brain and Behavior. This course provides a basic introduction to the biological bases of human and animal behavior. Topics include: how environmental information is detected, transduced and processed by the central nervous system; the physiological bases of learning and memory, emotions, drugs and consciousness. Prerequisite: Psychology 10 or permission of instructor. Enrollment is limited. Fall, P. Williams.

102. Memory. This laboratory course provides an introduction to the study of human memory, with emphasis on the nature of mental structures and processes underlying memory in everyday life. Topics to be covered include autobiographical memory, eyewitness testimony, amnesia and memory changes in childhood and old age. Prerequisites: Psychology 10, Psychology 91. Enrollment is limited. Spring, 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. Fall, H. Fairchild.

104. Experimental Social Psychology. An examination of experimentally-based approaches to social psychology and the conclusions derived from research related to a variety of major questions in this field. This class will present a critical review and evaluation of contemporary work and discuss the connection between experimental findings and other work within and outside the discipline. Prerequisites: Psych 10, Psych 103 or 104 and Psychology 91. Enrollment is limited. Fall, J. Lewis.

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. Enrollment is limited. Fall/Spring, M. Banerjee.

107. Theories of Personality. This course will provide an introduction to the major theories of personality. We will trace the development of personality theories beginning with Freud's theory of psychoanalysis and concluding with recent developments in the field of personality psychology. Prerequisite: Psychology 10. Spring, F. Vajk.

108. Drugs: Brain, Mind & Culture. This course explores how psychoactive drugs interact with the brain/mind and culture. Topics include drug use history and policy, pharmacology, neurotransmitter systems, placebo effects, addiction, and a biopsychosocial survey of commonly used and abused substances. Prerequisite: Psych 10 required; Psych 101 recommended but not required. [not offered 2011–12]

109. Laboratory in Social Development. The goal of this course is to expose students to recent works in social and emotional development and to teach students about the unique methodological and ethical issues involved in conducting research in this area. Students will be designing and carrying out independent research projects as part of the course requirements. Prerequisites: Psychology 10 and 105. Enrollment is limited. M. Banerjee. [not offered 2011–12]

110. Experimental Child Psychology. This is a laboratory course in child development. The topics to be studied range from cognitive development to socioemotional development. The goal of the course is to expose students to seminal works in child development and to teach students about the unique research designs, methodologies and ethical concerns related to child development research. Students will have hands-on experience using different research techniques and in designing and conducting independent research projects. Prerequisites: Psyc 10; Psyc 91. [not offered 2011–12]

111. Physiological Psychology. This course is designed to provide students with a sophisticated understanding of neuroanatomy and neurophysiology and their relationship with behavioral function. We will also be addressing such issues as the organization and activation of mammalian sexual behavior, sleep regulation, nutrition and auditory processing. Prerequisite: Psych 101 or Neur 95. Enrollment is limited. Fall, T. Borowski.

112. Senior Research Methods. This course acquaints students with the principles and methods of scientific research in the field of psychology. Theoretical concerns underlying all research, specific designs used in laboratory and field settings and data analysis techniques will be discussed. This course is intended for seniors who are interested in furthering their knowledge concerning research methodologies; it is required of seniors working on an honors thesis. Enrollment by instructor's permission. Prerequisites: Psychology 10, Psychology 91 and one prior laboratory course. Enrollment is limited. Fall, D. Moore.

114. Human Neuropsychology. This course offers an introduction to the relationships between brain and behavior in human beings, emphasizing the neurological bases of cognition and emotion. Clinical disorders such as aphasia, amnesia, epilepsy, depression and dementia will be discussed. Prerequisite: Psychology 10. Enrollment is limited. [not offered 2011–12]

116. Children at Risk. This course will examine topics such as the risks posed to development by poverty, homelessness, parental mental health issues, domestic violence and abuse. We will also study ways to support resiliency in children in the face of these concerns. Students will be carrying out internships with related community agencies in Ontario that focus on children and families. Prerequisite: Psych 10. M. Banerjee. [not offered 2011–12]

117. Children and Families in South Asia. The main focus of this course is on the nature of child development and familial relations in the South Asian context. Topics will include family structure, childrearing patterns and philosophies, sibling relationships and the development of gender roles. The impact of social, political and economic forces on children and families will also be discussed. The course is especially recommended for students going to or returning from study abroad in South Asia. Enrollment is limited. Spring, M. Banerjee.

118. Health Psychology. This course will focus on psychological approaches to health and disease. Using theories in health psychology (biopsychosocial model and diathesis-stress model), behavioral components of major illnesses and cause of death and disability will be explored. The course will also cover psychological techniques used to prevent or manage health problems, including changing health habits, coping with stress, and pain management. Prerequisite: Psyc 10. Majors only; others by permission. Spring, K. Thomas.

125. Developmental Cognitive Neuroscience. This course will focus on illuminating human development, using evidence obtained in studies of humans, animals and connectionist networks. In particular, we will focus on cognitive, perceptual and behavioral development from conception through the acquisition of language and we will use information obtained using psychobiological and computational techniques to understand these changes. Prerequisite: Psychology 91, Psychology 101, Psychology 105. Enrollment is limited. D. Moore. [not offered 2011–12]

130. Monkey Business: Controversies in Human Evolution. (Also Philosophy 130). Ever since Darwin first posited a plausible mechanism for evolution, scientists and non-scientists alike have used his ideas to support their own concepts about the nature of human nature. In class, we will examine the history, concepts and philosophy behind Darwin's ideas, exploring in the process the fields of sociobiology, cognitive psychology and primatology, among others. We will also consider the relationship between development and evolution as we attempt to build an understanding of Darwin's mechanism that is free of the confused notions that have become attached to it over the years. Prerequisites: A college-level course in at least one of the following three areas: psychology, philosophy, or biology, or permission of the instructor. D. Moore/B. Keeley [not offered 2011–12]

132. Intercultural Communications. This course investigates aspects of communication between individuals, groups and organizations from different cultures, with a special focus on problems encountered when sojourning and upon one's return home. Theoretical views of communicative behavior and its role in cultural identity will be discussed, followed by an examination of topical issues within this growing field. Enrollment is limited. J. Lewis. [not offered 2011–12]

Orst 135. Organizational Behavior. (See Organizational Studies 135). J. Lewis.

138. Seeking Human Nature: The History and Science of Innateness. (Also History 138). "Human nature" has long been invoked to understand and justify our behaviors. After the advent of Darwinian evolution and Mendel's gene theory, however, the notion of "instinct" gained authority, reshaping categories like "race" and "nature." We will track that shift and examine its effects on political economy and social policy. D. Moore/A. Wakefield. [not offered 2011–12]

Orst 145. Small Group Processes. (See Organizational Studies 145). J. Lewis.

148. Neuropharmacology and Behavior. This upper-division course will begin with a review of basic pharmacological principles, including such topics as the determinants of effective drug action at a receptor site; routes of administration, absorption, lipid solubility, catabolism, and the Blood Brain Barrier. We will also discuss fast and slow transduction mechanisms with emphasis on second messengers. Finally, this course will review what is known about the neurochemical bases of disorders such as schizophrenia, depression, mania and autism. Prerequisite: Psychology 101 or Neuro 95. Enrollment is limited. Spring, T. Borowski.

153. The Socialization of Gender: A Developmental Perspective. This course will focus on the way in which children come to be aware of and socialized into, specific gender roles. The course will address the way in which social institutions, the cultural context, parents/family members and peers act as socializing influences. Specific topics to be covered include parent-infant, parent-child interactions, the development of gender identity, cross-cultural differences in gender roles and the perspectives of various psychological theories. In addition, research on the differential socialization of males and females in the following areas will be examined: emotional development, friendships, need for achievement (particularly mathematics), moral understanding, reasoning, and body image. Prerequisite: Psychology 10, and/or ID 26. Enrollment is limited, M. Banerjee. [not offered 2011–12]

154. Cognitive Development. Recent years have seen an explosion of theoretical and empirical advances that have revolutionized ideas about children's thinking. This course will trace the evolution of these ideas, from Piaget through the information processing approach to cognitive development. Prerequisites: Psychology 10 and Psychology 105. Enrollment is limited. D. Moore. [not offered 2011–12]

157. Psychology of Women. We will be exploring topics relating to the psychology of women in gender role socialization, psychological development, achievement behavior, language, victimization of women, and psychological disorders and their treatment. Prerequisites: Psychology 10 and Psychology 105 or 107. Enrollment is limited. [not offered 2011–12]

159. Childhood, Law and Society. Emphasizing the relationship of concepts in child development and the role of empirical information in relevant aspects of the legal system, the course will begin with an introductory overview of the judicial system as pertinent to children. The core of the subject matter will consist of a consideration of the role of developmental knowledge to (1) the issues involved in the dependency system, especially focusing upon definitions of "family" as interaction between societal norms and judicial determinations of custody and of termination of parentage and (2) the issues in the juvenile justice system, focusing upon children's rights. A brief examination of special education (IDEA) regulations and decisions as they reflect developmental knowledge will be included. Prerequisite: Psyc 105 or equivalent. [not offered 2011–12].

Orst 163. Organizational Aspects of Education. (See Organizational Studies 163). J. Lewis. [not offered 2011–12]

165. Applied Community Psychology. This course will introduce students to the major tenets of community psychology. Topics to be examined include: issues concerning mental health, homelessness, education, person-environment fit, physical environment stressors, diversity, and empowerment. Students will gain hands-on experience by interning at mental health facilities, educational settings or other related agencies. [not offered 2011–12]

171. Research in Latino Psychology. This course will focus on theoretical and conceptual issues underlying research on Latino populations. A special emphasis will be placed on examining the role of acculturation on the psychological adjustment of Latinos. This course is intended for students who wish to further their research skills in the area of Latino psychology. Prerequisite: Psych 10 and 91. N. Rodriguez. [not offered 2011–12]

171a. Research Practicum in Psychology. This course is designed to give students experience in working collaboratively with faculty on on-going research projects. Students will participate in all aspects of the research process, i.e., conducting background library research, designing a project, analyzing data, writing up results, and preparing manuscripts for presentation. Prerequisite: Psyc 10 and Psyc9 1. N. Rodriguez/L. Light. [not offered 2011–12]

175. Seminar: Cognitive Neuroimaging. In this senior seminar we will examine how brain imaging methods (e.g., EEG and fMRI) are used to study aspects of cognition, such as attention, language, decision-making and emotion, as well as clinical disorders, such as schizophrenia and addiction. Prerequisite: Psych 91 and Psych 101 or Neur 95. [not offered 2011–12].

179. Forensic Psychology. This course is designed to provide an overview of the field of forensic psychology. Topics to be addressed include the nature and role of psychological consultation and testimony. Specific areas include the use of psychological interview and testing, criminal responsibility evaluations, competency determinations, death penalty, child custody, disability and personal injury. Actual cases and materials will be presented. Sample topics include arguments for and against the death penalty, history of the death penalty, insanity defense, malingering, child custody, recovered memory syndrome, sex offenders and rehabilitation. J. Lantz. [not offered 2011–12]

180. Study of Lives. This course will introduce students to the process of conducting an in-depth analysis of an individual's life across time. Students will conduct extensive interviews with one person in an attempt to understand the complexity and uniqueness of that person's life and to describe and explain patterns of behavior. Prerequisites: Psychology 10 and Psychology 107. N. Rodriguez. [not offered 2011–12]

181. Abnormal Psychology. This course examines the causes, assessment and treatment of various kinds of psychological problems. The course emphasizes the importance of scientific research for informing the real-life treatment decisions that each student will definitely someday be involved in-decisions regarding the mental and medical health of themselves and their loved ones. Prerequisites: Psychology 10 and one additional psychology class. Enrollment is limited. Fall, F. Vajk.

182. Special Topics in African American Psychology. This course explores a variety of contemporary issues in African American psychology. Specific subject area varies from year to year. In 2001, the course focuses on health issues, with an emphasis on HIV/AIDS in Botswana and Black America. H. Fairchild. [not offered 2011–12]

183. Ethnic Psychology Laboratory. This laboratory course examines the role of race, ethnicity and culture in psychological research. Emphasis will be placed on understanding the primary theoretical and conceptual issues underlying this body of research and in designing and conducting independent research projects. Enrollment is limited. Prerequisites: Psyc 10 and Psyc 91. N. Rodriguez. [not offered 2011–12]

184. Culture and Diversity in Psychology. This seminar will expose students to the role of race, ethnicity and culture in psychology. Emphasis will be placed on understanding the relative experiences of the major racial/ethnic groups living in the U.S. Enrollment is limited. Prerequisite: Psychology 10. N. Rodriguez. [not offered 2011–12]

Post 185. Political Psychology. (See Political Studies 185). D. Ward.

Post 186. Contemporary Political Psychology. (See Political Studies 186). D. Ward.

186, 187. Internships in Psychology. This course involves supervised experience in the application of psychological knowledge in real-world human service settings. Examples include settings focused on: mental health, substance abuse, regular or special education, rape and sexual abuse and domestic violence. Students may enroll for either half-course or full-course credit and may enroll for either one or two semesters. The course may be used to fulfill Pitzer's social responsibility requirement. Prerequisites: Psychology 10 and two additional Psychology courses. Enrollment is limited. Spring, K. Thomas.

188. Seminar in Physiological Psychology. This class will explore how factors including the brain, genetics, appetite, exercise, nutrition, and metabolism interact in the process of body weight regulation. Prerequisite: Psych 111 or permission of instructor. Enrollment is limited. [not offered 2011–12]

188AF. Seminar in African American Psychology. Critically examines contemporary literature in African American psychology. Emphasizes the ideas of leading theorists (e.g., Na'im Akbar, Wade Nobles, Linda Myers) and the research literature on contemporary problems (e.g., teen pregnancy, gangs). Reading, writing and speaking intensive. Prerequisites: Psychology 10 and Psychology 12AF. Fall, H. Fairchild.

189. Seminar in Ethical Issues in Psychology. This seminar will examine ethical issues in psychological research, application, and practice. Topics to be covered include a review of federal and APA ethical guidelines, the ethical treatment of human participants, informed consent, deception in research, privacy and confidentiality, scientific misconduct, intelligence testing, and ethical issues in therapy and academe. L. Light/N. Rodriguez. [not offered 2011–12]

190. History and Systems in 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. Prerequisites: Three upper division psychology courses Enrollment is limited. Spring, J. Lewis.

191. Senior Thesis in Psychology. Selected seniors will be invited to conduct research and to prepare a thesis. L. Light.

192. Seminar in Psychology of Aging. In this seminar, we will explore recent developments in the psychology of adulthood and aging. Topics include images of aging and aging stereotypes in cross-cultural perspective, changes in cognition in normal aging and Alzheimer's disease, emotion and aging and technology and aging. Prerequisites: Psychology 10, Psychology 91 and a course in cognition or neuroscience. L. Light. [not offered 2011–12]

193. Seminar in Health Disparities. This seminar will explore current research and theory developed to understand psychological factors associated with gender, socioeconomic, and ethnic disparities in health outcomes. An emphasis will be placed on reviewing and discussing research that examines the role of exposure to chronic stress and health behaviors associated with health disparities. Prerequisites: Psyc 10 and Pscy 92. Spring, K. Thomas.

194. Seminar in Social Psychology. This seminar examines current issues in social psychology with an emphasis on personal and social problems. An emphasis is on oral presentations and writing. Prerequisites: Junior or senior standing, major in psychology and Psychology 10 (or permission of instructor). Psychology 103 or 104 preferred. Enrollment is limited. H. Fairchild. [not offered 2011–12]

195. Seminar on Emotional Development. This course covers a broad range of issues in emotional development. Topics include: theories of emotion, biological/physiological aspects of emotions, emotion perception, emotion regulation, gender differences, socialization of emotions, and cross-cultural differences. M. Banerjee. [not offered 2011–12]

196. Health Psychology Research Seminar: Stress, Depression, and Psychobiology in Women. This seminar course will explore how cultural and demographic factors influence the ways in which women cope with stress and its impact on their health. Students will explore current research and theory in the field of health psychology, and be introduced to psychophysiological methodology used to examine effects of acute and chronic stress on the body. Scholar-in-Residence seminar. Written permission required. Fall, K. Thomas.

197. Seminar in Clinical Psychology. For students interested in professions such as social work and clinical psychology. Focus is on preparing students for good career decisions by providing pro and con information about clinical psychology and to a lesser extent, about the other helping professions. Emphasis on treatment and assessment approaches that are supported by scientific research. Prerequisite: Psych 181 or Psyc 186 or 187 or instructor's permission. Enrollment limited to Pitzer juniors and seniors only. [not offered 2011–12].

198. Seminar in Personality. This seminar will examine a variety of original works by major personality theorists. Current and controversial issues in personality research will also be examined. Enrollment is limited. Prerequisites: Psychology 10 and Psychology 107. N. Rodríguez. [not offered 2011–12]

199. Seminar in Developmental Psychology. The title of this seminar this year will be “Mating: Perspectives from Developmental, Genetic, and Evolutionary Psychology.” Students in this seminar will read classic and current scientific literature as a means of examining various aspects of mating—including choosing a mate, sexual behavior, sexual orientation, etc—in human beings and other species. Beginning with Darwin’s theory of sexual selection, the course will consider what Evolutionary Psychologists have written about sexual behaviors and sex differences, and will continue with an exploration of recent discoveries in molecular biology that suggest that certain aspects of sexual behavior are genetically determined. All theories and findings will ultimately be considered in light of Developmental Systems Theory, which will provide a fresh perspective on this vital collection of behaviors. Prerequisites: Psychology 91 and a course in biology or developmental psychology, or instructor’s permission. Must be of junior or senior standing. Spring, D. Moore.

RELIGIOUS STUDIES

Religious Studies is a cooperative program offered jointly by Claremont McKenna, Harvey Mudd, Pitzer, Pomona and Scripps Colleges. The program of study is designed to serve both as one focus of a liberal arts education and as a foundation for students planning to pursue the study of religion beyond the baccalaureate degree. Students may enroll in Religious Studies courses offered at any of the undergraduate colleges and advanced students may with permission, enroll in master's-level courses in their area of specialization at Claremont Graduate University.

While offering a broadly based and inclusive program in the study of religion for all liberal arts students, the Religious Studies major affords the opportunity for more specialized work at the intermediate and advanced levels in particular historic religious traditions, geographical areas, philosophical and critical approaches and thematic and comparative studies.

The Department of Religious Studies recognizes the importance and legitimacy of personal involvement in the study of religion, but it does not represent or advocate any particular religion as normative. Rather, the aim is to make possible an informed knowledge and awareness of the fundamental importance of the religious dimension in all human societies—globally and historically. In addition to preparing students for graduate study in religion, the multidisciplinary nature of the major affords students intellectual training to enter a variety of fields and careers. Recent graduates are, for example, in schools of law, medicine and business. Others have careers in management, journalism and the media, college administration, primary and secondary education, government, and health and social services.

Pitzer Advisers: C. Johnson, J. Parker.

Requirements for the Major

The Religious Studies major consists of 10 courses, including four courses in a specialized field (chosen in consultation with your advisor), two integrative courses, three elective courses outside the specialized field, and a senior thesis.

Language study appropriate to the specialized field and a period of study abroad when possible are strongly encouraged.

A specialized field of study may consist of a religious tradition theme, historical period, or geographic area. These specialized fields include:

Historical Religious Traditions I, Asian (HRT I); Historical Religious Traditions II, Western (HRT II); Philosophy of Religion, Theology and Ethics (PRT); Contemporary and Women's Studies in Religion (CWS); Middle Eastern Studies (MES)

Requirements for the Major in Religious Studies. The Religious Studies (RLST) major encompasses both breadth and depth of study. Major requirements are:

- Four courses in a specialized field at intermediate and advanced levels.
- Two integrative courses: Religion 180 and Religious Studies 190. It is recommended that 180 be completed prior to the senior year.
- Three elective courses in Religious Studies outside the specialized field.
- Religion 191 (Senior Thesis).

Requirements for a Minor in Religious Studies: To complete a minor, a student must complete three courses in one of the specialized fields; two courses in a second specialized field (only one of these five courses may be at the introductory level); and 180.

Students may petition the chair of the department to take a specific major or minor course on a P/NC grading option. Students may also petition the chair to receive credit for Religious Studies coursework or project work completed during study abroad programs.

NOTE: To verify courses offered 2011–12, please see course catalog for each college or check with current schedule of classes.

10. Introduction to Asian Religious Traditions. Historical study of major Asian religious traditions including major forms of Hinduism, Jainism, Sikhism, Taoism, Confucianism, Shinto, and Buddhism in India, China and Japan. Comparative methodology used to examine significant themes in each religious tradition. Spring, D. Michon (CMC). HRT I

15. Myth and Religion. This course interrogates the category of myth and how it has been understood in ancient and contemporary societies. The course offers a historical survey of various types of myth and the academic understandings of them. Models of understanding to myths from ancient Babylonian, Greek, Australian, Indian and Native American traditions. The last part of the course offers a redefinition of myth and asks the students to apply this to contemporary discourse. Spring, D. Michon (CMC). HRT II

16. The Life Story of the Buddha. Z. Ng (Pomona). HRT I [not offered 2011–12]

20. The Biblical Heritage. E. Runions (Pomona). HRT II [not offered 2011–12]

21. Jewish Civilization. G. Gilbert (CMC). HRT II, MES [not offered 2011–12]

22. Introduction to Western Religious Traditions. Fall, K. Yonemoto (CMC). HRT II, MES

25. Introduction to Religious Studies. The purpose of this course is to assist students in developing basic research and interpretive skills of inquiry into the nature of religion. We will be concerned most particularly with the monotheistic traditions of Judaism, Christianity, and Islam. Themes will include: the role of scripture; humanity's relationship with God; religious claims of covenant, community and hierarchy; the role of law; worship of the one God and religious behavior; and the interpretation of history. Spring, C. Humes (CMC). HRT II

37. History of World Christianity. This course explores the history of Christianity from Jesus to the Present in the Middle East, Europe, Africa, Asia and the Americas. Focus on key debates and conflicts over the canon of Scripture, orthodoxy vs. heresy, the papacy, church-state conflicts, the crusades, Christian-Muslim conflicts, Christian-Muslim-Jewish debates, the Protestant Reformation, feminism, liberalism, fundamentalism, evangelicalism, and Pentecostalism, liberation theology, and key struggles over missions, colonialism, and indigenization. Fall, E. Chung-Kim/Spring, K. Yonemoto (CMC). HRT II

40. Religious Ethics. What is ethics? Is it the study of the best way to live or of how best to serve others? Are these things the same or different? To whom and for whom am I responsible? Where do these responsibilities come from? What do the various religious traditions of the world have to say about these questions? To what extent do they lay claim to the question of ethics, a question on which the philosophical traditions also have a lot to say? Are such claims legitimate? Do religious traditions generally say the same thing about morality, or do they differ on ethical fundamentals? In this course we begin to think about these difficult questions through a careful study of selected texts. Spring, O. Eisenstadt (Pomona). PRT

41. Morality and Religion. Staff (CMC). PRT [not offered 2011–12]

42. The Art of Living. Considers the possibility of a human life itself as a religious practice of aesthetic creativity. By tracking exemplars in the western tradition in both literature and theory, investigates the potential for living such a life successfully, the discipline required to do so and the hazards that it faces. Fall, D. Smith (Pomona). PRT

43. Introduction to Religious Thought. A study of such concepts as creation, evil, and the nature of God in recent and contemporary monotheistic traditions. Fall, S. Davis (CMC). HRT II, PRT

Phil 52. Philosophy of Religion. (See Philosophy 52). Spring, A. Alwishah. PRT

60. Feminist Interpretations of the Bible. A. Jacobs (Scripps). CWS, HRT II [not offered 2011–12]

61. New Testament and Christian Origins. Students will examine the New Testament and other Christian literature of the first and second centuries in the context of the history, culture, religion, and politics of the late ancient Mediterranean. The course will emphasize analytical reading, the varieties of early Christian expression and experience and key scholarly and theoretical issues. Fall, A. Jacobs (Scripps). HRT II, MES

80. The Holy Fool: The Comic, the Ugly and Divine Madness. D. Smith (Pomona). PRT [not offered 2011–12]

84. Religion, Race, and the Civil Rights Movement. This course examines the influence of religion on white supremacy and the civil rights movement in the United States from the 1950s through the 1970s. In particular it explores how religious ideologies, symbols, texts, and narratives were incorporated and employed as strategies and mechanisms for social change in the African American, Mexican American/Chicano, and American Indian (AIM) civil rights struggles. It will focus on how key leaders such as Martin Luther King, Jr., Malcolm X, Cesar Chavez, Ralph Abernathy, Reies Lopez Tijerina, Dolores Huerta, Dennis Banks, and others drew on their religious ideologies, symbols, texts, and counter-narratives in their struggles against white supremacy, segregation, political disenfranchisement, and for civil rights, and social justice. Spring, K. Yonemoto (CMC). HRT II, PRT

Phil 84. Islamic Philosophy. (See Philosophy 84). Fall, A. Alwishah. PRT, MES

Anth 87. Contemporary Issues: Gender and Islam. Fall, L. Deeb (Scripps). MES

Anth 88. China: Gender, Cosmology, State. Spring, E. Chao. HRT I

89. Bible, Empire, Globalization. E. Runions (Pomona). HRT II [not offered 2011–12]

90. Early Christian Bodies. In this course we will explore physical religious behavior, understandings of the human body, and interpretations of bodily experience among early Christian men and women. The course will emphasize critical analysis of primary sources, secondary scholarship, and contemporary theoretical approaches concerning gender, sexuality, martyrdom, pilgrimage, asceticism, virginity, fasting, and monasticism. Spring, A. Jacobs (Scripps). HRT II, MES

91. Heretics, Deviants and “Others” in Early Christianity. How did the concepts of “correct” belief and behavior, as well as “heresy” and “deviance” develop and exert authority out of the diversity in early Christianity? Topics include traditional and revisionist views of the nature of “orthodoxy” and “heresy,” social theory as a tool for interpreting ancient sources, the rhetorical “construction” of otherness and the use of violence by ecclesiastical and civil authorities. Spring, A. Jacobs (Scripps). HRT II, MES [not offered 2011–12]

92. Varieties of Early Christianity. Through study of ancient texts and monuments, this course explores the diverse forms of Christianity that arose in the first six centuries C.E. We will pay particular attention to political, cultural, and social expressions of early Christianity, including: martyrdom, asceticism, religious conflict (with Jews, pagans, and heretics) and political ideology. Fall, A. Jacobs (Scripps). HRT II, MES

93. Early Christianity and/as Theory. Why do scholars of early Christianity so often turn to theories developed in modern contexts, and why do modern theorists so often use ancient Christianity as a testing ground? We will examine this cross-fascination in the realms of sociology, anthropology, Marxism, psychoanalysis, feminism, postcolonialism and queer theory. Spring, A. Jacobs (Scripps). HRT II

Phil 96 JT. God and Philosophy. (See Philosophy 96 JT). Fall, A. Alwishah/
Y. Avnur. PRT

100. Worlds of Buddhism. An introduction to Buddhism as a critical element in the formation of South, Central, Southeast and East Asian cultures. Thematic investigation emphasizing the public and objective dimensions of the Buddhist religion. Topics include hagiography, gender studies, soulcraft and statecraft and the construction of sacred geography. Fall, Z. Ng (Pomona).

102. Hinduism and South Asian Culture. Explores the main ideas, practices and cultural facets of Hinduism and Indian culture. Emphasis on the historical development of the major strands of Hinduism. Fall, D. Michon (CMC). HRT I

103. Religious Traditions of China. Surveys the vast range of religious beliefs and practices in the Chinese historical context. Examines myriad worlds of Buddhism, Daoism and Confucianism and meets with ghosts, ancestors, ancient oracle bones, gods, demons, Buddhas, imperial politics. Spring, Z. Ng (Pomona). HRT I

104. Religious Traditions of Japan. Z. Ng (Pomona). HRT I [not offered 2011–12]

105. Religions in American Culture. E. Dyson (HMC). [not offered 2011–12]

Hist 105. Saints and Society. Fall, K. Wolf (Pomona). HRT II

106. Zen Buddhism. J. Parker (Pitzer). HRT I [not offered 2011–12]

107. Tradition and Innovation in the Making of Modern Chinese Buddhism.

During China's transition from imperial rule to modern state, traditional religions were challenged with the seemingly inevitable fate of being erased by modernizing and secularizing forces. To meet intellectual, social, and political challenges that included state persecution, Buddhist leaders poured their efforts into rearticulating Buddhism through a spectrum of approaches defined by two polarities: (1) conservatives who emphasized restoring Tradition, and (2) progressives who favored modernization. We will look at the Buddhist adaptations to modernity, particularly the modern state, from the perspective of religious history, exploring how metaphors of "Tradition" and "Innovation" can be used toward the preservation and revitalization of religion. Z. Ng (Pomona). HRT I

113. God, Darwin, and Design in America. E. Dyson (HMC). HRT II [not offered 2011–12]

Soc 114. Sociology of Religion. (See Sociology 114). P. Zuckerman. CWS [not offered 2011–12]

115. Asian American Religions. This course explores the role that religion has played in shaping Asian American identity and community through processes of immigration, discrimination, settlement, and generational change. It will analyze how Asian Americans make sense of their Buddhist, Hindu, Sikh, Muslim, Protestant, and Catholic identities, and how their faith communities have been sites of unity and division in the struggle for social change. This interdisciplinary course will draw from historical, sociological, cultural, and religious studies sources and examine how race and religion shape discussions of gender, sexuality, violence, transnationalism, and popular culture in Asian America. Fall, M. Yonemoto (CMC). CWS

116. The Lotus Sutra in East Asia. The Lotus Sutra is undoubtedly the most popular Buddhist scripture in East Asia. Following the text's trajectory from its emergence in India to its broad dissemination across East Asia, up to the present day, we will critically analyze its many (re)imaginings in doctrinal schools, popular literature, ritual practices, art and architecture and, in modern times, even social activities. Letter grade only. Spring, Z. Ng (Pomona). HRT I

117. The World of Mahayana Scriptures: Art, Doctrine and Practice. Z. Ng (Pomona). HRT I [not offered 2011–12]

119. Religion in Medieval East Asia. J. Parker (Pitzer). HRT I [not offered 2011–12]

120. The Life of Jesus. G. Gilbert (CMC). HRT II [not offered 2011–12]

121. The Pauline Tradition. Staff (Scripps). HRT II [not offered 2011–12]

Clas 121 JT. Classical Mythology. An exploration of Greek and Roman mythology through both literature (in translation) and visual material (ancient art, architecture, and other material culture). Fall, M. Berenfeld/E. Finkelparl.

122. Biblical Interpretation. G. Gilbert (CMC). HRT II [not offered 2011–12]

124. Myth in Classical Religious Traditions. Staff (Pomona). HRT II [not offered 2011–12]

128. The Religion of Islam. Introduction to Islamic tradition, its scripture, beliefs and practices and the development of Islamic law, theology, philosophy and mysticism. Special attention paid to the emergence of Sunnism, Shi'ism and Sufism as three diverse expressions of Muslim interpretation and practice, as well as to gender issues and Islam in the modern world. Fall, Z. Kassam (Pomona). HRT II, MES

IIS128/Post 128. War on Terror. (See IIS 128 [See International/Intercultural Studies] or Post 128 [Political Studies 128]). Fall, J. Parker/G. Herrera. CWS

129. Formative Judaism. A survey of Jewish history, literature, thought and practice from the early Second Temple period to early Middle Ages. Particular attention will be given to the formation of classical Jewish ideas and institutions, such as modes of biblical interpretation, the role and authority of rabbis, halakha (Jewish law), synagogue, philosophy, and mysticism. Spring, G. Gilbert (CMC). HRT II

Hist 130. Convivencia: Religious "Tolerance" in Medieval Spain. K. Wolf (Pomona). HRT II, MES [not offered 2011–12]

131. Synagogue and Church. G. Gilbert (CMC). [not offered 2011–12]

132. Messiahs and the Millennium. E. Runions (Pomona). HRT II, CWS [not offered 2011–12]

133. Modern Judaism. O. Eisenstadt (Pomona). HRT II [not offered 2011–12]

135. Jerusalem: The Holy City. Survey of the religious, political and cultural history of Jerusalem over three millennia as a symbolic focus of three faiths: Judaism, Christianity and Islam. Focus on the transformation of sacred space as reflected by literary and archaeological evidence by examining the testimony of artifacts, architecture and iconography in relation to the written word. Study of the creation of mythic Jerusalem through event and experience and discussion of the implications of this history on Jerusalem's current political situation. Fall, G. Gilbert (CMC). HRT II, MES

136. Religion in Contemporary America. G. Espinosa (CMC). CWS [not offered 2011–12]

137. Jewish-Christian Relations. G. Gilbert (CMC). HRT II [not offered 2011–12]

138. American Religious History. G. Espinosa (CMC). [not offered 2011–12]

139. Benjamin, Blanchot, Levinas, Derrida: Contemporary Continental Jewish Philosophy. O. Eisenstadt (Pomona). PRT [not offered 2011–12]

- 140. The Idea of God: Modern Theologies of Belief.** J. Irish (Pomona). PRT [not offered 2011–12]
- 141. The Experience of God: Contemporary Theologies of Transformation.** J. Irish (Pomona). PRT [not offered 2011–12]
- 142. The Problem of Evil: African-American Engagements With (in) Western Thought.** Thematically explores the many ways African-Americans have encountered and responded to evils (pain, wickedness and undeserved suffering) both as a part of and apart from the broader Western tradition. We will examine how such encounters trouble the distinction made between natural and moral evil and how they highlight the tensions between theodicy and ethical concerns. Spring, D. Smith (Pomona). HRT II, PRT
- 143. Philosophy of Religion.** Can God's existence be proved? Is religious faith ever rationally warranted? Are religious propositions cognitively meaningful? Can one believe in a good, omnipotent God in a world containing evil? Readings from historical and contemporary sources. Spring, S. Davis (CMC). PRT
- 144. Life, Death and Survival of Death.** A study of philosophical and theological answers to questions about death and the meaning of life. Spring, S. Davis (CMC). PRT
- 145. Religion and Science.** Examines historical encounters between science and religion and provides a systematic analysis of their present relationship. Goal is to produce an appropriate synthesis of science and religion. Readings from ancient, modern and contemporary science, philosophy of science and theology. Evolution, mechanism, reductionism, indeterminacy, incompleteness, and the roles of faith and reason in science and religion. Spring, G. Henry (CMC).
- 146. The Holocaust.** Staff. [not offered 2011–12]
- 148. Sufism.** What is the Muslim mystics' view of reality? How is the soul conceptualized in relation to the divine being? What philosophical notions did they draw upon to articulate their visions of the cosmos? How did Muslim mystics organize themselves to form communities? What practices did they consider essential in realizing human perfection. Z. Kassam (Pomona). HRT I, MES [not offered 2011–12].
- 149. Islamic Thought.** Z. Kassam (Pomona). PRT [not offered 2011–12]
- 151. Spirit Matters: In Search of a Personal Ecology.** J. Irish (Pomona). CWS, PRT [not offered 2011–12]
- 152. Ritual and Magic in Children's Literature.** O. Eisenstadt (Pomona). CWS [not offered 2011–12]
- 153. Religion and American Politics.** Explores major debates and controversies in American religions and politics from the colonial period to the present. Attention will be paid to debates about the impact of religion on the Constitution, the Bill of Rights, the Declaration of Independence, African-American and Latino Civil Rights movements, the Christian Right, Church-State debates, Supreme Court decisions, presidential elections, religion and political party affiliation and voting patterns, women, religion, and politics, and Black, Latino, Jewish and Muslim faith-based politics and activism. Fall, K. Yonemoto (CMC). CWS

154. Life, Love and Suffering in Biblical Wisdom and the Modern World.

Examines the wisdom literatures of the Hebrew bible (Proverbs, Job, Qohelet) in their ancient Near Eastern and literary contexts and alongside what might be considered latter-day wisdom literature, that is, works by 20th-century writers influenced by existentialism (Simone de Beauvoir, Elie Wiesel and Tom Stoppard). Spring, E. Runions (Pomona). MES, CWS

155. Religion, Ethics and Social Practice. (Pomona). CWS, PRT [not offered 2011–12]**Phil 155. Islam vs. Islam.** A. Alwishah. HRT II, MES [not offered 2011–12]

156. The Protestant Reformation. This course examines the origins and developments of the Protestant Reformation in early modern Europe through key reformers like Martin Luther, Ulrich Zwingli, John Calvin, Philip Melanchithon, Katarina Schultz Zell, and Menno Simons as well as leading Catholic reformers like Erasmus and Ignatius of Loyola. It will also analyze key religious and social controversies through postcolonial and gender approaches, as well as the various ways the reformers brought about innovation and religious change within the Christian tradition. Spring, E. Chung-Kim (CMC). HRT II

157. Philosophical Responses to the Holocaust. O. Eisenstadt (Pomona). [not offered 2011–12]

158. Jewish Mysticism. O. Eisenstadt (Pomona). HRT II, PRT, MES [not offered 2011–12]

160. Feminist Interpretations of the Gospels. Staff (Scripps). CWS, HRT II [not offered 2011–12]

162. Modern Jewish Thought. Introduces Jewish philosophy in the modern period, beginning with early modern attempts to define Judaism as against secular society and its evolution in contemporary modern and postmodern theories about the role of dialogue with the other in the formation of the individual. Texts by Spinoza, Mendelssohn, Hermann Cohen, Martin Buber and Emmanuel Levinas will be taken up closely. Spring, O. Eisenstadt (Pomona). CWS, PRT, MES

163. Women and Gender in the Jewish Tradition. Examines the representation of women and gender in Jewish tradition and how women from the biblical period to the present have experienced Judaism. Attention to articulation of these issues in biblical and rabbinic texts, influence these texts have had on Jewish attitudes and practices, particular religious activities practiced by women and developments in contemporary Judaism including liturgical revisions and Rabbinic ordination of women. Fall, G. Gilbert (CMC). CWS, MES

164. Engendering and Experience: Women in the Islamic Tradition. Explores the normative bases of the roles and status of women and examines Muslim women's experience in various parts of the Muslim world in order to appreciate the situation of and the challenges facing Muslim women. Spring, Z. Kassam (Pomona). HRT II, CWS

166A. The Divine Body: Religion and the Environment. Sallie McFaué calls the universe and hence the earth, the Body of God. How are we treating such a body? How have our religions treated the earth? Is our environment at risk and if so, due to what factors? Are religions part of the problem or part of the solution with respect to sustaining and possibly nurturing our environment? Spring, Z. Kassam (Pomona). CWS

166B. Religion, Politics and Global Violence. G. Espinosa (CMC). CWS [not offered 2011–12]

IIS 167. Theory and Practice of Resistance to Monoculture. Examines models of resistance to monoculture as imposed by (neo)imperial and capitalist relations and selected European scientific truth systems. Readings and exercises survey systems that survive monoculture and provide resources for egalitarian relations, spiritual values and sustainable societies, such as Curanderismo, Santeria, Buddhism, Chinese science, Wicca, and other traditions. Spring, J. Parker (Pitzer).

IIS 168. Culture and Power. J. Parker (Pitzer). CWS, PRT [not offered 2011–12]

169. Christianity and Politics in East Asia. This course analyzes the political, cultural, and economic impact of and resistance to Western Christian missions, colonialism, and imperialism in China, Japan, and Korea from 1800 to the present vis-a-vis nationalist revolts for and against Christianity in Japan (Shimabara, Unchurch Movement). China (Taiping, Boxer Rebellion, Kuomintang-KMT, Maoism), and Korean (Buddhist, Japanese Imperialism, Miniung). It will give particular attention to the growing political influences of Christianity in China and Korea. Spring, E. Chung-Kim (CMC). CWS, HRT II.

170. Women and Religion in Greco-Roman Antiquity. A. Jacobs (Scripps). HRT II, CWS [not offered 2011–12]

Hist 170. Hybrid Identities: Early Modern Spain, Spanish America, and the Philippines. In the Spanish Empire, many distinct peoples coexisted under one king and together created a diverse imperial society. This seminar examines the ways that religion, ethnicity, language, law, and space defined or failed to define people in the Spanish Empire. We will pay particular attention to the processes of cultural encounter, domination, resistance, and adaptation that formed identity. Spring, C. Johnson. HRT II

171. Religion and Film. G. Espinosa (CMC). CWS [not offered 2011–12]

172. The Bible Goes to Hollywood: Ideological Afterlives of Scripture. E. Runions (Pomona). CWS [not offered 2011–12]

173. U.S. Latino Religions and Politics. G. Espinosa (CMC). CWS [not offered 2011–12]

Hist 173. Religion, Violence, and Tolerance, 1450–1650. C. Johnson. HRT II [not offered 2011–12]

174. Religion and the American Presidency. This advanced reading and writing seminar examines the critical impact of religion on the Founding Fathers, the Constitution and the American presidency through histories, biographies, film and primary source documents. Exploration of religious symbols, sensibilities, values and world-views have shaped the domestic and/or foreign policies of Washington, Jefferson, Madison, Lincoln, JFK, Carter, Reagan, Bush Sr., Clinton, and Bush Jr. Fall, G. Espinosa (CMC). CWS

175. Visions of the Divine Feminine in Hinduism and Buddhism. Staff (CMC). HRT I

Hist 175. Magic, Heresy, and Gender in the Atlantic World, 1400–1700. Examines the history of witchcraft, magic, and approved versus forbidden belief in the trans-Atlantic world from 1400 to 1700. Fall, C. Johnson. HRT II

177. Gender and Religion. This course examines the complicated intersections of gender and religion. Neither gender, nor religion are straightforward categories, as the literature on each attests, and must be theorized as categories with particular histories and cultural contexts. This course will look at the ways in which “gender” and “religion” interact within various historical and cultural contexts to reinforce, contradict, and also resist traditional notions of gender and religious experience. Attention will be paid to how religion affects experiences of gender; and how gender affects experiences of religion. More specifically, we will explore the way in which the intersection of gender and religion affects understandings, experiences, and negotiations of religious origins, personal identities, religious experiences, agency, body shapes, images and disciplines, sexuality, race relations, cultural appropriations, and power structures. Spring, E. Runions (Pomona). CWS

178. The Modern Jewish Experience. Focusing on the relationship of Judaism to contemporary culture, the course takes up such issues as anti-Semitism, assimilation, Zionism, Jewish self-hatred, feminist Judaism, queer Judaism. Fall, O. Eisenstadt (Pomona). HRT II, CWS

179. Special Topics in Religion. 2012, Prophecy and Apocalypse. This course looks at American configurations of the End Times, including, but not limited to, the ending of the Mayan calendar in 2012, Ghost Dance Religions, Y2K predictions, The Church Universal and Triumphant, Heaven’s Gate, the “Left Behind” books and movies, and varied interpretations of the book of Revelation in the Christian Bible. Students taking this course will become familiar with various forms of American apocalyptic thinking, as well as literature from “new religious movement” or “cult” scholarships, in order to explore the enduring appeal of End Time scenarios and to question what makes these scenarios persuasive to individuals at varied points in American history. Fall, E. Dyson (HMC). CWS

183. Ghosts and Machines. E. Dyson (HMC). CWS [not offered in 2011–12]

184. Science and Religion. Fall, R. Olson/R. Cave (HMC). CWS

Integrative Courses, Independent Study and the Senior Thesis.

180. Interpreting Religious Worlds. Required of all majors and minors. Examines some current approaches to the study of religion as a legitimate field of academic discourse. Provides an introduction to the confusing array of “isms” encountered nowadays in those debates over theory and method in the humanities and social sciences that concern the scholarly study of religion. Spring, O. Eisenstadt (Pomona).

190. Senior Seminar in Religious Studies. Required of all senior majors. Advanced readings, discussion and seminar presentations on selected areas and topics in the study of religion. Fall, O. Eisenstadt (Pomona).

191. Senior Thesis. Required of all senior majors in Religious Studies.

99/199. Reading and Research. A reading program for juniors and seniors. Prerequisite: Permission of instructor. 99, lower-level; 199, advanced work. Course or half-course. May be repeated. Fall/Spring Staff.

Other Cross-Listed Courses in Religious Studies

ID20. Science and Religion: Friends, Enemies or Strangers? (Pomona)

Anth 25. Anthropology of the Middle East. (Scripps). MES

Anth 120. Altered States of Consciousness. (Pomona).

Anth 150. Religion, Myth and Ritual. (Pomona)

Engl 80. Bible as Literature. (Pomona)

Gov 138. Religion and Politics in Latin America (CMC).

Hist 169. The Church of the Poor in Latin America. (Scripps). HRT II

Hist 231. The Jewish Experience in America. (HMC). HRT II

Phil 170. Philosophy of Religion. (Scripps). PRT

Rel 410. The Qu'ran and Its Interpreters. (CGU). HRT II, MES

Rel 425. Survey of Islamic Theology, Philosophy and Mysticism. (CGU). HRT II, MES

Rel 432. Islam in the American Mosaic. (CGU). HRT II

Rel 436. Islamic Law and Legal Theory. (CGU). HRT II, MES

SCIENCE

A joint program with Claremont McKenna and Scripps Colleges.

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 major in biology, chemistry, management-engineering, physics, science and management, or some interdisciplinary combination of these areas. For example, interdisciplinary majors in biology-chemistry and biology-physics are available. Premedical and environmental emphases through the above majors are two particular strengths of the Joint Science Program.

For students interested in the biological bases of behavior, a major in neuroscience is available. This major provides preparation for graduate work in biology, psychology, neuroscience, as well as preparation for medical school or a profession in the health sciences. See neuroscience for major requirements.

In a world of growing scientific and technological complexity, the Joint Science Department recognizes the need to provide instruction in science for those students not concentrating in science. Thus, the courses specifically designed to meet the Pitzer Science Requirement for non-science majors are numbered in the 50s, 60s and 70s. In general, courses fulfilling the science requirement:

- Elucidate the nature of science as a process for exploring and understanding the environment we live in, with particular attention given to understanding when it is appropriate to apply the scientific method to a problem and when it is not.
- Involve principles of science, which increase understanding of some of the fundamental concepts of chemistry, physics and/or biology and the manner in which these concepts interrelate.
- Involve a college-level laboratory experience, which provides practice in confronting problems that can be analyzed by the scientific method.
- Provide experience in quantitative reasoning and relationships, including basic mathematical concepts, statistical relationships and work with computers.
- Explore applications of science and technology, which increase understanding of the relationship between basic science and technology and how that relationship has developed and introduce the complexities involved in the application of science and technology to meet societal needs.

Requirements for the Major in Science

Requirements for a major in biology, chemistry and physics include an individual senior research thesis. The senior thesis usually consists of a laboratory project directed by a member of the Joint Science faculty. The research project is normally initiated in the fall semester. During the spring semester, project research is culminated and results are summarized in a written thesis and formal presentation. Seniors meet weekly throughout both semesters to discuss and present reports on their research projects and to hear lectures by a variety of speakers. Some seniors engage in one-semester library research projects; these students register for the project during the semester when the thesis is written.

Honors in Science

To be considered for departmental honors in one of the science majors listed in this catalog, a student must:

- Achieve a minimum grade point average of 3.5 in courses in the major; and
- Complete a one- or two-semester thesis project in which the student has demonstrated excellence by making a significant contribution to the progress of the research, by producing a thesis document judged to be of honors quality by the department, by presenting the work in a cogent fashion, and by engaging in the departmental seminar program.

Accelerated Integrated Science Sequence (AISS) 1AL, 1BL, 2AL, 2BL

This intensive honors-level course sequence, co-taught by scientists from different disciplines, provides an integrative approach to the fundamentals of physics, chemistry and biology. It is designed for first-year students with broad, interdisciplinary scientific interests and strong math backgrounds. The sequence will prepare students for entry into any majors offered by the Joint Science Department* and provides an alternative to the standard six-course introductory curriculum (Phys 33L–34L, Chem 14L–15L, Bio 43L–44L). It will feature computer modeling, seminar discussions, lectures, interdisciplinary laboratories and hands-on activities. 1A and 1B are designed to be taken concurrently (in the fall term), followed by 2A and 2B in the spring. Enrollment is by written permission.

(*Students interested in engineering or premed must consult with the engineering or premed advisers).

Learning Outcomes of the Joint Science Program

Students completing a major in the Joint Science Department should demonstrate the ability to:

1. Use foundational principles to analyze problems in nature.
2. Develop hypotheses and test them using quantitative techniques.
3. Articulate applications of science in the modern world.
4. Effectively communicate scientific concepts both verbally and in writing.

Biology

Biology entails the study of the entire process of life from its beginning, through its development, reproduction and to its cessation and decay. Many of the new developments and discoveries in this dynamic field are the result of interdisciplinary cooperation between biologists, chemists, physicists and computer scientists. These researchers have added considerably to our understanding of the basic principles and mechanisms of living systems at cellular, molecular, organismic, population and ecological levels. Career opportunities for those who major in biology are numerous. Besides being one of the traditional preparatory fields for those pursuing careers as health care professionals, biology is an excellent choice of major for those interested in secondary education, ecology, or the burgeoning genetic engineering industry. And, of course, the areas of academic and industrial research are open to those who pursue a PhD in the discipline.

Learning Outcomes of the Program in Biology

The biology discipline of the Joint Science Department aims to provide students with skills and knowledge to prepare them as citizens to effectively engage and evaluate biological science issues and innovations in the wider world, and to prepare them as leaders in research, biotechnology, and health-related career fields.

We see the following specific student learning goals as critical to achieving the above:

1. Understanding of foundational scientific principles and findings in a student's major field
 - Demonstrated by coursework and senior thesis
2. Ability to transfer knowledge of foundational principles between different disciplines
 - Demonstrated by success in interdisciplinary endeavors (AISS, ID majors: Human Biology, EEP/EA, Biochemistry, Neurobiology)
3. Ability to clearly communicate scientific principles orally and in writing
 - Demonstrated by senior thesis (oral presentation, poster, written thesis), in-class discussions, primary literature discussions
4. Critical, analytical, scientific thinking skills
 - i. develop scientific questions and methods for answering them
 - ii. read/understand original research
 - iii. quantitative approaches to data analysis, presentation, and modeling; application of quantitative/analytical tools
 - Demonstrated by success in class laboratories, integrated research modules, analysis of primary literature, senior thesis
5. Understanding of how science relates to current problems in the modern world
 - Demonstrated by student engagement in the wider community

Courses required for the Biology major:

- Biology 43L, 44L, or both semester of the AISS course;
- Chem 14L, 15L (or 29L), or both semesters of the AISS course;
- Chem 116L, 117L;
- Math 30 (should be taken before Physics);
- Physics 30L, 31L (or 33L, 34L), or both semesters of the AISS course;
- Six (6) advanced courses in biology (including three laboratory courses) chosen in consultation with the Biology faculty, so as to obtain depth in one area of biology (e.g., cellular/molecular, organismal, or population-level) or breadth across all areas and Biology 190L. Students doing a two-semester thesis normally take Biology 188L during the fall semester of their senior year. Biology 191, Senior Library Thesis in Biology, an extensive library research thesis, is required of all majors in Science not completing Biology 188L or 190L.

Minor: One year introductory biology (usually Biology 43L, 44L), or both semesters of the AISS course; one year general chemistry (usually Chemistry 14L, 15L) or Chemistry 29, or both semesters of the AISS course; four advanced courses in biology chosen in consultation with a member of the biology faculty. Must include at least two advanced courses with laboratory.

Combined Major: Students wishing to complete a combined major in biology must complete the following courses: Biology 43L, 44L, or both semesters of the AISS course; Chemistry 14L, 15L (or 29L), or both semesters of the AISS course; five (5) advanced courses in biology, including at least two laboratory courses; Senior thesis (1 or 2 semesters).

Students wishing to continue their education in biology-related graduate or professional school programs may need to supplement this basic curriculum with additional course work in science. Suggested programs are available and Joint Science faculty should be consulted for advice at the earliest possible opportunity.

Human Biology: Many fields, including those in the health professions and medical social sciences, increasingly require training in both the biological sciences and the social sciences. The human biology major is designed to fill this need. Biology courses in such areas as genetics, evolution, animal behavior, neurobiology, anatomy and physiology are most appropriate, while courses in the social sciences will depend more heavily on the student's career goals. For instance, students interested in ethnobotany might select courses in plant systematics and cultural anthropology; those interested in physical therapy would find neurophysiology appropriate; students interested in medicine and cross-cultural health and healing would take such courses as science, politics and alternative medicine; sociology of health and medicine; healers, doctors and the brain, etc. It is expected that the students will formulate a coherent program.

Learning Outcomes of the Program in Human Biology

Students completing a major in Human Biology should also demonstrate the ability to:

1. Have some understanding of the origins of human structure, physiology and behavior.
2. Have some understanding of human interactions with each other and with their environment.

Courses required for the Human Biology major:

- Biology 43L, 44L, or both semesters of the AISS course;
- Chemistry 14L, 15L (or 29L), or both semesters of the AISS course;
- Four (4) additional courses in biology; at least three (3) from among courses of the following types: physiology, neurobiology, evolution, behavior, genetics, comparative anatomy, ecology. Two of the courses should have a laboratory.
- **Option 1:** Students who are interested in **Human Biology** should take seven (7) courses in appropriate areas from at least two of the following three fields: anthropology, psychology, sociology. One of these seven courses must be in biological anthropology. A senior thesis in Human Biology must be completed. A course in statistics is strongly recommended. All courses are to be chosen in consultation with Human Biology faculty: Newton Copp and Sheryl Miller.
- **Option 2:** Students who are interested in **Medicine and Cross-Cultural Health and Healing** should choose seven (7) courses in appropriate areas from at least three of the following fields: anthropology, psychology, sociology, political studies, international and intercultural studies. One appropriate practicum or internship course must be included. A senior thesis in science must be completed. A course in statistics is strongly recommended. All courses are to be chosen in consultation with Human Biology Cross-Cultural Health faculty: Sharon Snowiss, Leda Martins, Alicia Bonaparte, KaMala Thomas and John Milton.

Molecular Biology: This interdisciplinary major is focused on biology and the physical sciences and incorporates a significant amount of mathematics. The major is research oriented and is designed to prepare students for graduate studies or medical school, as well as careers in biotechnology and the pharmaceutical industry. For further information, consult with the molecular biology faculty, Professors Armstrong, Edwalds-Gilbert, Tang, or Wiley.

Learning Outcome of the Program in Molecular Biology

Students completing a major in Molecular Biology should demonstrate the ability to:

1. Discuss and analyze original scientific research articles on molecular biology topics.
2. Interpret data, including identification of control versus experimental samples.
3. Design controlled experiments to test specific hypotheses on a molecular biology topic.

Courses required for the molecular biology major:

- Biology 43L
- Chemistry 14L/15L (or 29L), or both semesters of the AISS course
- Calculus II
- Biology 143 (Genetics)
- Chemistry 116L/117L (Organic)
- Biology 173L (½ credit sophomore Molecular Biology Seminar/Lab course)
- Physics 33L/34L (recommended) or Physics 30L/31L, or both semesters of the AISS course
- Biology 157L (Cell Biology with 143 as prerequisite or permission of instructor)
- Biology 170L (Molecular Biology with 143 as prerequisite or permission of instructor)
- Biology 177 (Biochemistry)
- Chemistry 121 (Physical Chemistry I, Thermodynamics)
- One additional lab course from a defined set of electives or other approved electives
- Biology 188L–190L or Biology 189L–190L, two-semester thesis with lab (preferred), or Biology 190L or Biology 191, one-semester thesis.

Organismal Biology: This major provides a research-and-field-oriented background for students interested in research careers in either physiology or ecology/ evolution and their allied fields. For further information, consult with the organismal biology/ ecology faculty, Professors, Copp, McFarlane, Preest, or Thomson.

Learning Outcomes of the Program in Organismal Biology

The Organismal Biology major of the Joint Science Department provides students with the skills and knowledge to prepare them as citizens to effectively engage and evaluate biological science issues and innovations in the wider world, and to take leadership roles in fields including research, health and veterinary professions, and environmental management.

Students completing a major in Organismal Biology should demonstrate the ability to:

1. Articulate the foundational scientific principles and findings in physiology, ecology, and evolutionary biology.
2. Apply foundational principles, especially evolution, in different biological subdisciplines.
3. Clearly communicate scientific principles orally and in writing.
4. Apply critical, analytical, and scientific thinking skills, including:
 - i. develop scientific questions and apply a variety of research tools and methods for answering them
 - ii. read/understand original research
 - iii. use quantitative approaches to data analysis, presentation, and modeling; application of quantitative/analytical tools
5. Articulate how science relates to current problems in the modern world, especially contemporary concerns such as conservation biology, climate change, and ecosystem degradation.

Courses required for the organismal biology major:

- Biology 43L and 44L, or both semesters of the AISS course
- Chemistry 14L and 15L (or 29L)
- Math 30 (or a new Biomath course)
- Biology 175 (Biostatistics) or equivalent
- Physics 30L and 31L, or both semesters of the AISS course
- Biology 120 (Research Tools for Organismal Biology)

Six upper division biology courses, including 3 with lab, at least one from each group AND at least three from Group 1 or 3:

Group 1:

- Vertebrate Physiology (131L)
- Comparative Physiology (132L)
- Physiological Ecology (166)
- Vertebrate Anatomy (141L)
- Neurobiology (149)

Group 2:

- Genetics (143)
- Biology of Cancer (171)
- Developmental Biology (151L)
- Cell Biology (157L)
- Molecular Biology (170L)
- Cell Cycle and Diseases (158)
- Biochemistry (177)

Group 3:

- Evolution (145)
- Ecology (146L)
- Animal Behavior (154)
- Marine Ecology (169L)
- Tropical Ecology (176)
- Special Topics in Biology
- Organismal Biology (187b)

Off-Campus Study at an advanced level (OCS courses may substitute for courses in Groups 1, 2 and 3; approved summer research experience may substitute for OCS by prior arrangement). (Off-Campus Study is strongly recommended but not required).

A one or two semester thesis (Biology 190L or 191; or Biology 188L and 190L)

Chemistry

The student of chemistry examines, describes and explores the composition, structure and properties of substances and the changes they undergo. This curriculum provides a firm foundation in the principles of chemistry as well as sufficient experience to prepare the student for basic research, secondary school teaching, the pursuit of a career in medicine, or graduate study in the field.

Learning Outcomes of the Program in Chemistry

Students completing a major in Chemistry should demonstrate the ability to:

1. Be able to apply knowledge of chemistry, physics and math to solve chemical problems.
2. Possess a breadth of knowledge in analytical, physical, organic, analytical, inorganic and bio-chemistry.
3. Be able to identify, formulate and solve complex problems.
4. Have a mastery of techniques and skills, used by chemists.

The **major** in chemistry requires a minimum of 13–15 courses:

- Chemistry 14L–15L, Basic Principles of Chemistry; or Chemistry 29, Accelerated General Chemistry; or both semesters of the AISS course
- Chemistry 116L–117L, Organic Chemistry
- Chemistry 121–122, Principles of Physical Chemistry
- Physics 33L–34L, Principles of Physics; or Physics 30L–31L, General Physics, with permission of adviser; or both semesters of the AISS course
- Chemistry 126L–127L, Advanced Laboratory in Chemistry
- Chemistry 128, Inorganic Chemistry
- Chemistry 177, Biochemistry
- Electives: one advanced elective (two halves) in chemistry, molecular biology, or interdisciplinary electives involving chemical concepts of techniques, chosen in consultation with the chemistry faculty
- Senior Thesis in Chemistry: chemistry majors must complete one of the following: Chemistry 190L, Chemistry 188L–190L, or Chemistry 191. For further information, see “Senior Thesis in Science.”

NOTES: Mathematics 31, Calculus II is co-required of Chemistry 121 and Mathematics 32, Calculus III is co-required for Chemistry 122. Additional electives in chemistry, mathematics, physics and computer science are strongly recommended for all chemistry majors.

Requirements for a Minor in Chemistry: A minor in chemistry consists of Introductory Chemistry 14L and 15L (or 29L), or both semester of the AISS course, and four upper-division courses (Chemistry 116L or higher). The four courses chosen should be chosen in consultation with a member of the chemistry faculty to provide a coherent overall program.

Requirements for a Combined Major in Chemistry: A combined major in chemistry requires seven upper-division courses, in addition to senior thesis. This reduces the load of a regular chemistry major by two courses. The seven courses must include: Organic Chemistry 116L and 117L, Physical Chemistry 121 and 122, at least one semester of Advanced Laboratory (either 126L or 127L) and either Inorganic Chemistry 128 or Biochemistry 177. The remaining elective can consist of either a single upper-division course or two halves. All lower-division courses and prerequisites in other disciplines (math, physics) must still be met.

Biochemistry

This is a combined major at the interface of biology and chemistry which partially overlaps the requirements for those two individual majors. It is particularly appropriate for those going on to graduate work and also provides a strong background for those entering medical, dental and veterinary school.

Learning Outcomes of the Program in Biochemistry

Students completing a major in Biochemistry should demonstrate the ability to:

1. Be able to apply knowledge of chemistry and biology to solve biochemical problems.
2. Possess a breadth of knowledge in organic, physical, and biochemistry, as well as genetics, molecular biology and cellular biology.
3. Be able to identify, formulate and solve complex biochemical problems.
4. Read and understand original research.
5. Be able to design and conduct experiments.
6. Have a mastery of techniques and skills.
7. Be able to communicate results and findings.

Courses required for the biochemistry major:

- Biology 43L, 44L, or both semesters of the AISS course; 157L, 170L, 177L;
- Chemistry 14L, 15L (or 29L), or both semesters of the AISS course; Chemistry 116L, 117L, 121, 122, 126L, 127L;
- Physics 30L, 31L (or 33L, 34L); or both semesters of the AISS course
- Mathematics 30, 31;
- Senior Thesis 190L or 191 or 188L and 190L.

Environmental Science

See Environmental Analysis, p. 114, for Environmental Science track.

Neuroscience

Intercollegiate Coordinator: T. Borowski

Pitzer Faculty Advisers: A. Jones, B. Keeley, L. Light, D. Moore.

Jt Science Faculty Advisers: M. Coleman, N. Copp, J. Milton.

The major in Neuroscience is an interdisciplinary program of 16 courses (maximum) designed to provide students with an appreciation of diverse approaches to understanding the function of nervous systems, as well as the ability to conduct investigations within a particular subfield of interest. Students majoring in Neuroscience complete:

1. A common core program,
2. A sequence of four electives determined in consultation with an adviser in Neuroscience, and
3. A one- or two-semester thesis on a topic related to the four course sequence.

The major provides good preparation for graduate work in biology, neuroscience, and a variety of other programs including medical school or other graduate health professions programs. Admission to particular advanced degree programs may require additional course work.

Learning Outcomes of the Program in Neuroscience

The Neuroscience major of the Joint Science Department aims to provide students with skills and knowledge to prepare them as citizens to effectively engage and evaluate issues and innovations in neuroscience. In particular, the program prepares students for graduate programs in Neuroscience and contributes towards the preparation for professional programs such as biotechnology and medicine.

We see the following specific student learning goals as critical to achieving the above:

1. The Neuroscience majors program will help students begin to understand the structure and function of the nervous system at various levels of organization.
2. Neuroscience majors will be exposed to a number of research techniques in neuroscience and will gain training in evaluating the strengths and weaknesses of various methods.
3. Neuroscience majors will be exposed to designing experiments, data analysis and critical thinking.
4. Neuroscience majors will be encouraged to appreciate the ethical issues surrounding neuro-scientific investigations on humans and animals.
5. Neuroscience majors will learn how to critically evaluate published scientific literature.
6. Neuroscience majors will learn how to present their research findings both in writing and orally at a forum of their peers.

1. **Common Neuroscience Core (10 courses)**

- a. First Tier
 - Introductory Biology (two semesters: Biology 43L–44L JS or equivalent or AISS 1a,b and 2a,b).
 - Basic Principles of Chemistry (two semesters: Chemistry 14L–15L JS or equivalent or AISS 1a,b and 2a,b).
 - Foundations of Neuroscience (Neuro 95 JT or approved substitute).
 - Neuroscience 2: Systems: Biology 149 JS.
 - Neuroscience 1: Cell, Molecular: Biology 161L JS.
- b. Second Tier—Choose 3 courses from the following:
 - General Physics: two semesters of Physics 30L–31L JS or 33L–34L JS or equivalent or AISS 1a,b and 2a,b).
 - Mathematics: Math 31 (Calculus II), statistics (Biology 175 JS or Psychology 91 PZ, 103 SC or 109 CM), or approved equivalent course.
 - Computer science: Biology 133L, Physics 100, or approved equivalent course.

Research Methods: Psychology 92 PZ, 104/104L SC, 110 CM, 111L CM or approved equivalent course.

2. **Neuroscience Sequence (4 courses)**

- a. A coherent grouping of four elective courses to be determined in consultation with an adviser in Neuroscience and approved by the Coordinator of the Intercollegiate Neuroscience Program. Areas in which a student may elect to specialize include, but are not limited to,
 - Behavioral Neuroscience,
 - Cellular and Molecular Neuroscience,
 - Cognitive Neuroscience,
 - Computational Neuroscience,
 - Motor Control, or
 - Philosophy of Neuroscience.
 - Developmental Neuroscience

3. **Senior Thesis (one or two courses)**

- a. A one- or two-semester Senior Thesis on a topic related to the student's selected Neuroscience Sequence. Students who choose the one-semester thesis option are required to take an additional course towards their neuroscience sequence.
 - Biology 188L and 190L, two-semester thesis; or
 - Biology 190L, or Biology 191, one-semester thesis or equivalent for dual majors

Physics

The physics major places a strong emphasis on computation and numerical techniques while still retaining the core material common to all physics majors. Many problems which are not readily solvable using traditional analytic methods will be incorporated into the program and solutions will involve numerical integration, computer modeling and other numerical techniques introduced in the classroom and laboratory.

Learning Outcomes of the Program in Physics

1. When confronted with an unfamiliar physical or dynamical system or situation, our students should be able to:
 - a. Develop a conceptual framework for understanding the system by identifying the key physical principles, relationships, and constraints underlying the system
 - b. Translate that conceptual framework into an appropriate mathematical format/model
 - c.
 - **If the mathematical model/equations are analytically tractable**, carry out the analysis of the problem to completion (by demonstrating knowledge of and proficiency with the standard mathematical tools of physics and engineering)
 - **If the model/equations are not tractable**, develop a computer code and/or use standard software/programming languages (e.g., Matlab, Maple, Python) to numerically simulate the model system
 - d. Intelligently analyze, interpret, and assess the reasonableness of the answers obtained and/or the model's predictions.
 - e. Effectively communicate their findings (either verbally and/or via written expression) to diverse audiences.
2. In a laboratory setting, students should be able to:
 - a. Design an appropriate experiment to test out a hypothesis of interest.
 - b. Make basic order-of-magnitude estimates.
 - c. Demonstrate a working familiarity with standard laboratory equipment (e.g., oscilloscopes, DMMs, signal generators, etc.).
 - d. Identify and appropriately address the sources of systematic error and statistical error in their experiment.
 - e. Have proficiency with standard methods of data analysis (e.g., graphing, curve-fitting, statistical analysis, fourier analysis, etc.).
 - f. Intelligently analyze, interpret, and assess the reasonableness of their experimental results.
 - g. Effectively communicate their findings (either verbally and/or via written expression) to diverse audiences.

Courses required for the physics major:

- Physics 33L, 34L or both semesters of the AISS course; Physics 35, 100, 101, 102, 114, 115
- A one- or two-semester thesis in Science (190L or 191 or 188L and 190L)
- Mathematics 31, 32 and 111.
- One computer science course chosen in consultation with faculty advisers.

Science and Management

Learning Outcomes of the Program in Science and Management

The Science and Management major aims to prepare students to be leaders at the interface of science and business and in related fields.

In addition to the general departmental goals, students completing a major in Science and Management should demonstrate the ability to:

1. Master the principles in their specific sequence/track (molecular biology, environmental biology, chemistry, physics, or other fields) and acquire the ability to apply them to solving problems including research questions.
2. Master the fundamental principles of economics and accounting.
3. Gain experience in the world outside the classroom.

Courses required for the science and management major:

- Chemistry 14L, 15L (or 29L), or both semesters of the AISS course
- Physics 33L, 34L (for physics & chemistry tracks), or both semesters of the AISS course; or Physics 30L, 31L (for other tracks)
- Mathematics 30
- Computer Science 51 (or equivalent)
- A writing course
- Economics 51, 52, 86, 104, 105, 151 (CMC)
- Psychology 135
- A one- or two-semester science thesis and Internship or Practicum
- Additional courses in one of four tracks: chemistry, physics, biotechnology, environmental management.

This major is designed to educate students in science and to provide a grounding in managerial skills as well as in the liberal arts, in addition to Pitzer core educational objectives. For details of each track, contact the Joint Science Department.

Management Engineering

Learning Outcomes of the Program in Management Engineering

1. When confronted with an unfamiliar physical system, our students should be able to:
 - a. Develop a framework for understanding the system by identifying the key physical principles, underlying the system.
 - b. Translate that conceptual framework into an appropriate mathematical format.
 - c.
 - If the equations are analytically tractable, carry out the analysis of the problem to completion.
 - If equations are not tractable, develop a computer code and/or use standard software numerically simulates the model system.
 - d. Analyze and assess the reasonableness of the answers obtained.
 - e. Communicate their findings either verbally and/or via written expression.
2. In a laboratory setting, students should be able to:
 - a. Demonstrate a working familiarity with standard laboratory equipment.
 - b. Identify and appropriately address the sources of error in their experiment.
 - c. Have proficiency with standard methods of data analysis.

Courses required for the management engineering major:

- Mathematics 30, 31, 32, 111 (CMC), or equivalent
- Physics 33L, 34L, one of the following courses chosen in consultation with your adviser: Physics 35, 101 or 106 or 107
- Chemistry 14L
- Economics 51, 52, 86 (CMC) and one advanced course
- Organizational Studies/Social Science—any two of the following: Sociology 1; Orst100 or 105; Orst 160 or 162; Orst 135.
- Highly recommended: Chemistry 15L (or 29L), a course in computing and an introductory engineering course. Chemical engineers should take organic or physical chemistry.

A five-year program, offered in conjunction with other institutions, allows students to receive both a bachelor of arts degree in management engineering from Pitzer and a bachelor of science degree in engineering from the second institution. The first three years of study are undertaken on the Pitzer campus. After this, students enroll in the engineering programs at other institutions. Upon completion of the two-year engineering program, graduates simultaneously receive an engineering degree from the second institution and a bachelor of arts degree from Pitzer. Although a formal program exists with Columbia University, students can transfer to other engineering programs. It is essential for students to plan courses carefully and early in the program. Details of specific course requirements, recommendations and general program expectations may be obtained from J. Higdon or other members of the Joint Science faculty.

Honors in Science

To be considered for departmental honors in one of the science majors listed in this catalog, a student must:

- Achieve a minimum grade point average of 3.5 in courses in the major and;
- Complete a one- or -two semester thesis project in which the student has demonstrated excellence by making a significant contribution to the progress of the research, by producing a thesis document judged to be of honors quality by the department, by presenting the work in a cogent fashion, and by engaging in the departmental seminar program.

AP Credit

Biology: An AP score of 4 or 5 on the AP Biology exam will be granted one elective course credit toward graduation, but will not be counted toward a biology major requirement. Placement in upper-level biology courses is only done by examination by the Biology Department.

Chemistry: An AP score of 4 or 5 on the AP Chemistry exam will be granted one elective course credit toward graduation. Decisions on possible placement into Chemistry 15L (or 29L) will be determined on an individual basis after consultation (and examination for 29L) by the Chemistry Department.

Physics: An AP score of 4 or 5 on the AP Physics exam will be granted one elective course credit toward graduation, but will not count toward a major requirement in physics or engineering. Decisions on waiver of courses and placement will be determined on an individual basis after consultation by the Physics Department.

Astronomy

The Astronomy Program is offered as a joint program with the Physics Departments at Harvey Mudd College and Pomona College. Courses are offered within the Physics Program and are intended for students who have an interest in the subject or those who may wish to pursue astrophysics at the graduate level.

The Joint Science Department in cooperation with HMC and Pomona maintains facilities at the Table Mountain Observatory, located about an hour from campus in the San Gabriel Mountains. Equipment includes a 40-inch telescope with a photometer, CCD camera, IR camera and CCD spectrograph.

1. Introductory Astronomy. A non-mathematical survey of modern astronomy, emphasizing new and exciting observational results from space and ground-based observatories and how they shape contemporary understanding of the formation and evolution of the universe and solar system. Topics cover all aspects of modern astronomy, including planetary, stellar and extragalactic astronomy. Students must also enroll in the lab. Includes a laboratory component with telescopic observational exercises and computer simulations of various astronomical situations. No prerequisite. Fall, Staff.

2. Introduction to Galaxies and Cosmology. A non-calculus introduction to cosmology. Topics will include our Milky Way galaxy, galaxy classification and evolution, historical perspectives on cosmology, an examination of the large scale structure of the universe and the history of the universe from the big bang to the present. Modern results and problems in cosmology will be examined. Staff.

3. Life in the Universe. Interdisciplinary seminar on origin of life on Earth and possibility for life elsewhere in the universe. Emphasizes individualized and group research and learning. Topics include the creation of the universe and cosmology, the evolution of galaxies and stars, the interstellar medium and the formation of solar systems, the origin and evolution of life on Earth and the search for extrasolar planets and extraterrestrial life and intelligence. No prerequisite. Staff

6. Archeoastronomy and World Cosmology. A survey of the development of astronomy and cosmology around the world and the relationship of astronomy to the cultures of societies ancient and modern. Explores the role of astronomy and cosmology in organizing society and culture and in interpreting time and space. Additional topics include details of the cosmological systems of the ancient Mesoamerican, Greek and Chinese civilizations and a non-mathematical exploration of modern scientific cosmology. No prerequisite. Staff.

51. Advanced Introductory Astronomy. Provides an overview of the modern science of astrophysics. Theoretical and experimental evidence for the hot big bang, the formation of elements and solar system and stellar evolution; exposition of the most pressing issues in the field of astronomy and astrophysics. Students design investigations and conduct a final project based on research in literature or observational studies in astronomy. Prerequisite: AP Physics or Physics 33L, or equivalent. Staff.

62. Introduction to Astrophysics. Introduction to astrophysics with emphasis on topics of interest to students with a strong background in introductory physics. Topics include astronomical coordinate systems, celestial mechanics, solar physics, stellar structure, stellar evolution, and cosmology. Prerequisites: Physics 33L, 34L or equivalent. Offered jointly with HMC and Pomona, Staff.

66L. Elementary Astronomy. A survey of modern astronomy, emphasizing the interrelationships among phenomena. The subject matter includes the solar systems, stars and stellar systems, galaxies and cosmology. Enrollment limited. Laboratory fee \$30. Spring, T. Dershem.

101. Observational Astronomy. A course emphasizing techniques of visual, photographic and electronic observations of astronomical objects. Discussion of infrared and radio astronomy, as well as space-based UV and X-ray astronomy. Includes preparation for and data reductions of observations. Also includes original astronomical observations using both the Brackett Observatory and the 1-meter telescope at Table Mountain. Students must also enroll in the lab. Prerequisites: Astronomy 1 or 62 and Physics 33L, 34L, or equivalent. Staff.

120. Star Formation and the Interstellar Medium. A survey of the formation of stars and planets in the universe, the galactic interstellar medium, and the theoretical and observational aspects of understanding the conditions and evolution of matter in the galaxy. Half-course. Prerequisites: Physics 35, Astronomy 1 or 62, and Mathematics 60. Staff.

121. Cosmology and Extragalactic Astrophysics. Examination of large scale structure of the universe and evolution of the universe from Big Bang to present epoch. Topics include alternate cosmologies, dark matter, cosmic background radiation and formation and evolution of galaxies and clusters of galaxies. Half-course. Prerequisites: Physics 35 and Astronomy 51 or 62, or permission of instructor. Offered jointly with Pomona College and Joint Sciences. Staff.

122. High Energy Astrophysics. Analysis of the results of new ultraviolet, X-ray, and gamma-ray observations, and the astrophysical processes that produce high-energy photons. Topics include: active galactic nuclei, black holes, neutron stars, supernova remnants, and cosmic rays. One-half course credit. Prerequisites: Astronomy 51 or 62, or 66, Mathematics 111, and Physics 35 (or equivalent). Offered jointly with Harvey Mudd and Joint Sciences. Staff.

123. Stellar Structure and Evolution. A rigorous treatment of stellar atmospheres and radiative transfer. Topics include stellar energy generation, evolution on and away from the main sequence and the internal structures of stars and other self-gravitating objects. Prerequisites: Physics 35, and Astronomy 51 or 62, or permission of instructor. Staff.

124. Planetary Astrophysics. The physics and chemistry of the planets, their natural satellites and the small bodies of the solar system. Topics include evolution and dynamics of planetary atmospheres, planetary interiors, alteration processes on planetary surfaces, the formation and dynamics of the solar system, evolution of small bodies and extra-solar systems. Half-course. Prerequisites: Physics 101, Astronomy 1, 62, or 66 and Physics 33L, 34L (or equivalent) and Math 90. Offered jointly with HMC and Pomona College. Staff.

125. Galactic Astronomy. A detailed phenomenological investigation of galaxy structure, formation and evolution. We will explore galaxies as both aggregate stellar populations and signposts of cosmic evolution. the course will have a special focus on recent advances in the field. Half-course. Prerequisites: Physics 33L, 34L and Astronomy 51 or 62, or permission of instructor. Offered jointly with Harvey Mudd and Joint Sciences. Staff

Biology

Advisers: J. Armstrong, M. Coleman, N. Copp, G. Edwalds-Gilbert, S. Gilman, D. McFarlane, J. Milton, J. E. Morhardt, M. Preest, Z. Tang, B. Thines, D. Thomson, E. Wiley, B. Williams.

AISS 1AL, 1BL, 2AL, 2BL. Accelerated Integrated Science Sequence. See complete description above.

39L. Analyses of Human Motor Skills. Neurobiology of motor skills, expertise and performance. Noninvasive methods of motion analysis (observation, motion capture, EEG/EMG, multimodal imaging). Teaching interventions. Laboratory examines development of basic sporting skills in children, athletes and those with disabilities. This course will fulfill the science general education requirement. This course will not count toward the biology major. Permission of instructor required. Enrollment limited. Laboratory fee: \$50. Fall, J. Milton.

43L. Introductory Biology. This course explores life at the molecular and cellular level as an introduction to the cellular processes and gene expression patterns that underlie organismal physiology and evolution through lectures, discussion and laboratory exercises. Topics include cell and molecular biology, genetics and biochemistry. Laboratory fee: \$50. Fall, J. Armstrong, P. Feree, Z. Tang, B. Thines, Staff.

44L. Introductory Biology. Topics discussed in lecture and demonstrated in laboratory, include structure, function and evolution of plant and animal forms, physiology of plant and animal systems and the principles of ecology. Required field trips. Laboratory fee: \$50. Spring, S. Gilman, M. Preest, D. Thomson, Staff.

56L. Genetics of Human Disease. The course will examine various aspects of human heredity and social and ethical implications of the Human Genome Project. Topics include basic genetic mechanisms, the identification and characterization of “disease genes” and the social and political uses of genetic information. Enrollment limited. Laboratory fee: \$30. [not offered 2011–2012]

57L. Concepts in Biology. This course is an introduction to college-level biology and deals with evolution, ecology, inheritance, biotechnology, anatomy, and physiology. Course work will include lectures, student-lead discussions and laboratories. Discussions will cover topics such as the biology and ethics of gene therapy, conservation, science and the media and use of animals in research. Laboratory fee: \$30. Fall, E. Feree, J. Malisch.

62L. Environmental Science. A course dealing with environmental and organismal structure and human interactions with the environment. The course broadly covers resources and pollution, as well as political, economic and psychological approaches to environmental problems. Enrollment limited. Laboratory fee: \$30. [not offered 2011–2012].

64L. The Living Sea. Over three quarters of the Earth's surface is covered in oceans, and much of the world's life exists in the seas. Moreover, humans are having a greater impact on sea life than in any other time in human history. This course will explore the unique habitats of the marine environments and the plants and animals that live there. We will look at the chemical, physical and geological interactions that create the habitats and enable organisms to live where they do. Finally, we will take a look at human interaction with these habitats: Fisheries management, pollution, aquaculture and whaling policies will be among the topics covered. Laboratory fee: \$30. [not offered 2011–2012]

69L. Discovery, Innovation, and Risk: Energy. This course deals with selected scientific, technological, and historical issues related to the origins, production, and use of energy by natural systems and by people. Topics include photosynthesis, electricity, fossil fuels, the electrification of Los Angeles and the origins of the gasoline industry. Enrollment is limited to 45. Laboratory fee: \$30. [not offered 2011–2012]

71L. Biotechnology. An examination of the basic concepts of molecular biology and their applications for human welfare. Topics include cell biology and division, genetics, DNA and proteins, DNA manipulation, immunology, reproduction, and agriculture. Exercises include chromosome analysis, genetic screening, cloning, and testing for mutagens. Enrollment limited to 45. Laboratory fee: \$30. [not offered 2011–2012]

80L. Behavioral Neurobiology. This course will examine interesting behavioral systems and the ways in which nervous systems produce these behaviors. Among other things we will investigate the molecules and systems involved in bee colony organization, how birds sing, reproductive behavior in monogamous and promiscuous voles, and behavior of the parasitic wasp. Enrollment limited to 45. Lab fee: \$30. [not offered 2011–2012]

82L. Plant Biotechnology in a “Greener” World. This course introduces The principles underlying the development of crops for agriculture, emphasizing modern plant biotechnology and potential applications of genetically engineered plants. Basic concepts used in modern agriculture will be reviewed in light of emerging technologies affecting production practices and new plant and food products. Emphasis will be on understanding the tools and strategies involved in optimizing plant productivity and development of new uses for plants. A lab component will be included that will introduce the common plant manipulation technologies that are currently being used. Environmental, regulatory, patent, economic and social issues related to commercialization of GE crops will also be discussed. Laboratory Fee: \$30. Fall/Spring, L. Grill.

84L. Genetic Engineering and Biotechnology. This course introduces the molecular concepts and techniques underlying genetic engineering for commercial purposes including pharmaceutical development/production, cloning, tissue generation, genetic testing and biological enhancement. Through discussing primary experimental papers and case studies, students are introduced to the scientific method, and promises, limitation, pitfalls, and concerns in various biotechnology-dependent fields. Lab fee: \$30. [not offered 2011–12]

95. Foundations of Neuroscience. An introduction to the nervous system and behavior that explores fundamental issues in neuroscience from a variety of perspectives. Emphasis will be placed on technological advances, experiments and methodologies that have most influenced our understanding of the nervous system. The class will be divided into three groups that will rotate through four 3-week modules covering the history and philosophy of neuroscience, the electrical nature of the nervous system, the chemical nature of the nervous system, and cognition and the nervous system. The course will end with a final integrative module that brings together fundamental principles developed throughout the course. Intended primarily for first- and second-year students. Permission of instructor required of third- and fourth-year students. Lecture, discussion, and laboratory. Spring, M. Coleman, Staff.

120. Research Tools in Organismal Biology. This course, normally taken in the sophomore year, provides a common foundation for students in the organismal biology major. An introduction to statistical concepts, software, literature searching and current research in the discipline. One half course credit. Prerequisites: Biology 43L and 44L, or both semesters of the AISS course. Fall, D. McFarlane.

131L. Vertebrate Physiology. Lectures and laboratory exercises focus on mechanisms of physiological regulation in vertebrate species with a special emphasis on humans. Topics to be covered include circulation, respiration, regulation of extracellular water and electrolytes, the senses and neural and hormonal communication. Prerequisites: Biology 43L, 44L; or both semesters of the AISS course; Chemistry 14L, 15L (or 29L), or both semesters of the AISS course. Enrollment limited. Laboratory fee: \$50. Spring, Staff.

132L. Comparative Physiology. An investigation of fundamental physiological processes including circulation, respiration, movement, digestion and neural and endocrine communication, in animals with an emphasis on vertebrates. Some topics in the physiology of plants will also be discussed. Attention will be given to how an organism's physiology reflects adaptation to its environment. Prerequisites: Biology 43L, 44L; or both semesters of the AISS course; Chemistry 14L and 15L (or 29L), or both semesters of the AISS course. Laboratory fee: \$50. Fall, M. Preest.

133L. Dynamical Diseases: Introduction to Mathematical Physiology. Mathematical analyses of biology oscillators, excitable media and feedback control mechanisms. Comparing predictions with observation. Design of dynamic therapeutic strategies. Laboratory develops computer skills to explore dynamical systems. Full course. Prerequisites: Calculus and permission of instructor. Students must have a PC laptop computer with Internet access. For students who do not have a PC laptop, please see instructor for other options. Laboratory fee: \$50. Fall, J. Milton.

135L. Field Biology. A laboratory course on field methods and advanced topics in ecology and evolution. The class covers experimental design, field sampling techniques and basic species identification skills, with a particular emphasis on plants and invertebrates. The course combines lectures, discussions of recent literature, and field labs. In lab, students will design, carry out and present research experiments, using the Bernard Field Station and other sites near campus. Prerequisites: Biology 44L. Enrollment limited to 18. Laboratory fee: \$50. [not offered 2011–12]

137. EEP Clinic. Students work as a team on a specific project each semester, which involves an examination of political and economic aspects of environmental issues. The course involves library research, field interviews, data collection, analysis, report production and presentation. Emphases include both oral and written communication methods. Fall/Spring, E. Morhardt.

138L. Applied Ecology and Conservation with Lab. This course covers advanced topics in population biology, community ecology and population genetics, as applied to conservation and resource management and with an emphasis on quantitative methods. The computer laboratory involves learning basic programming skills through the development and analysis of models addressing problems in conservation research and management. Prerequisites: Biology 44L. Enrollment limited to 16. Laboratory fee: \$50. Fall, D. Thomson.

139. Applied Ecology and Conservation. This course covers advanced topics in population biology, community ecology and population genetics, as applied to conservation and resource management and with an emphasis on quantitative methods. Prerequisites: Biology 44L. Enrollment limited to 18. Fall, D. Thomson.

140. Selected Topics in Neuroscience. A half credit seminar course in which students will choose a topic (up to two topics) of interest and read a broad range of primary literature on the topic(s). Potential topics include Learning and Memory, Circadian Rhythms, Homeostasis, and Social Attachment. Prerequisites: Biology 43L, 44L; Chemistry 14L, 15L (or 29L), or both semesters of the AISS course. [not offered 2011–2012]

141L. 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. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course. Enrollment limited. Laboratory fee: \$50. Fall, Staff.

143. Genetics. This course provides an overview of the mechanisms of inheritance at the molecular, cellular and population levels. Topics include the genetics of human disease, mapping genes, the analysis of genomes (genomics) and quantitative genetics. Prerequisites: Biology 43L, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course, or permission of instructor. Enrollment limited to 36. Fall/Spring, Staff, J. Armstrong.

144. Drugs and Molecular Medicine. This course explores the biochemical actions of different types of pharmaceuticals and the biological variables in their efficacies. The second half examines the modern world of molecular medicine: new approaches to treating diseases through molecular biology. This course is appropriate for a range of students with different backgrounds. Prerequisites: Biology 43L and 44L, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course. Enrollment limited to 24. [not offered 2011–2012]

145. Evolution. A course focusing on the underpinnings of the modern synthetic theory of evolution. Topics will include historical development of evolutionary thinking; major events in the history of life; molecular mechanisms of evolution; speciation; systematics; biogeography; evolutionary ecology and evolutionary aspects of behavior. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course, or permission of instructor. Enrollment limited. Fall, D. McFarlane.

146L. Ecology. An exploration of the factors and interrelationships in influencing the distribution and abundance of organisms. Theoretical models and empirical data are applied to questions of biogeography, life histories, population regulation, community structure and resource management. Laboratory component will include an introduction to computer modeling in ecology and the processing of quantitative data from field and laboratory investigations. Prerequisites: Biology 43L, 44L. Enrollment limited. Laboratory fee: \$50. Fall, D. McFarlane.

147. Biogeography. Biogeography is the study of the distribution of organisms across the Earth, and ecological, evolutionary, and geologic processes that shape those distributions. Applications of biogeography to environmental problems will also be covered. Students will practice techniques such as GIS and phylogeography. Prerequisites: Biology 43L, and 44L or both semesters of the AISS course. Enrollment limited to 24. Fall, S. Gilman.

149. Neuroscience 2: Systems. This course will examine the structure, function and organization of nervous systems. Topics will include signal transduction, electrophysiology, the role of trophic factors, development of the nervous system and neural networks. Consideration will also be given to neuropathologic conditions such as Parkinson's' and Alzheimer's diseases. Prerequisites: Biology 43L, 44L; Chemistry 14L, 15 L (or 29L), or both semesters of the AISS course. Enrollment limited. Spring, M. Coleman.

150La,b. Functional Human Anatomy and Biomechanics a: Limbs and Movement; **b:** Back and Core Stabilization.

150La. Limbs and Movement. Development and evolutionary principles of limb design and function; mechanical properties of bone, soft tissues, muscle, nerve; inter-relationships between structure, biomechanics, and function; open chain versus closed chain kinematics; mobility of limb girdles; mechanisms of injury and prevention. Laboratory involves dissection of human cadavers. Prerequisites: Biology 39L (or Dance 160 or Dance 163); an introductory course in biology (Biology 43L or 44L, or both semesters of the AISS course, or equivalent); a course in classical mechanics (Physics 30L or 33L, or equivalent) and permission of instructor. Enrollment limited to 15. Laboratory fee: \$100. [not offered 2011–2012]

150Lb. Back and Core Stabilization. Evolution and development of pronograde versus orthograde stance; development of pelvic diaphragm; mechanical properties of disks and vertebrate (creep); passive versus active stabilization and limb movement; back pain. Prerequisites: Biology 39L (or Dance 160 or Dance 163); an introductory course in biology (Biology 43L or 44L, or both semesters of the AISS course, or equivalent); a course in classical mechanics (Physics 30L or 33L, or equivalent) and permission of instructor. Enrollment limited to 15. Laboratory fee: \$100. Spring, J. Milton.

151L. Developmental Biology. Lectures, discussions and laboratory exercises explore the current state of our understanding of how complex organisms arise from single cells. Topics will include growth, differentiation and pattern formation at the organismal, cellular and molecular levels, as well as the scientific basis of animal cloning and stem cell research. Prerequisites: Biology 43L, 44L; Chemistry 14L, 15L (or 29L), or both semesters of the AISS course, or permission of instructor. One previous upper-division Biology course is strongly recommended. Enrollment limited to 18. Laboratory fee: \$50. Spring, P. Ferree.

154. Animal Behavior. Lectures, discussion and videos covering the biological approach to behavior. Topics include the physiological, neurological, genetic, evolutionary and ecological approaches to behavior, with an emphasis on behavioral ecology. Enrollment limited to 50. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course, or permission of instructor. Spring, Staff.

157L. Cell Biology. This course examines the function of organisms at the cellular and molecular level through discussion, analysis of scientific literature and laboratory experimentation. Topics include signal transduction, nuclear structure and function, cell division and apoptosis (cell suicide). The laboratory uses modern cell biology techniques including fluorescent microscopy and immunodetection of proteins. Prerequisites: Biology 43L, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course, or permission of instructor. One previous upper-division Biology course is strongly recommended. Enrollment limited to 18. Laboratory fee \$50. Fall/Spring, Z. Tang, J. Armstrong.

158. Cell Cycle, Diseases and Aging. Introduces properties of cell-division cycle. Explores mechanisms of aging and diseases including cancer based on principles of cell cycle control. Elaborates on signaling pathways and molecular nature of the regulation fundamental to all eukaryotes. Emphasizes the advancements and current understanding of the field. Lectures, paper presentations and discussions. Prerequisite: Biology 43L, 44L, or both semesters of the AISS course and Chemistry 14L, 15L (or 29L), or both semesters of the AISS course. [not offered 2011–12].

159. Natural Resource Management. A course designed to allow students to appreciate the importance of the role of science in understanding environmental systems. Lectures will consist of an intensive analysis of natural resource problems and the impacts of human activities on these resources. Appropriate for biology or environmental studies concentrators with upper-division standing. Prerequisites: Biology 44L. Enrollment limited. Spring, E. Morhardt.

160. Immunology. A course dealing with topics of current research in immunology, such as antigen-antibody interactions, antibody synthesis, hypersensitivity and autoimmunity. Students will prepare papers and participate in discussions based on the current literature. Outside speakers may supplement the material. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course; Chemistry 14L, 15L (or 29L) or both semesters of the AISS course; some advanced work in biology. Enrollment limited. [not offered 2011–12]

161L. Neuroscience 1: Cell, Molecular. Current and historic methods of analysis will be discussed in relation to neurons and nervous system function. The focus will be on the cellular and molecular mechanisms underlying neuronal activity and function. The laboratory will introduce students to methods used for cellular neurobiology. Prerequisites: Biology 43L and 44L, or both semesters of the AISS course and Chemistry 14L and 15L (or 29L), or both semesters of the AISS course. Enrollment limited to 18. Fall, M. Coleman.

163L. Plant Physiology and Biotechnology. This course will provide a basic understanding of plant physiology and plant biotechnology. It will cover plant structure and functional relationships at many levels, including the whole plant, plant tissues, isolated cells and organelles. It will include water relations, respiration, photosynthesis, nitrogen fixation, plant hormones and plant molecular biology. Prerequisites: Biology 43L and 44L, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course. Lab fee: \$50. [not offered 2011–2012]

165. Advanced Topics in Environmental Biology. Readings and discussion of current technical journal articles in active areas of environmental biology. Topics are chosen for their current relevance and technical interest. Students present papers for class discussion and conduct a formal literature review on the topic of their choice. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course, or equivalent. Enrollment limited. Fall, E. Morhardt.

166. Animal Physiological Ecology. This is an animal physiological ecology course that will emphasize physiological interactions of animals with their biotic and abiotic environments. Information about the physiology and ecology of animals will be integrated from the tissue, organ and whole organism levels. We will cover a series of topics that illustrate both the diverse and conservative nature of physiological systems. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course and Biology 131L, 132L, or 146L. Enrollment limited to 24. [not offered 2011–12]

169L. Marine Ecology. A course designed to expose students to the study of the ecology of marine organisms. 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. Prerequisites: Biology 43, 44, or both semesters of the AISS course. Enrollment limited. Permission of instructor required. Laboratory fee: \$50. Spring, D. Thomson.

170L. Molecular Biology. An introduction to the molecular biology of viruses, prokaryotic cells and eukaryotic plant and animal cells. Lecture topics will include DNA structure, replication, mutation, recombination, transposition, recombinant DNA, protein synthesis from the viewpoints of transcription, translation, and regulation, and virus structure and function. Laboratory experiments will include DNA isolation from prokaryotes and eukaryotes, restriction and ligation, cloning and isolation of recombinant DNA and methods of protein analysis. Prerequisites: Biology 43, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course and Chemistry 116L. Biology 143 is strongly suggested. Enrollment limited to 18. Laboratory fee \$50. Fall/Spring, G. Edwalds-Gilbert, Staff.

171. Biology of Cancer. Examination of cellular and molecular phenomena, using the cancer cells as the focus. Topics discussed will include patterns of cancer in populations, the cell cycle, stages in cancer formation, mutagenesis and carcinogens, tumor viruses and oncogenes, heredity and cancer, immune system and cancer, and biological rationale for treatments. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course and Chemistry 15L (or 29L), or both semesters of the AISS course. Enrollment limited. [not offered 2011–12]

173L. Molecular Biology Seminar w/Lab. This half-course is an introduction to the primary experimental literature and key techniques in molecular biology. It includes a laboratory component for experience with bioinformatics, basic DNA manipulations and gene expression analysis. One-half course credit. Prerequisites: Biology 43L and Chemistry 15L (or 29L), or both semesters of the AISS course. Priority will be given to Molecular Biology majors. Laboratory fee: \$30. Spring, G. Edwards-Gilbert.

175. Applied Biostatistics. A hands-on introduction to choosing, applying and interpreting the results of statistical methods for life scientists. The course will include traditional parametric statistics, such as t-tests, analysis of variance, correlation and regression analysis, together with powerful non-parametric randomization tests. Data presentation and experimental design will be addressed, together with a miscellanea of less-common statistical techniques that find use outside of the laboratory setting. This course includes both lectures and a weekly tutorial session in which students analyze data sets and learn to use statistical software. Enrollment limited. Fall, D. Thomson.

176. Tropical Ecology. Examination of the many facets of tropical biodiversity and community structure, with an emphasis on tropical rainforests and conservation issues. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course. Enrollment limited. [not offered 2011–2012].

177. Biochemistry. (See Chemistry).

180L. Ecology of Neotropics. Terrestrial and marine ecology of the Neotropical region, emphasizing physical geography, biodiversity and field methods. Taught in southwestern Costa Rica, through the Study Abroad program. Prerequisites: Biology 44L or equivalent; permission of instructor. Laboratory fee: \$50. Fall/ Spring, D. McFarlane.

187. Special Topics in Biology. Through critical analysis of classic and current research papers, students will learn hypothesis generation, experimental design and data analysis. Topic will vary from year to year, depending on instructor.

187a. Special Topics in Biology: Epigenetics. Epigenetics “above genetics” is an exciting field of science that is beginning to explain the unexpected. This seminar style course allows students to read, analyze, and present the current literature in this quickly evolving field, as well as write a research grant proposal describing novel experiments of their own design. This course is cross-listed with Biology 164 at HMC. Prerequisites: Biology 43L, Chemistry 14L and 15L (or 29L), or both semesters of the AISS course. [not offered 2011–12]

187b. Special Topics in Biology: Molecular Ecology. An introduction to the use of molecular techniques in ecological research. Review of theory and current literature. Hands-on experience of molecular techniques, including protein electrophoresis and DNA markers. Highly recommended for students considering the study of ecology at the graduate level. Prerequisites: Biology 43L, 44L, Chemistry 14L, 15L (or 29L) or both semesters of the AISS course. Biology 146L or 169L recommended. [not offered in 2011–12]

187c. Special Topics in Biology: Neural Organization of Behavior. This seminar course focuses on central pattern generators (CPGs), neural circuits that underlie rhythmic or patterned behaviors. Discussion of articles will be combined with writing and observations of animal behavior to examine the development and implications of this important concept in neurobiology. Prerequisites: Biology 43L and 44L, or both semesters of the AISS course, and either Biology 95 or an upper-division course in neurobiology, or instructor's permission. Enrollment limited to 24. Fall, N. Copp.

187p. Special Topics in Biology: Herpetology. This is a taxon-oriented course that will focus on the biology of amphibians and reptiles. Within a phylogenetic context, we will learn about the evolution, ecology, behavior, morphology, and physiology of these highly successful animals. The course will comprise lectures, class discussion, and a field trip. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course. Spring, M. Preest.

187s. Special Topics in Biology: Microbial Life. This is an upper-division course in which students will examine the structure, function, diversity and relationship of bacteria, viruses and other microorganisms in agriculture, industry, and disease. An introduction to the immune system and its mechanism to defend against microbes will be explored. This course should appeal to a wide range of students with different backgrounds. Prerequisites: Biology 43L, 44L, or both semesters of the AISS course; Chemistry 14L, 15L (or 29L), or both semesters of the AISS course, or permission of instructor. Enrollment limited to 24. [not offered 2011–2012]

188L. Senior Research Thesis in Biology. (See special description at end of Science section).

190L. Senior Experimental Thesis in Biology. (See special description at end of Science section).

191. Senior Library Thesis in Biology. (See special description at end of Science section).

199. Independent Study in Biology. 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. The faculty and the areas in which they are willing to direct independent study are given below.

J. Armstrong: Genetics, cell and molecular biology; chromatin dynamics and gene regulation in the fruit fly.

M. Coleman: Neurobiology, neurophysiology, neural basis of behavior, neural control of auditory-vocal learning in songbirds.

N. Copp: Animal behavior, vertebrate and invertebrate physiology, neurobiology.

G. Edwalds-Gilbert: Cell and molecular biology; pre mRNA splicing in yeast.

S. Gilman: Marine ecology; invertebrate biology; climate change ecology; biophysical ecology; population biology.

P. Ferree: Genetics, molecular biology, and early development of *Drosophila* (fruit flies) and *Nasonia* (jewel wasps); chromosome structure and evolution; host-pathogen interactions.

B. Thines: Molecular biology; functional genomics; circadian rhythms and environmental responses in plants.

D. McFarlane: Evolutionary ecology; biogeography; late Quaternary paleoecology and extinctions.

J. Milton: Computational neuroscience, motor control, development of expertise.

J. Emil Morhardt: Vertebrate ecology and physiology; environmental management.

M. Preest: Physiology and ecology of animal energetics; thermal biology of terrestrial ectotherms; osmoregulatory physiology; herpetology; muscle physiology.

Z. Tang: Cell and molecular biology, biochemistry; cell cycle control in yeast.

D. Thomson: Conservation biology, population modeling, ecology of biological invasions, plant ecology and plant/pollinator interactions.

E. Wiley: Molecular biology; genetics, chromatin structure in the ciliate *Tetrahymena*.

B. Williams: Paleoceanographic reconstructions on recent timescales from marine climate archives.

Chemistry

Advisers: K. Black, A. Fucaloro, M. Hatcher-Skeers, T. Poon, K. Purvis-Roberts, A. Wenzel, S. Williams, A. Zanella.

AISS 1AL, 1BL, 2AL, 2BL. Accelerated Integrated Science Sequence. See complete description above.

14L, 15L. 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. (Chemistry 14L is a prerequisite to 15L). Laboratory fee: \$50 per semester. Fall/Spring, Staff.

29L. Accelerated General Chemistry. A one semester Accelerated General Chemistry course as an alternative to the year-long Chemistry 14 and 15 sequence for students with a strong chemistry background. This course will cover atomic and molecular structure, spectroscopy, chemical bonding, thermodynamics, electrochemistry, kinetics, equilibria, transition metals, nuclear chemistry and descriptive inorganic chemistry. Three lectures and one four-hour laboratory per week. Prerequisites: 4 or 5 on the Chemistry Advanced Placement test (or completion of comparable honors chemistry course in high school), Mathematics 30 (or concurrent) and permission of instructor. Students must sign-up with instructor during Spring semester pre-registration to be eligible. Laboratory fee: \$50. Fall, S. Williams.

51L. Topics in Forensic Science. This course will explore chemical and physical methods used in modern crime detection. Topics as diverse as microscopy, toxicology, serology, fingerprinting. Document examination, DNA analysis and arson investigation will be examined. Students will use case studies, collaborative work and online resources extensively throughout the course. Enrollment limited. Laboratory fee: \$30. [not offered 2011–12]

52L. From Ancient to Modern Science. This course traces the development of science from Ancient Greek traditions through the birth of modern science to the present. It will explore the methods and findings of the Ancients and of modern science, including the Newtonian Synthesis, relativity, and quantum mechanics. Students will participate in laboratory exercises and demonstrations. Enrollment limited to 45. Laboratory fee: \$30. [not offered 2011–2012]

70L. Land, Air and Ocean Science. This course is an introduction to basic principles of environmental science with application to air and water pollution. Topics including global warming, the ozone hole, acid rain, energy production, sustainable development, etc., will be discussed. We will concentrate on both the scientific explorations and the political implications of such issues. Enrollment limited. Laboratory fee: \$30. [not offered 2011–2012]

81L. The Science and Business of Medicinal Chemistry. An Introduction to the basic concepts of medicinal chemistry and the methods of biochemical analysis such as: drug discovery, development and commercialization; a discussion of chemical bonding and the organic functional groups found in drug molecules; and an examination of the physicochemical properties related to drug action (e.g. acid-based properties, equilibria, and stereochemistry). Laboratory fee: \$30. Spring, A. Wenzel, S. Casper, KGI.

116L, 117L. 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: Chemistry 15L, or both semesters of the AISS course, or equivalent. (Chemistry 116L is prerequisite to 117L). Laboratory fee: \$50 per semester. Fall/Spring, Staff.

119. Natural Products Chemistry. This course covers the field known as natural products chemistry. It will explore the main biological sources of natural products, methods for finding, classifying and identifying potential pharmaceuticals and the biochemical basis for the production of these compounds through the use of lectures, case studies and hands-on experience in the laboratory. One-half course credit. Enrollment limited to 24. [not offered 2011–2012]

121, 122. Principles of Physical Chemistry. A course designed to investigate physiochemical systems through classical thermodynamics, statistical thermodynamics, kinetics, quantum mechanics and spectroscopy. Prerequisites: Chemistry 15L, Physics 31L (or 34L), or both semesters of the AISS course and Mathematics 31. (Chemistry 121 is not a prerequisite to 122). Enrollment limited. Fall/Spring, A. Fucaloro, M. Hatcher-Skeers.

123. Advanced Organic Chemistry. Organic chemistry is the study of carbon-containing compounds, which are ubiquitous to everyday life. From pharmaceuticals to plastics, the structure of an organic molecule determines its function. This course is designed to introduce students to advanced topics in the field of organic chemistry. Topics covered will expand upon material covered in the Chemistry 116L/117L organic sequence, with particular emphasis on stereoelectronic effects in organic reaction mechanisms. Prerequisites: Chemistry 117L, or permission of instructor. Enrollment limited to 24. [not offered 2011–2012]

124. Bioanalytical Chemistry. This course will examine modern analytical and instrumental techniques as applied to biological systems. Particular focus will be placed on methods that elucidate protein structure and function as well as characterization of nucleic acids. The course includes theory and practical applications of spectroscopy, electrophoresis, biosensors, centrifugation, immunochemical methods, and chromatography. Prerequisites: Biology 43L and Chemistry 116L. [not offered 2011–12]

126L, 127L. Advanced Laboratory in Chemistry. A survey of advanced laboratory techniques including physical and chemistry methods, analytical chemistry (especially instrumental methods) and synthesis and characterization of compounds. Prerequisites: Chemistry 15L (or 29L), or both semesters of the AISS course, Chemistry 117L, Physics 34L (or 31L), or both semesters of the AISS course and Mathematics 31. Chemistry 126L is not a prerequisite for 127, except with permission of instructor. Chemistry 121, 122 recommended as co-requisite. Enrollment limited. Laboratory fee: \$50. Fall/Spring, A. Zanella, A. Fucaloro, M. Hatcher-Skeers, K. Purvis-Roberts.

128. Inorganic Chemistry. A survey of the bonding, structure, reactions, mechanisms and properties of inorganic compounds. Special emphasis will be placed upon transition metal chemistry. Topics will include elementary group theory, atomic structure, ionic and covalent bonding, spectroscopy, molecular orbital theory, periodic trends, bioinorganic chemistry, and organometallic chemistry. Prerequisites: Chemistry 117L, Chemistry 121 (or concurrent). Enrollment limited to 20. [not offered 2011–2012]

130L. Inorganic Synthesis. This laboratory course will include a variety of synthetic techniques or inorganic compounds. Emphasis will be on transition metal complexes, including organometallic compounds and some main group compounds will also be prepared. Students will use appropriate spectroscopic methods and chromatography to characterize products. Use of original journal references will be stressed. Prerequisites: Chemistry 117L and 121 (or concurrent). Half-course. Enrollment limited to 12. Laboratory fee, \$50. [not offered 2011–2012]

134. Introduction to Molecular Modeling. This course provides an introduction to both the theory and practice of current molecular modeling methods. Students use molecular mechanics, molecular orbital theory and molecular dynamics to study chemical systems ranging from small organic structures to large biomolecules. The computational work is carried out using Spartan, Macro Model and Gaussian software. One-half course credit. Prerequisites: Chemistry 117L, 121. Enrollment limited to 12. [not offered 2011–2012]

136. Modern Molecular Photochemistry. This course will explore the interaction of light with molecules and the chemical and physical changes that result. Emphasis will be placed on modern applications of photochemistry in the areas of synthesis, mechanistic studies, medicine and materials science. One-half course credit. Prerequisite: Chemistry 117L. Enrollment limited. [not offered 2011–2012]

139. Environmental Chemistry. This course is designed to apply the fundamental ideas of chemistry to environmental concepts. Major topics include water, air and land pollution, industrial ecology and chemical techniques for environmental analysis and remediation. One-half course credit. Prerequisite: Chemistry 116L. [not offered 2011–2012]

172. NMR Spectroscopy. Examines fundamental concepts in nuclear magnetic resonance spectroscopy with a focus on techniques used for organic structure elucidation as well as “in vivo” spectroscopy and magnetic resonance imaging. Hands on experience with data collection and analysis. Lecture. Prerequisites: Chemistry 117L, 122. One-half course credit. Spring, M. Hatcher-Skeers.

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: Biology 43L, 44L, or both semesters of the AISS course; Chemistry 116L, 117L; or permission of instructor. Enrollment limited. Fall, M. Hatcher-Skeers.

188L. Senior Research Thesis in Chemistry. (See special description at end of Science section).

190L. Senior Experimental Thesis in Chemistry. (See special description at end of Science section).

191. Senior Library Thesis in Chemistry. (See special description at end of Science section).

199. Independent Study in Chemistry. 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. The faculty and the areas in which they are willing to direct independent study are given below. Fall/Spring.

K. Black: Organic chemistry; reaction mechanisms studied by computational techniques.

A. Fucaloro: Physical chemistry, especially emission and absorption, molecular spectroscopy, electron impact.

M. Hatcher-Skeers: Applications of nuclear resonance spectroscopy in determining the structure of DNA and other biological macromolecules.

T. Poon: Zeolite host-guest chemistry, synthetic methodology, reactions of singlet oxygen.

K. Purvis-Roberts: Chemistry of urban air pollution, primarily aerosols; public policy aspects of air pollution.

A. Wenzel: Catalysis, asymmetric synthetic methodology.

S. Williams: Fundamental late-metal organometallic chemistry, mechanisms of basic organometallic reactions.

A. Zanella: Metal-ion promoted reactions, electron-transfer, heavy metal pollutants and environmental chemistry.

Environmental Analysis

(For Environmental Science track and requirements, see p. 114).

EA 30L. Science and the Environment. This course is an introduction to the basic principles of environmental science with application in chemistry, ecology, and geology, and is part of the core requirements for the Environmental Analysis major. Topics covered include a discussion of ecosystems, climate change, energy and food production, land resources, pollution, and sustainable development. A full laboratory accompanies the course and will include an emphasis on introduction to Geographical Information Systems (GIS) mapping and analysis. Enrollment limited to 24. Spring, Staff.

Physics

Advisers: S. Gould, J. Higdon, A. Landsberg, S. Naftilan.

AISS 1AL, 1BL, 2AL, 2BL. Accelerated Integrated Science Sequence. See complete description above.

30L, 31L. General Physics. A first-year general physics course introducing mechanics, sound, fluids, wave motion, heat, electricity, magnetism, atomic physics, relativity, and nuclear physics. This course is designed for majors in fields other than physics, chemistry, or engineering. Previous calculus experience or Math 30 taken concurrently, or permission of the instructor is required. (Physics 30L is a prerequisite to Physics 31L). Laboratory fee: \$50 per semester. Fall/Spring, A. Landsberg, Staff.

33L, 34L. Principles of Physics. A first-year general physics course designed for physics, chemistry, and engineering majors. Topics include Newtonian mechanics, gravitation, fluids, wave motion, electrical measurements, DC and AC circuits, Maxwell's equations and light. Prerequisites: Previous calculus experience or Math 30 and 31 taken concurrently or permission of instructor. (Physics 33L is a prerequisite to Physics 34L). Laboratory fee: \$50 per semester. Fall/Spring, J. Carson, J. Higdon, A. Landsberg, S. Naftilan.

35. Modern Physics. An introductory modern physics course designed as a continuation for 33L, 34L. Topics include thermodynamics, relativity, atomic physics, elementary quantum mechanics, chemical bonding, solid state physics, band theory and appropriate applications. Prerequisites: Physics 34L and Math 32. Mathematics may be taken concurrently. Fall, S. Gould.

77L. Great Ideas in Science. This course surveys a number of fundamental ideas in science that have revolutionized our modern conception of Nature and challenged our understanding of our place in the natural world. Examples include Big Bang theory; Evolution; Genomics and Cloning; Chaos theory; Einstein's Theory of Relativity; Quantum Mechanics; debates about Global Warming; the Analysis of Risk and Coincidence; Game Theory; etc. Underlying scientific principles as well as associate public policy issues will be described. The course will be co-taught by faculty from multiple scientific disciplines. This course is a full-lab natural science course. Enrollment limited to 24. Laboratory fee: \$50. [not offered 2011–2012]

79L. Energy and the Environment. Examination of the options available for meeting projected U.S. and global energy requirements. Consideration of resources and conversion and consumption patterns, thermodynamic limitations; immediate and long-range engineering options; environmental consequences. Topics include conservation, fossil fuel, nuclear, geothermal and solar energy systems. Enrollment limited to 45. Laboratory fee: \$30. [not offered 2011–2012]

100. Computational Physics & Engineering. This course is a comprehensive introduction to the application of computational techniques to physics and engineering. It provides direct experience in using computers to model physical systems and it develops a minimum set of algorithms needed to create physics and engineering simulations on a computer. Such algorithms are employed to solve nontrivial, real world problems through the investigation of seven major projects. Students will use computer mathematical software such as Maple, Mathematica, or MatLab. No prior computer course is assumed. Prerequisites: Physics 33L, 34L, or both semesters of the AISS course; Mathematics 30, 31. Enrollment limited. Spring, J. Higdon.

101. Intermediate Mechanics. The application of classical mechanics to statics and dynamics of rigid bodies, central force motions and oscillators. Numerical analysis, Lagrangian methods and non-linear approximation techniques will be used. Prerequisites: Physics 33L and Mathematics 111 (CMC) or 82 (HMC) or 40 (Pomona). Enrollment limited. Fall, S. Naftilan.

102. Intermediate Electricity and Magnetism. An upper division course in electrodynamics using analytical, but emphasizing numerical techniques to solve problems. Topics include electrostatic solutions using Laplace's and Poisson's equations, polarization, magnetostatics, magnetization, Maxwell's equations, electromagnetic waves and electromagnetic radiation. Prerequisites: Physics 34L, or both semesters of the AISS course; Physics 100 or equivalent, Math 32 or permission of instructor. [not offered 2011–2012]

105. Computational Partial Differential Equations. A survey with examples of modern numerical techniques for investigating a range of elliptic, parabolic and hyperbolic partial differential equations central to a wide variety of applications in science, engineering and other fields. Prerequisites: entry-level programming, differential equations, scientific computing or equivalent courses, or permission of instructor. Spring, J. Higdon.

106. Introduction to Circuits and Applications. An introduction to modern electronic circuit theory and practice for the engineering or science student. Topics include electrical measurement devices, semiconductor properties and circuits using diodes and transistors. Both analog and digital circuits will be covered. Operational and differential amplifiers will be built. Prerequisites: Physics 33L, 34L, or both semesters of the AISS course. Enrollment limited. [not offered 2011–2012]

107. Materials Science. An introductory examination of materials and their properties. Topics covered include: atomic packing and crystal structure, elastic and plastic deformation of metals, strengths of materials, ceramics, polymers, electric properties of semiconductors, piezo-electricity, paramagnetism and ferromagnetism. Prerequisites: Physics 33L, 34L, or both semesters of the AISS course. Enrollment limited. [not offered 2011–2012]

108. Programming for Science and Engineering. A comprehensive introduction to programming using MatLab, the primary programming language of scientific and engineering computations. Topics include control constructs, internal and external procedures, array manipulations, user-defined data structures and recursions. These elements are used to develop some computational techniques needed in engineering. No prior computing experience required. Enrollment limited. Fall, J. Higdon.

114. Quantum Mechanics: A Numerical Methods Approach. Introductory upper level quantum mechanics using analytical, but emphasizing numerical methods to solve problems. Both Schrödinger's wave mechanics and Heisenberg's matrix formulation of quantum mechanics are used. Topics include: eigenvectors and eigenvalues tunneling, Koenig-Penney model, harmonic oscillator, WKB approximation, spin and Pauli matrices, hydrogen atom and Hatree-Falk approximation, Dirac notation, eigenvalue perturbation method: non-degenerate, degenerate and time-dependent, Fermi's Golden rule and variational approximation. Prerequisites: Math 111 (CMC), Physics 100, or equivalent or by permission of instructor. [not offered 2011–2012]

115. Statistical Mechanics with Numerical Approach and Application. This course covers, at the junior-senior level, statistical mechanics and thermodynamics. Standard topics include the laws of thermodynamics, kinetic theory, classical statistical mechanics and its connection to thermodynamics, quantum statistical mechanics and its applications. In addition, numerical techniques are implemented and used to solve realistic thermodynamics problems in the computer lab. Prerequisites: Physics 33, 34, or both semesters of the AISS course, Physics 100 or equivalent; Mathematics 111. Enrollment limited. Spring, A. Landsberg.

188L. Senior Research Thesis in Physics. (See special description at end of Science section).

190L. Senior Experimental Thesis in Physics. (See special description at end of Science section). Letter grades only, Staff.

191. Senior Library Thesis in Physics. (See special description at end of Science section).

199. Independent Study in Physics. 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. The faculty and the areas in which they are willing to direct independent study are given below. Fall/Spring.

S. Gould: Scanning probe microscopy; physics of sports.

J. Higdon: Astrophysics, fluid dynamics, biophysics.

A. Landsberg: Nonlinear systems; pattern formation, bifurcation theory, chaos, Josephson Junctions.

S. Naftilan: Binary stars, stellar atmospheres, cool stars.

188L. Senior Research Thesis in Biology, Chemistry or Physics. 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 members and students in the major field. (This is the first course for students doing a two-semester senior project). Laboratory fee: \$50. Fall/Spring, Staff.

190L. Senior Experimental Thesis in Biology, Chemistry or Physics. Senior laboratory or field investigation research is culminated and results are summarized in a written thesis and formal presentation. This is the second-semester course for those doing a two-semester research thesis. Laboratory fee: \$50. Fall/Spring, Staff.

191. Senior Library Thesis in Biology, Chemistry or Physics. An extensive library research thesis required of all majors in science who are not completing 188L/190L. Students are required to complete both a substantive written thesis and make a formal presentation. There is no laboratory or fieldwork component. Students doing a one-semester library thesis register for this course during the semester in which the thesis is written and due. Fall/Spring, Staff.

SCIENCE, TECHNOLOGY AND SOCIETY

Science, Technology and Society (STS) is an interdisciplinary field that studies: (1) the conditions under which the production, distribution and utilization of scientific knowledge and technological systems occur and (2) the consequences of these activities upon different groups of people. The disciplines out of which STS emerged were the history and philosophy of science and technology, science and technology policy studies and sociology and these origins shape the primary modes of analysis in STS. More recently, anthropology, literary studies and cultural history have all left their mark in fundamental ways on STS. The intercollegiate program brings together courses taught in a variety of departments. It is divided into three principal areas: History of Science and Technology; Philosophy of Science and Technology; and Political, Cultural and Social Perspectives on Science and Technology. The latter covers such topics as national science policy, how science and technology affect people and how computers affect society, as well as more specific subjects such as the Internet, pollution and genetic engineering.

Students majoring in STS are well prepared to pursue graduate study in related field and also have a solid foundation for work as science journalists, policy researchers and advisers, science educators and advocates of change around issues such as gender and science, renewable energy and the social effects of the information revolution. In addition, STS is an excellent academic background for students intending to pursue careers in medicine, law, business and education. Professor Richard Worthington (Pomona), Coordinator.

Pitzer advisers: J. Grabiner, B. Keeley, D. Segal, S. Snowiss, A. Wachtel; A. Wakefield, A. Zanella (Jt. Science).

Requirements for the Major

A. Core Courses in the three broad areas of STS:

1. History of Science and Technology (two of the following): STS 80 (Science and Technology in the Ancient and Medieval Worlds); STS 81 (Science and Technology in the Early Modern World); STS 82 (Science and Technology in the Modern World).
2. Philosophy of Science and Technology: (Normally be met by taking Phil 103.)
3. Political, Cultural and Social Perspectives on Science and Technology (one course). This requirement will normally be met by STS 1 (Introduction to Science, Technology and Society); or STS 25 (Technology and People); or Politics 190 (Pomona); or HMC Anthropology 111 (Introduction to the Anthropology of Science and Technology).

B. All STS majors must take at least five (5) courses in sciences and mathematics, of which at least one must be a mathematics course at the level of first-semester calculus or higher (this requirement may be fulfilled by taking an advanced course in statistics or principles of computing). Three (3) of the remaining four (4) courses in the natural sciences (which may include physiological psychology) must be taken in one discipline and at least one must have a laboratory requirement. No more than two (2) Joint Science courses listed as "Natural Science" may be used in fulfillment of this requirement. In exceptional cases, sufficiently advanced mathematics courses may be substituted with the adviser's approval for any but the laboratory science course.

C. All STS majors must take at least five (5) additional STS courses. Three (3) of these must be chosen, after consultation with their advisers, within one of the three areas of STS, as defined in (A) and so that these courses provide depth of knowledge in a well-defined field. Two others may be in any area of STS and may include a senior thesis if elected by the student.

D. The final required course is the integrative seminar (STS 190), which is given in the fall of each year (all students must have completed the core courses before taking the seminar).

Minor: The minor in Science, Technology and Society will normally consist of seven courses, except for students majoring in science, mathematics, or computer science, for whom it will consist of six letter-graded courses:

For all students:

1. STS 1 (Introduction to Science, Technology and Society).
2. Two (2) courses from STS 80, 81, 82 (History of Science).
3. Philosophy 103 (Philosophy of Science and Technology).
4. One course from:
 - STS 25 (Technology and People)
 - POST 184 PZ (Science, Technology and Politics)
 - Anth 111 HMC (Introduction to Anthropology of Science & Technology)
 - POLI 136 PO (Politics of Environmental Action)
5. a. For students not majoring in science, mathematics, or computer science: A one-year sequence of science courses in which the first is prerequisite to the second. (In mathematics, the courses must be at the level of calculus or above.) For example: Biology 43–44; Chemistry 14–15; Chemistry 29 plus a course that is a prerequisite; Math 30–31; Physics 30–31 or 33–34. AP credit will not be accepted for the minor.
 - b. For students majoring in science, mathematics, or computer science who will already have the science background mentioned in 5a: One more course in Science, Technology and Society chosen by the student from the courses listed in the STS section of the Pitzer catalog.

Honors: Students who complete a thesis of honors quality will be recommended to the College for Honors if they will graduate with a GPA of at least 3.5 within the major and an overall GPA of at least 3.5. The thesis adviser and the Pitzer STS adviser will determine whether the thesis is of honors quality. If the thesis adviser is also the Pitzer adviser, then a second STS faculty reader will help determine whether the thesis is worthy of honors.

Core Courses

1. Introduction to Science, Technology and Society. General introduction to the interactions among science, technology and society. Examines different concepts of rationality and the values that underlie scientific and technological endeavors. Evaluates the role of value conflict in technology controversies, such as the social impact of the information revolution or responsibility for industrial disasters. (Bhopal, Exxon Valdez, etc.). Spring, Staff.

80, 81, 82. History of Science. The conceptual and institutional development of the scientific enterprise. The changing content of scientific thought in its intellectual context provides the major focus, but substantial attention is also directed to the relation between scientific developments and social and economic conditions.

80. History of Science: Science and Technology in the Ancient and Medieval Worlds. R. Olson (HMC).

81. Science and Technology in the Early Modern World: History of Science, Renaissance to 1800. R. Olson (HMC).

82. Science and Technology in the Modern World. Fall, R. Olson (HMC).

Phil 103. Philosophy of Science and Technology. (See Philosophy 103). L. Perini (Pomona).

111. Introduction to the Anthropology of Science and Technology. An introduction to science and technology as cultural phenomena, this course is a hands-on initiation to anthropology. While applying basic anthropological methods in the academic environment, students gain an understanding of science and technology as culturally, socially and historically specific ways of constructing knowledge. In other words, rather than taking for granted the ways in which we make knowledge, this course makes those ways “strange.” M. DeLaet (HMC).

Politics 190. Politics and Community Design. The design of things like cars, software, buildings and cities is normally thought to be the exclusive province of highly trained professionals, such as architects and engineers. This course examines design as a political activity, with special emphasis on community efforts to create safe, prosperous and livable spaces. R. Worthington (Pomona).

190. Senior Integrative Seminar. Students read and discuss seminal and provocative works on STS. Each student conducts independent project in area of interest and competence. Discussions of research in progress, oral presentations of final product, written paper. Fall, Staff.

191. Senior Thesis. Exercise in thought, research and effective prose writing, in which senior students are expected to demonstrate competency in working with select data, ideas, techniques and sources that characterize and inform their major area of study within STS. Staff.

199. Independent Study. Staff.

History of Science and Technology

Anth 153. History of Anthropological Theory. E. Chao.

Astr 6. Archeoastronomy and World Cosmology. B. Penprase (Pomona).

Econ 155. History of Economic Thought.

Geol 125. Earth History. S. Davies-Vollum (Pomona).

Hist 16. Environmental History. A. Wakefield.

Hist 179S. Science, Politics and Religion in Early Modern England. (HMC).

Hist 182. Science and Religion in the Western Tradition. (HMC).

Hist 183. Science and North American Culture. (HMC).

Math 1. Mathematics, Philosophy and the Real World. J. Grabiner.

Math 108. History of Mathematics. J. Grabiner.

Philosophy of Science and Technology

Phil 37. Values and the Environment. (Pomona).

Phil 38. Bioethics. (Pomona).

Phil 40. Ancient Philosophy. R. McKirahan (Pomona).

Phil 49. Science and Values.

Phil 62. Chance and Scientific Reasoning. B. Keeley.

Phil 101. Theory of Knowledge. (HMC).

Phil 104. Philosophy of Science: Topics. B Keeley.

Phil 125. Ethical Issues in Science and Engineering. (HMC).

Phil 130/Psyc 130. Controversies in Human Evolution. D. Moore/B. Keeley.

Phil 140. Environmental Philosophy. (HMC).

Phil 157. Environmental Ethics. (CMC).

185N. Topics in Neurophilosophy. B. Keeley/D. Scott-Kakures.

Political, Cultural and Social Perspectives on Science and Technology

Anth 59. Archaeology. (Pomona).

Anth 110. Knowledge, Belief and Cultural Practices. (HMC).

Anth 179. Cultural Life of Technical Objects/Material Culture. (HMC).

Bio 68L. Discovery, Innovation and Risk: Structures. (Also Chem 68L). N. Copp/
A. Zanella (Jt. Science).

Bio 69L. Discovery, Innovation and Risk: Energy. (Also Chem 69L). N. Copp/
A. Zanella (Jt. Science).

Bio 159. Natural Resource Management. E. Morhardt (Jt. Science).

CS 10. Introduction to Computing. Staff (Pomona).

- Engn 201. Economics of Technical Enterprise.** D. Remer (HMC).
- Engn 202. Engineering Management.** Staff (HMC).
- Envs 10. Environment and Society.** M. Herrold-Menzies.
- EA 89. Classic Readings in Environmental Studies.** (Pomona).
- EA 104. Doing Natural History.** M. Herrold-Menzies.
- EA 141. Ecology, Human Rights and Development.**
- Envs 147. Community, Ecology and Design.** P. Faulstich.
- Envs 148. Ethnoecology.** P. Faulstich.
- Envs 162. Gender, Environment & Development.** M. Herrold-Menzies.
- Geol 110. Remote Sensing of the Earth's Environment.** (Pomona).
- Hist 179. Special Topics in the History of Science.** (HMC).
- Hist 179. Disease, Identity and Society.** A. Aisenberg (Scripps).
- Lit 179. Women and Science in the Renaissance and Enlightenment.** (HMC).
- Math 10E. Quantitative Environmental Decision Making.** Staff (Pomona).
- Math 10G. Mathematics in Many Cultures.** J. Grabiner.
- Phil 18. Monkey Business.** B. Keeley.
- Phys 17. Physics in Society.** T. Moore (Pomona).
- Phys 80. Topics in Physics.** (HMC).
- Pol 135. Policy Implementation and Evaluation.** R. Worthington (Pomona).
- Pol 136. Politics of Environmental Justice** (Pomona).
- Pol 138. Organizational Theory.** R. Worthington (Pomona).
- Post 176. Environmental Policy.**
- Psyc 76. The Psychology of Health and Medicine.** (Pomona).
- Psyc 190. History and Systems of Psychology.** J. Lewis.
- Rlst 179. Ghosts and the Machines: Occult Mediumship and Modern Media.** (HMC).
- Rlst 184. Science and Religion.** (HMC).

Soc 55 Population and Environment. J. Grigsby (Pomona).

Soc 122. Sociology of Health and Medicine. A. Bonaparte.

Soc124. 20th Century U.S. Science Policy. (HMC).

Soc Sc 147. Enterprise and the Entrepreneur. (HMC).

SECULAR STUDIES

Secular Studies is an interdisciplinary program focusing on manifestations of the secular in societies and cultures, past and present. Secular Studies involves the study of non-religious people, groups, thought, and cultural expressions. There are many possible approaches, but the program emphasizes the meanings and impact of political secularism and philosophical skepticism, as well as various forms of private and public secularity. Secular studies is not a major, but students wishing to develop a special major in secular studies should consult with Prof. Phil Zuckerman concerning a proposed plan of study.

Pitzer Advisers: S.Gould (JSD), A. Junisbai, A. Wakefield, P. Zuckerman.

SOC 114. Sociology of Religion. How does religion affect/influence other aspects of society? How do various aspects of society affect/influence religion? This course will look at religion sociologically, probing its social construction. Prereq: Any sociology course. P. Zuckerman.

SOC 165. Secularism, Skepticism and Critiques of Religion. Examines secular people, atheist ideologies and skeptical criticisms of religion. Explores the most compelling arguments against theism and religious faith. Strongly recommended for those interested in religion-or in debunking religion. Fall, P. Zuckerman.

HIST/PSYC 138. Seeking Human Nature: The History and Science of Innateness. “Human nature” has long been invoked to understand and justify our behaviors. After the advent of Darwinian evolution and Mendel’s gene theory, however, the notion of “instinct” gained authority, reshaping categories like “race” and “nature.” We will track that shift and examine its effects on political economy and social policy. D. Moore/A. Wakefield.

HIST 181. Explorations in Deep Time. At the end of the 17th century, the bottom dropped out of time. Those accustomed to thinking of the Earth and of humanity, according to biblical timescales now had to confront the possibility of “deep time,” the possibility of a time whose magnitude defied the imagination. We will examine that shift and its consequences, as it played itself out through the eighteenth and nineteenth centuries, with ramifications into the present. A. Wakefield.

HIST 188. Anxiety in the Age of Reason. Many enlightenment authors expressed confidence in the relentless progress of knowledge, but they also exuded skepticism and unease about reason. New questions about nature and new approaches to studying it, unleashed fears about humanity’s place in the world. Gottfried Wilhelm Leibniz worried that the specter of infinite time might eliminate the need for God; David Hume doubted the necessity of cause and effect; Immanuel Kant limited reason to make way for faith. Each of these writers used reason to question the religious and metaphysical foundations of knowledge. But reason also created its own fears. This course is about those fears and what lay behind them. A. Wakefield.

PHIL 30. Introduction to Knowledge, Mind and Existence. Introduction to some of the central issues regarding the nature of knowledge, the mind and reality. Topics to be discussed include skepticism, the analysis of knowledge, theories of epistemic justification, the nature of consciousness and subjectivity, mental causation, dualism, reductive and non-reductive physicalism, proofs for the existence of God, and personal identity. B. Keeley.

PHIL/PSYC 130. Monkey Business: Controversies in Human Evolution. Ever since Darwin first posited a plausible mechanism for evolution, scientists and non-scientists alike have used his ideas to support their own concepts about the nature of human nature. In class, we will examine the history, concepts and philosophy behind Darwin's ideas, exploring in the process the fields of sociobiology, cognitive psychology, and primatology, among others. We will also consider the relationship between development and evolution as we attempt to build an understanding of Darwin's mechanism that is free of the confused notions that have become attached to it over the years. Prerequisites: A college-level course in at least one of the following three areas: psychology, philosophy, or biology, or permission of the instructor. D. Moore/B. Keeley.

STS 80, 81, 82. History of Science. The conceptual and institutional development of the scientific enterprise. The changing content of scientific thought in its intellectual context provides the major focus, but substantial attention is also directed to the relation between scientific developments and social and economic conditions.

SOCIOLOGY

The sociology major is designed to help students develop an understanding of and an appreciation for the principal sociological perspectives, theories and research methodologies of the discipline. Sociologists study people and their relationships in social and cultural contexts, as well as analyze those social institutions and structures of power involved in the shaping of human experience.

Pitzer Advisers: D. Basu, A. Bonaparte, A. Junisbai, E. Steinman, P. Zuckerman

Most of our sociology courses are organized in two broad categories: foundation courses that are fundamental to the discipline of sociology (Category A) and courses that address special topics (Category B). Courses numbered over 100 are considered upper division courses and may have prerequisites or require the permission of the instructor [see individual course descriptions]. Another set of courses (Category C), open only to senior majors, is designed to allow students to practice the craft of sociology by engaging in an original research project (quantitative, qualitative and/or theoretical). Students will normally complete the research as part of the requirements of the Senior Seminar (199a). Another option is to complete a research project/thesis under the direction of a Pitzer sociology faculty member.

Requirements for the Major

Students who wish to graduate with a full major in sociology must satisfactorily complete a minimum of ten graded courses:

- The introductory course: Sociology 1
- One theory course: Sociology 109 or 110 or 112 (students who are considering graduate work in sociology or a related field such as social work are strongly encouraged to take more than one theory course)
- Two methods courses: Sociology 101 and Sociology 102 (students in the Ontario Program may use the methods course taught in that program in place of Sociology 102 and any Statistics course can be used to fulfill Sociology 101) The Sociology field group strongly recommends that Soc 101/102 should be taken prior to senior year or as soon as the major is declared.
- Two other courses from Category A
- Three courses from Category B
- One course from Category C

Independent studies cannot be used to fulfill these requirements.

Minor: Students who wish to graduate with a minor in sociology must satisfactorily complete six graded courses:

- Intro course—Sociology 1
- One theory course: Sociology 109 or 110 or 112
- One methods course: Sociology 101 or 102 [If a student has already taken a statistics course in another field, then either the qualitative course (102) or any other sociology course should be substituted]
- Two courses from Category A
- One course from Category B

Independent studies cannot be used to fulfill these requirements.

No more than three courses can be counted to fulfill the requirements in another major or minor, or be transferred from another institution.

Pitzer in Ontario Courses: Sociology is continuing to accept any two of the three courses for credit towards the Sociology major.

Double Major: Students must complete the requirements of both majors, including any theses or honor requirements. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Combined Major: Students who wish to graduate with a combined major in sociology must satisfactorily complete eight graded courses: Soc. 1; either Soc. 109 or 110 or 112; both Soc. 101 and 102; three courses from Categories A and B; one course from Category C. Normally, no more than two courses can be counted to fulfill the requirements in both fields.

Honors: Students who have a minimum GPA (cumulative and in sociology) of 3.5 may request that their senior thesis be considered for honors. Two sociology faculty members must evaluate the research project and make a recommendation to the Sociology Field Group. In the case of combined majors, one faculty member from each field must evaluate the project. Eligible students should begin thinking about an honors thesis at the end of their junior year and discuss their ideas for a thesis with two faculty members at the beginning of their senior year.

Senior Thesis: Soc 199b is available for Sociology majors in the Fall semester if it is the final semester before graduation (e.g., a student graduating in the Fall or a student is on study abroad in the Fall semester).

A. Foundations of Sociology

1. Sociology and Its View of the World. An introductory course in sociology concerned with what the discipline of sociology does, how it views the world, its differences from and similarities to other social sciences and the various sub-fields of sociology. The main themes pursued will be the comparison of social structures, social change, power and authority, social organization and the individual and society. This course is required for all upper-division work (course numbers 100 and above) in Sociology. Fall, A. Junisbai/E. Steinman; Spring, P. Zuckerman.

35. Race and Ethnic Relations. This course examines major concepts and theories in the study of race and ethnic relations. Attention is given to the social construction of race as it relates to interethnic conflict, immigration patterns and the intersections of class, race and gender. Enrollment is limited. Letter grades only. Spring, A. Francoso.

51. Class, Caste and Colonialism in Film and Documentaries. (See also AAF 51, IIS 51, MS 51). This class will explore a range of films and documentaries that represent issues of class, caste and colonialism around the world. We will evaluate and critique their contributions to our historical and contemporary understandings of social inequalities and stratifications in countries that include the U.S., UK, India, Northern Ireland, South Africa and Diego Garcia, amongst others. Fall, D. Basu.

81. Sociology Through Film. We will watch and analyze films (both documentaries and narratives) that address and illustrate key sociological concepts and insights, as well as pertinent social issues. This course is not about the sociology of film, *per se*. Rather, the goal is to learn about sociological ideas and social issues by using movies as our medium, as well as assigned reading and lectures. Fall, P. Zuckerman.

86. Social Inequality. This course explores why certain groups and individuals receive larger amounts of values resources, such as money, prestige, and power. Do some people simply try harder than others or is there truth to the old saying that some people are “in the right place at the right time?” A. Junisbai. [not offered 2011–12]

88. Literacy of Self and Society: From Hip Hop to Mediation. This course seeks a collaboration with college students and the incarcerated youth at an L.A. County juvenile camp in La Verne. Both bodies of students will collaborate with each other to develop literacy in media, sociology, politics, and social justice. The primary vehicle will be hip hop culture, dub poetry and other forms of popular culture. Fall, D. Basu.

91. Political Sociology. This course identifies key issues and debates concerning the distribution of power and consequent political processes in modern societies. Topics to be discussed include: theories of the distribution of power in modern societies; capitalism and class; state development and state formation; political identities and processes of legitimation; political representation and political incorporation; parliamentarianism and corporatism; the displacement of states as sites of political action and new social movements. Spring, E. Steinman

101. Quantitative Research Methods. This course is designed to develop quantitative analytic skills by teaching how to understand, apply, and interpret statistical principles. You will also gain practical experience in working with SPSS—a program that is widely used in a variety of academic, business, and non-profit settings. Prerequisite: Sociology 1. Fall/Spring, A. Junisbai.

102. Qualitative Research Methods. In this course students study and apply qualitative research methods, particularly participant observation and interviewing. Each student selects a site for study, gathers and analyzes data and presents formal oral and written reports on findings. Theoretical and ethical issues involved in conducting field research are emphasized. Prerequisite: Sociology 1. Enrollment is limited to majors. Fall/Spring, A. Francoso.

109. African American Social Theory. How have African Americans contributed to sociology? This course seeks to provide an overview of early 20th century to more contemporary African American contributors to the discipline such as St. Clair Drake, Dorothy Roberts, bell hooks, and Robert Staples. Moreover, students will become familiar with how race, sex, and class shaped these theoretical writings and expanded socio-cultural understanding of African Americans in the U.S. Prereq: Soc. 1. Spring. A. Bonaparte.

110. Classical Sociological Theory. Examines some of the most important and influential thinkers who helped shape the discipline of sociology: Marx, Weber, Durkheim, Du Bois, Gilman, etc. Strongly recommended for students considering graduate school. Prerequisite: Sociology 1. Fall, P. Zuckerman.

111. Social Movements and Social Change. This course will examine the major questions in the study of social movements. These include: Why, and under what conditions, do social movements arise? Why do individuals join movements? How are social movements organized? Students will learn about a number of important contemporary social movements. In addition, students will also research and develop some expertise regarding a particular social movement of his or her choosing. E. Steinman.

112. Contemporary Sociological Theory. We will examine and analyze some of the most important and provocative social theory produced within the last 50 years. Sociology 110 is recommended but not required. Prerequisite: Sociology 1. Fall, K. Yep.

114. Sociology of Religion. How does religion affect/influence other aspects of society? How do various aspects of society affect/influence religion? This course will look at religion sociologically, probing its social construction. Prereq: Any sociology course. P. Zuckerman. [not offered 2011–12]

115. Sociology of Law: Power, Rights and Change. This course will examine how law both legitimates social inequality and provides a resource for attempts to promote social change. We will consider how legal rules and legal consciousness serve powerful political or economic interests and how legal approaches and the actions of lawyers enable as well as constrain movements for social justice. Prerequisite: Sociology 1. E. Steinman. [not offered 2011–12]

122. Sociology of Health and Medicine. Students in this course will better understand and become familiar with how social characteristics (age, race, class, gender, sexual orientation) influence an individual's experience of health, illness, medical institutions and more in healthcare professions. Our main focus is to examine social epidemiology and health and illness definitions. Prerequisite: Sociology 1; at least junior standing and with special permission otherwise. Fall, Staff.

Soc 157. Men & Women in American Society. This course addresses what it means to think critically about gender and how social constructs such as occupational segregation, racial bias & sexist bias have an impact on the experiences of male & female individuals. Prerequisite: Sociology 1. Spring, A. Bonaparte.

B. Special Topics

CHLT 60 CH. Women in the Third World. (See See Chican@/Latin@ Transnational Studies 60). Spring, M. Soldatenko.

71. Popular Music and Society. In seminar we treat music, its culture and its consumption and production as important sites for the mediation of social categories such as race, class, gender, sexuality, nationhood and identity. We cover basic concepts in the study of popular music with particular emphasis on punk, hip hop, house and reggae/dancehall; invisible communities in musical subcultures; how music creates a sense of community through language, performance practices, technology and performance; the dynamics of global/local circulation, creation and consumption of music; the political economy of music production; the cultural politics and the burdens of representation of Black music; and musical meanings and value in post-colonial societies. D. Basu. [not offered 2011–12]

78. Indigenous Peoples of the Americas: Colonization, Identity, Resistance.

This course will critically examine the experience of the indigenous peoples in the context of the European and Euro-American expansion. The focus will be on processes of institutional change, ethnic group formation and collective action under colonialism. While the predominant focus will be on indigenous people in the U.S., the course will also analyze developments elsewhere in North, Central and South America. Spring, E. Steinman.

79. Scandinavian Culture and Society. This is a general introduction to Scandinavia. We will look at various aspects of Scandinavian society and culture: politics, history, art, economics, film, literature, etc. P. Zuckerman. [not offered 2011–12]

Asam 82/Lgcs 82. Racial Politics of Teaching. (Also Lgcs 82; see Asam 82). Fall, C. Fought/K. Yep.

84AA. Nonviolent Social Change. Asian American Studies emerged out of the longest student strike in the history of the United States. The third world liberation front used nonviolent social protest to call for educational relevance and greater access to higher education. This class takes a comparative racial approach to examine the history, philosophy and practice of nonviolent social change. K. Yep. [not offered 2011–12]

95. Contemporary Central Asia. Fermented mare's milk, the oil curse, bride kidnapping, dictators, atheists, Islamic radicalism, pipeline routes, U.S. strategic interests and democracy promotion. This course will introduce students to societies and cultures of Central Asia—a vast and highly volatile part of the world currently at the center of the renewed geopolitical struggle between the United States and Russia. Spring, A. Junisbai.

ONT 101. Critical Community Studies. (See Ontario Program 101). Staff/Phillips.

ONT 104. Social Change Practicum. (See Ontario Program 104). Staff/Peterson.

ONT 106. Applied Methods in Qualitative Research. (See Ontario Program). T. Hicks Peterson /Staff.

CHLT 115. Gender, Race & Class Women of Color. (See Chican@/Latin@ Transnational Studies 115). M. Soldatenko.

116. Women and Law. As part of a critical gender perspective, this course will examine A) the law's treatment of women and gender issues and B) women's experience of law—as defendants, lawyers, victims, natives, the justification for law, and via other relationships. Specific topics will include discrimination, human rights, gender violence and others. E. Steinman. [not offered 2011–12]

CHLT 118. Gender and Global Restructuring. (See Chican@/Latin@ Transnational Studies 118). M. Soldatenko.

120. Sexual Politics & Sexuality Movements. This course will critique heteronormativity and highlight the social construction and regulations of sexuality. It will examine a range of political issues and movements, such as: sexuality education; gay, lesbian, bisexual, transgender and queer movements and the interactions of race, gender, class and sexuality. Fall, E. Steinman.

124AF. Race, Place and Space. (See also AS 124, IIS 124 and MS 136). This course offers an introduction to the processes underlying social and spatial differentiation, with particular reference to race, gender, sexuality and class. We examine how social difference and social inequalities are constituted through space, not just expressed spatially. Spring, D. Basu.

136. Framing “Urban” Life. The course draws upon a wide range of disciplinary orientations that examine the theories of urban life and representations of urban places and their cultures through literature, Websites, maps, architecture, photography, documentary, film, popular art, music, and advertising in local and international cities. Fall, D. Basu.

142AF. The Black and South Asian Diaspora in Great Britain. (Formerly Transatlantic Black and South Asian Experience). This course examines the experience of Black and Asian diasporas in Great Britain using film, documentary, novels, and ethnographic studies. How do these texts enable us to examine the socio-historical, cultural and social ideas of nation and nationhood, belonging and exclusion, gender and sexuality, identity and the politics of resistance in these communities? D. Basu. [not offered 2011–12]

145CH. Restructuring Communities. (Also Chicano Studies 145CH). This course examines how Chicano/Latino and multi-racial communities are being transformed economically, politically, and historically. Students will work in teams through service learning to examine how community organizations such as the Pomona Day Labor Center or Prototypes, for example, are creating new visions of community and resistance. Prerequisites: Soc 1 or Soc 30CH. Fall, A. Francoso.

CHLT154CH. Latinas in the Garment Industry. (See Chican@/Latin@ Transnational Studies 154CH). M. Soldatenko.

155CH. Rural and Urban Social Movements. (Also Chicano Studies 155CH). This course will examine the emergence of social movements, the process of their formation and the varied strategies for their mobilization. Particular attention will be paid to the Chicano, Civil Rights, Farm Labor and union movements. Students will draw practical experience from organizing a memorial and alternative spring break with the United Farmworker’s Union. Prerequisite: Sociology 1 or 30CH. Spring, J. Calderón.

157. Men and Women in American Society. This course addresses what it means to think critically about gender and how social constructs such as occupational segregation, racial bias, and sexist bias have an impact on the experiences of “gendered” individuals. This course heavily relies on the intersectionality paradigm to guide discussion and further our understanding of gender socialization patterns. Prerequisite: Sociology 1. Spring, A. Bonaparte.

CHLT 157CH. Latinas Activism Work & Protest. (See See Chican@/Latin@ Transnational Studies 157CH). Fall, M. Soldatenko.

165. Secularism, Skepticism and Irreligion. Examines secular people, atheist ideologies and skeptical criticisms of religion. Explores the most compelling arguments against theism and religious faith. Strongly recommended for those interested in religion—or in debunking religion. Spring, P. Zuckerman.

170. Internship: Sociology of Health and Medicine. (Formerly Soc 175 Fieldwork in Health Care). This practicum is a semester-long internship in which students will work within health organizations serving or addressing health issues. In addition, students will be exposed to potential careers or volunteer activities in the community. Prerequisite: Soc 122. Spring, A. Bonaparte.

185. Seminar in Indigenous Issues: Movements, Rights and the Law in Australia and New Zealand. This course examines contemporary political, social and cultural issues affecting indigenous nations. In Spring 2009, the focus will be on indigenous movements, rights and the law in Australia and New Zealand. The course will highlight the legal context of indigenous mobilizations and critically examine the effects of law on decolonization. E. Steinman. [not offered 2011–12]

Post 187. History and Political Economy of World Soccer. (See Political Studies 187). Spring, D. Goldblatt.

Post 188. The Olympics: History and Politics. (See Political Studies 188). Spring, D. Goldblatt.

188AA. Teaching as Social Change. This seminar will explore theoretical work on radical education—most notably the writing of Paulo Freire and Asian American Studies scholars. With an emphasis on “to serve the people,” Asian American Studies sought to transform higher education and strengthen student’s political engagement for a more just society. This seminar has a community-based component. K. Yep. [not offered 2011–12]

Post 192. The City in the 21st Century. (See Political Studies 192). Spring, D. Goldblatt.

Post 194a. International Studies Research Workshop. (See Political Studies 194a). Fall, A. Junisbai/N. Boyle.

Category C

199a. Senior Seminar. This is the capstone seminar for senior sociology majors. The seminar is designed to bring seniors together to discuss and assess their understanding of the sociological enterprise. We will apply critical thinking, writing and communication skills to the broad subject of market-star-society relations. Topics covered include: water, health, consumption, tourism, sexuality and democracy. Spring, D. Basu.

199b. Advanced Independent Research Project/Thesis. An original research project or thesis (quantitative, qualitative and/or theoretical) will be completed that engages senior sociology students in the practice of sociology. Soc 199b is available for Sociology majors in the Fall semester if it is their final semester before graduation (e.g. a student graduating in the Fall or a student on study abroad in their Fall semester) Fall/Spring, Staff.

THEATRE AND DANCE

FACULTY: A. Horowitz, Department Chair; L. Cameron, Dance Program Coordinator; B. Bernhard, T. Leabhart, J. Lu, S. Linnell, A. Martinez, L. Pronko, T. Shay, J.P. Taylor.

Dance

Dance is an interdisciplinary art form that involves elements of theatre, music, design and the visual arts in a variety of cultural contexts. Instruction is available to students who wish to study dance as one of the liberal arts, as well as to those who aspire to professional careers in dance performance or related fields. The Dance Program challenges students to develop concentration skills, observational and analytical abilities and capacities for working with broad aesthetic concepts and fine details while developing their creative instincts. Solid foundations in modern, ballet, composition and repertory are designed to build strong technique and a sense of artistic expression, while exposure to non-Western dance forms encourages students to better understand other cultures through their performance traditions.

Requirements for the Major in Dance

Within the dance major, there are two areas of emphasis: Performance Studies and Movement Studies. The Performance emphasis, which requires technique study at the advanced level, culminates in a senior choreography/performance project, while the Movement Studies emphasis culminates in a senior project/written thesis which may or may not involve performance. Although encouraged to take technique throughout their four years, Movement Studies concentrators are not required to perform at the advanced level of technique and are advised to combine their work in dance with other disciplines. The department also offers a minor in dance.

The following courses are required for ALL MAJORS:

1. At least one full credit (or the equivalent) Modern Dance Technique
2. At least one full credit (or the equivalent) Ballet Technique
3. PO Dance 132, History of American Concert Dance or Dance 135, Traditions of World Dance (or SC Dance 101)
4. PO Dance 130, Language of the Body (or SC Dance 103)
5. PO Dance 140, Beginning Creative Movement Exploration or PO Dance 141, Composition (or SC Dance 159 or 160)
6. PO Dance 160, Anatomy and Kinesiology
7. PO Dance 192, Senior Project

Courses taken to fulfill requirements for the major in dance must be taken for a letter-grade.

Performance Emphasis—Additional Required Courses:

1. .5 CREDIT (OR THE EQUIVALENT) Dance Repertory (PO Dance 180, 181)
2. One course from the following: PO Theatre 20A, Costumes, Scenery, Properties; PO Theatre 20B, Lighting and Sound; PO Theatre 2, Visual Arts of the Theatre
3. PO Music 57, Survey of Western Music or PO Music 65, Introduction to World Music or other full-credit music course by permission (or SC Music 110)
4. One full credit (or the equivalent) in non-western Theatre or Dance
5. Two production crew assignments

Movement Studies Emphasis- Additional Required Courses:

1. PO Theatre 1, Introduction to Acting or PO Theatre 4, Theatre for Social Change
2. One full credit (or the equivalent) in non-western Music, Theatre, or Dance
3. 1.5 course credits from among the following: PO Dance 165, 166. Somatics; PO Dance 170, The Mind in Motion; PO Dance 175, 176. Alexander Technique in Motion (Or SC Dance 102, Dynamics of Human Movement)
4. Two production crew assignments or one crew assignment and one service/teaching project

The Minor in Dance:

1. One full-credit (or the equivalent) Modern Dance Technique
2. One full-credit (or the equivalent) Ballet Technique
3. PO Dance 130, Language of the Body or SC Dance 103
4. One full-credit (or the equivalent) Composition or Repertory
5. Dance History (PO Dance 132, 135, or SC Dance 159)
6. One additional full course (or the equivalent) in Theatre or Dance
7. One production crew assignment

Courses (Please refer to Pomona College catalog for course descriptions.)

10. Beginning Modern Dance. Fall/Spring, L. Cameron.

12. Beginning Ballet I. Fall/Spring, Staff.

50. Intermediate Modern Dance Technique II. Spring, J. Pennington.

51. Intermediate Ballet. Fall/Spring, V. Koenig, guest artists.

119. Advanced Modern Dance Technique and Theory. Fall, J. Pennington, guest artists.

120. Advanced Modern Technique. Fall, J. Pennington, guest artists.

121. Advanced Modern Technique and Theory. Fall, J. Pennington, guest artists.

122. Advanced Modern Technique. Fall, J. Pennington, guest artists.

123. Advanced Ballet Technique and Theory. Fall/Spring, V. Koenig/ Staff.

124. Advanced Ballet Technique. Fall/Spring, Staff.

130. The Language of the Body. Spring, L. Cameron.

135. The Traditions of World Dance. Spring, A. Shay.

136. History of Social Dance. A Shay.

137. Performing Art: Issues of Sexuality and Gender in Music, Theatre, and Dance. A Shay.

140. Composition I. Beginning Creative Movement Exploration. Fall, L. Cameron.

- 141. Dance Composition II.** Choreography Lab. L. Cameron.
- 150a,b,c,d. Exploration of Cultural Styles.** Spring, Staff.
- 150b. Crossing the Iron Curtain.** Fall, A. Shay.
- 150c. Music and Dance of Bali.** Fall/Spring, Wenton.
- 150d. Indian Classical Dance.** Bharadvaj.
- 150e. Dances of the Middle East.** Spring, A. Shay.
- 151. Exploration of Cultural Styles: African Aesthetics.** Fall/Spring, K. Gadlin.
- 152. Hip-Hop Dance.** Fall, Aiken.
- 153. Beginning/Intermediate Jazz.** Spring, Robles.
- 160. Anatomy and Kinesiology.** Fall, M. Jolley.
- 165. Somatics.** M. Jolley.
- 166. Somatics.** (Same as 165, but offered as a half-course). M. Jolley.
- 170. The Mind in Motion.** Spring, M. Jolley.
- 175. Alexander Technique in Motion.** Fall/Spring, M. Jolley.
- 176. Alexander Technique in motion.** (Studio course only). Fall/Spring, M. Jolley.
- 180. Dance Repertory.** Fall/Spring, L. Cameron, guest artists.
- 181. Dance Repertory.** Fall/Spring, L. Cameron, guest artists.
- 192. Senior Project.** Fall/Spring, L. Cameron.
- 99/199. Selected topics in Dance.** Course or half-course. Fall/Spring, Staff.

Related Courses

Theatre

- 1. Introduction to Acting.**
- 13. Corporeal Mime.**
- 17. Make-up.**
- 19a. Fundamentals of Kabuki Studio.**

Music

- 65. Introduction to World Music.**

Theatre

The Pomona College Theatre embodies the liberal arts education. Through the synthesis of body, mind and spirit, theatre celebrates the community of world cultures. In an atmosphere of freedom, discipline and passion, students, faculty and staff encounter intellectually and artistically great creations of the human spirit both in the classroom and in production.

Theatre at Pomona College serves students from five undergraduate colleges. It includes the study of performance, design and technology, dance, directing, theatre history, dramaturgy and dramatic literature. Theatre students become proficient in devising creative solutions to complex problems. They also develop sensitivity to the interpersonal relationships inherent in the collaborative process. Thus, they are prepared for a wide variety of careers in organizations and enterprises that value these qualities.

While encouraging such development in all its students, the department also prepares majors for further study on the graduate or professional performance level. Many graduates of the department have become successful members of the professional community as actors, dancers, directors, designers, producers, writers, dramaturgs, teachers, and administrators. The department presents several major productions each year. The department is also the home for a dynamic season of student productions. Student performers and production personnel are drawn from majors and non-majors alike from all the Claremont Colleges.

Requirements for the Major in Theatre

Theatre majors may choose one of the following emphases: a General Theatre, Performance, Design, or Dramaturgy/Playwriting (history, criticism, theory and dramatic literature).

1. Core courses: a) Thea 1, Introduction to Acting OR Thea 4, Theatre for Social Change; or Thea 5, Introduction to Chicano Theatre and Performance. b) Thea 2, Visual Arts for the Theatre; c) One course in Mime, Modern Dance and/or Ballet. Thea 13, Corporeal Mime (half course) or Thea 14, Corporeal Mime, or DANCE10A or B (or equivalent) and /or DANCE 12A or B (or equivalent.). (This requirement may be met by one full-credit course, or a combination of two half-courses, which can be in a single subject, or spread out among two of the three above); d) Thea 20A or 20B, Theatre Crafts; e) Two of Thea 110, 111 and 112 and 113 series and one of the 115 series (Theatre History and Dramatic Literature); f) Thea 189, Dramatic Theory and Criticism [1/2 course]; g) Thea 190H, Senior Seminar [1/2 course]; h) Thea 191H, Senior Thesis [1/2 course]; and i) All majors must complete four production crew assignments by graduation. (52C or 52H)

2. Additional required courses:

- General Emphasis: Completion of all core courses listed above. Thea 191 must be taken as full credit.
- Performance Emphasis: Thea 12, Intermediate Acting; 17, Make-up [1/2 course]; Three credits in advanced acting: either three of the Thea 100 series, or two of the Thea 100 series and performing a lead role in one of the Department's major productions (Thea 199). (This second option requires approval of the faculty as whole) and Thea 192, Senior Project in Performance. [1/2course]: one half-course or the equivalent Alexander Technique (53C); one half-course or the equivalent Voice for the Actor (54C). Design Emphasis: Thea 17, Make-up [1/2

course]; 20A and 20B, Theatre Crafts, (whichever course not taken as part of core requirements above); Thea 80, Scene Design; Thea 81, Costume Design; Thea 82, Lighting Design; One crew assignment required as part of the core above must be as an assistant designer to a member of the permanent faculty in the area or areas of the student's planned senior project. This assignment is a prerequisite for the Senior Project in Design and Thea 193, Senior Project in Design [1/2 course]

- Dramaturgy/Playwriting Emphasis: Any two of the Thea 110–113 sequence and/or the Thea 113 series not already taken as part of the core requirement. All Dramaturgy students must take Thea 115D, Theatre and Dance of Asia. Pre-approved courses in other departments may be used in fulfilling these requirements. Thea 140, Writing for the Performance; Thea 141, Dramaturgy. A half credit as either an assistant director or a stage manager for a faculty directed production, (52H or 19) and Thea 194, Senior Project in Dramaturgy, [1/2 course.]

Students majoring in theatre are expected to participate actively in the department production program, which normally includes four major productions, a dance concert and a number of student-directed productions. Theatre majors are also expected to attend workshops, lectures and other events sponsored by the department as part of their educational enrichment.

Declared Theatre majors and minors must take all required courses within the major for letter grade. Academic credit is available for students involved in performance and/or production activities under faculty supervision. (See 51C and 51H, Theatre Performance, and/or 52C and 52H, Theatre Production.)

Requirements for a Minor in Theatre:

- Thea 1, Introduction to Acting, OR Thea 4, Theatre for Social Change; or Thea 5. Introduction to Chicano Theatre and Performance;
- Thea 2, Visual Arts of the Theatre;
- Thea 20A or 20B, Theatre Crafts;
- Thea 110 or 111 or 112, or one of the Thea 115 series (Theatre History and Dramatic Literature); e) two additional theatre courses, one of which may be the equivalent of one full course from half or cumulative credit courses in theatre;
- Two production crew assignments: 52C or 52H The approval of the minor is determined by the permanent faculty as a whole.

1A. Basic Acting: Tools & Fundamentals. This introductory course explores the fundamentals of voice, movement, relaxation, text analysis, characterization, and sensory and emotional-awareness. Course material includes detailed analysis, preparation and performance of scenes.; Fall/Spring, B. Bernhard, A. Blumenfeld, J. Lu, A. Martinez.

1B. Basic Acting: Acting & Activism. This introductory course provides the opportunity to learn fundamental acting techniques based primarily on Augusto Boal's "exercises for non-actors" utilized in "theatre for social justice and social change" demonstrating many varieties of activist theatre and the rewards of working creatively on group projects. B. Bernhard, J. Lu. [next offered Fall 2012–13]

1C. Basic Acting: Chicano Theatre & Performance. This introductory course explores the fundamentals of acting using Chicano Theater as its historical, aesthetic and theoretical source. Taught in a workshop-style seminar format, the course examines the "realistic" acting methodology of Konstantin Stanislavski and relates its influences on and application to Chicano dramatic texts and performance. A. Martinez. [next offered 2012–13]

1D. Basic Acting: The Meisner Technique: Improvisation and Methodology. This introductory course explores the fundamentals of acting using Sanford Meisner's variations on the "realistic" acting methodology of Konstantin Stanislavski. The course examines such Meisner techniques as "long-form" improvisation, to sharpen the actor's ability to observe, listen and react. The Meisner technique trains the actor to focus on the scene partner and to then adapt this improvisational style to traditional scene study. Staff. [next offered 2012–2013]

1E. Basic Acting: Acting for Social Change. An introduction to the fundamentals of acting, drawing on different techniques such as psychological realism and physical theatre. These techniques will then be applied in form such as Augusto Boal's Theatre of the Oppressed and Playback Theatre. Students will write and perform a self-written monologue, perform a two-person scene from a published script, and present a work of documentary theatre or Playback theatre performance engaging a group outside of the classroom. Fall, J. Lu, Staff.

1F. Basic Acting: Performing Asia America. An introduction to the fundamentals of acting, drawing on different techniques, i.e. psychological realism and physical theatre. These will then be applied using Asian and Asian American historical, aesthetic, and theoretical source material. Students will be required to write and perform a self-written monologue and two-person scene from published scripts. J. Lu. [next offered 2012–2013]

2. Visual Arts of the Theatre. The visual principles underlying the design of theatre productions; theatre architecture, staging conventions, historic and contemporary design, environmental theatre. Attendance at professional theatre productions in the L.A. area, films, slides, readings and projects in three-dimensional design. Fall /Spring, S. Linnell, J.P. Taylor.

4. Theatre for Social Change: Queer Theatre Activism. Creating activist theatre to build queer and allied community, and to address queer issues including homophobic, transphobic, sexist, and heterosex behavior, policies, and laws. Students will research global theatre activism practice and work with campus and community organizations to devise and present public performances. Staff. [next offered 2012–13]

6. Languages of the Stage. A detailed examination of theatrical language in all its manifestations: the text-based language of the playwright, the verbal and physical language of the actor and director, the visual language of the designers, the aural language of the theatrical composer, the kinetic language of the dancer and choreographer, the analytical language of the critic, and dramaturg, and the experiential language of the audience. A key component of the course is attendance at live performances, both on-campus and at professional venues throughout the Los Angeles area. J.P. Taylor. [next offered 2012–2013]

7. Devising Performance. This course provides participants with an interdisciplinary approach to devising performance appropriate to student actors, dancers, visual artists, writers, musicians, and social activists. Solo or group performances may be inspired by newspaper articles, interviews, visual and sculptural elements, music (pre-existing or created for the occasion), and other verbal or movements texts. Students meet to discuss readings, look at video performance work and show work evolved outside of class. Participants will attend performances in Los Angeles. Work created in class will be given public performance on campus late in the semester. Spring, T. Leabhart.

12. Intermediate Acting. Scene study and voice work. Rehearsal and studio performance of selected scenes. Students will gain an understanding of the actor's work on character analysis through use of objectives, inner monologues and character research. Prerequisite: Theatre 1, or 4 or 5, includes Alexander Technique and voice lab. Requires co-enrollment in Thea 54C. Fall/Spring, A. Blumenfeld, A. Martinez.

13. Corporeal Mime. The basic vocabulary of mime: counterweights, figures of style, walks and triple designs. Developing mastery of the technique and improvisation with the form. May be repeated for credit. Half credit. Fall/Spring, T. Leabhart.

14. Corporeal Mime. Same course as Theatre 13, plus reading of critical texts, discussion and three brief papers. Full credit. Fall/Spring, T. Leabhart.

17. Make-up. An intensive workshop in design and application techniques of stage make-up. Course taught from both the actor's and designer's perspective. Half-course. Fall/Spring, S. Linnell.

20A. Theatre Crafts: Costumes, Scenery and Properties. An introduction to the production areas of the theatre, with emphasis on the theories, materials and techniques of creating costumes, scenery and properties. Production laboratory required. Fall, S. Linnell, J. P. Taylor.

20B. Theatre Crafts: Lighting, and Sound. An introduction to the technical production areas of the theatre, with emphasis on the fundamental techniques and equipment of stage lighting and the design and technical aspects of theatrical sound. Spring, Staff.

41. Stage and Theatre Management. This course is an exploration of the materials, theories and techniques of management as they relate to individual stage productions, as well as to theatre organizations as a whole. The stage management section will focus on the critical role of the stage manager in the production process. The theatre management section will examine management as it relates to the many types of theatre extant today: i.e., Broadway and the Commercial Theatre, the Resident Professional Theatre, Community Theatre, College and University Theatre and Theatre for Young Audiences. The course may have a practicum component in conjunction with theatre department productions. Full credit. Staff.

50. Collective Creation. Students will create a collaborative performance based on Eduardo Galeno's book *Mirrors*. Performances are scheduled for end-of-semester at Seaver Theatre, the CMC Athanaeum, on the Pitzer College Campus and a prospective venue in Los Angeles. Students from all backgrounds are encouraged to enroll. Fall, T. Leabhart.

50. Collective Creation. Students will create a collaborative performance based on Eduardo Galeno's book *Mirrors*. Performances are scheduled for end-of-semester at Seaver Theatre, the CMC Athanaeum, on the Pitzer College Campus and a prospective venue in Los Angeles. Students from all backgrounds are encouraged to enroll. Fall, T. Leabhart.

51C. Theatre Performance. Rehearsal and public performance in Theatre department productions. Enrollment dependent upon casting each semester. One-quarter cumulative credit. May be repeated for credit. Fall/Spring, B. Bernharad, A. Horowitz, T. Leabhart, J. Lu, A. Martinez, L. Pronko, Staff.

51H. Theatre Performance and Pedagogy. Same course as 51C with additional assignments. Enrollment dependent upon casting each semester. Half-credit. May be repeated for credit. Fall/Spring, B. Bernhard, A. Horowitz, T. Leabhart, J. Lu, A. Martinez, L. Pronko, Staff

52C. Theatre Production Practicum. Participation in the production aspects (scenery, properties, costumes, lighting, sound and management) of Seaver Theatre productions. Cumulative credit. May be repeated for credit. Fall/Spring, S. Linnell, J. P. Taylor.

52H. Theatre Production Practicum and Pedagogy. Participation in the production aspects (scenery, properties, costumes, lighting, sound or management) of Seaver Theatre productions. Paper writing required. Half-credit. Fall/Spring, S. Linnell, J. P. Taylor.

53H. Alexander Technique and Pedagogy. Same course as 53C with additional assignments. Half-credit. Fall/Spring, M. Jolley.

53C. Alexander Technique. The Alexander Technique is a pragmatic method for exploring the basis of human movement, understanding how we interfere with our own coordination and how we can change unconscious physical habits. Journals and outside practice periods are a part of the course. Cumulative credit. Fall/Spring, M. Jolley.

54C. Voice for the Actor. Actors require special skills for speaking expressively and being understood easily in large spaces without artificial amplification. This course will give students a basic understanding of voice and speech for the theatre, help them engage their voices fully without injury to themselves and allow them to become more expressive vocally. Correct breathing, good placement and appropriate use of consonants become essential elements of scene study. This course may be repeated for credit up to 7 times. Fall/Spring. M. Kemp.

54D. The Moving Body: Strategies for Awareness and Efficiency in Daily Life, Sport, and the Performing Arts. This course combines exercises from the Feldenkrais Method, Bodyweather, and gongxi to refine awareness and increase efficiency of motion. Breathing exercises, movement explorations, traveling sequences, partner stretching, contact, and other sensory games will guide students towards a deeper awareness of themselves and strategies for developing a healthy approach to movement in daily life, sport, and the performing arts. Fall/Spring. J. Lu.

60. Theatre for Young Audiences. A practicum-based examination of the theories and practice of creating dramatic work for young audience. Working with local school groups, participants will develop a script and mount a production for performance on campus and/or in a school setting. Prior theatre experience is desirable but not required. Half-credit. Fall/Spring. R. Portillo.

61. Theatre for Young Audience. Same course as 60, but with additional reading of critical text, discussion, and written assignments. Fall/Spring. R. Portillo.

80. The Scenographic Imagination. Scenography is the creation of artistically appropriate environments for works in theatre, dance, film and television. This project-based course enables students to explore and develop the conceptual, graphic and three-dimensional skills necessary for effective scenographic work. Project work will be supplemented by reading, discussion and play going: both on campus and at professional venues in the Los Angeles area. Spring, Staff. Fall, J. P. Taylor. [next offered 2012–13]

81. Costume Design. Basic design principles of costume for both the actor and dancer. Line, shape, color, texture and value provide the basis for developing both period and contemporary costumes. The course uses analytical and technical drawing skills to develop costume designs. Students see and critique professional and Claremont theatre and dance department productions. Production laboratory required. Spring, S. Linnell.

82. Lighting Design: The Magic of Theatrical Light. Lighting design in the creation of artistically appropriate lighting for works in all forms of performance. Once mastery of lighting equipment is achieved, student will explore the artistic use of light through a variety of dynamic, hands-on, creative projects. Project work will be supplemented by reading, discussion and play going: both on campus and at professional venues in the Los Angeles area. Spring, J. P. Taylor.

83. Computer Graphics for the Theatre. Exploration of the fast growing application of computer technology to theatrical production. Examines the wide variety of ways that theatre designers and technicians use computer graphics to make their work more effective and/or aesthetically pleasing. Staff. [next offered 2012–2013]

100A. Acting Studio: Acting for the Realistic Theatre. Intensive work in rehearsal and studio performance of selected scenes from dramatic literature. Primary focus on representational drama. Continued work on vocal, physical and imaginative skills. Prerequisite: Thea 1, 4 or 5 and 12. Fall. B. Bernhard, A. Blumenfeld, A. Martinez.

100B. Acting Studio: Acting for the Classical Theatre. Continuation of the scene study approach with emphasis on presentational plays from major theatrical periods, including the Greeks, Shakespeare and Golden Age France and Spain. Prerequisites: 1, 4 or 5 and 12. Fall, A. Martinez, A. Blumenfeld, B. Bernhard.

100C. Acting Studio: The Mask in Theatre. Involves equal part theatrical and practical work. Read Greek plays, *commedia dell arte*, scenarios and modern plays conceived for masks and employ them in performance of scenes from these genres. Theories of masked acting will be studied as they inform performance, with special emphasis on Jacques Copeau's research on masks as tools in actor training. Prerequisite: Thea 1, 4, or 5 and 12. T. Leabhart. [next offered 2012–2013]

100D. Acting Studio: The Profession of Acting. A studio focuses on the craft of the professional actor. This course will include script analysis, audition and cold reading strategies, monologues and scene work, and we will culminate in a performance recital. A. Martinez [next offered 2012–2013]

100E. Acting Studio: Acting for Film and Television. This course develops technical and conceptual techniques for the interpretation and performance of comedy and drama for film, television and emerging technologies. Students will audition, rehearse and perform on camera a variety of scenes from film and theatre. Students will analyze and critique their on-camera work as well as the work of classmates and established actors. Prerequisites: Thea 1 or 4 or 5; and 12. Spring, A. Blumenfeld, A. Martinez.

100G. Acting Studio—Musical Theatre. In this workshop studio production class, students present solos and scenes from musical theatre for criticism and review. Students will receive essential and elementary training required to perform musically and enhance musical interpretation. Focus will be on improving natural, clear and unaffected speech for efficient vocal support, tone production, vocal quality and articulation, as well as on truthful and organic interpretive effectiveness. Prerequisite: 1 or 4 or 4 and 12 or 1, 4 or 5 and approval of instructor. Staff.

110. World Theatre and Drama from Origins to 17th Century. A study of major dramas and dramatic forms from the earliest ritualistic origins to the drama of the 17th century including Sophocles, Euripides, Sanskrit drama, Zeami and the No, Marlowe, Shakespeare, Webster, Lope de Vega, Calderon and others. A. Horowitz. [next offered 2011–12]

111. World Theatre and Drama from Kabuki to Ibsen. The development of new traditions East and West reading in Moliere, Racine, Congreve, Goldoni, Kleist, Gogol and others, and the conventions of, opera, Kabuki, Bunraku and Beijing Opera. Fall, A. Horowitz.

112. Theatre and Drama: From Ibsen to the Absurd. The development of modern theatre from the end of the 19th to the late 20th century. Reading will include “giants” of modern theatre and some others: Ibsen, Strindberg, Chekhov, Shaw, Pirandello, Brecht, Cocteau, Anouilh, Sartre, Beckett and Ionesco. Spring, L. Pronko.

113. Contemporary Western Theatre: From the Absurd to the Present. This course will chart the trajectory of Western theatre from the absurdist movement of the 1960s to the present through such playwrights as, Stoppard, Soyinka, Fo Fugard, Friel, Churchill, Parks, Albee, Wilson and Shepard will be read and analyzed, as will the stage work of such important artistic practitioners as Peter Brook, Ariane Mnouchline, Robert Wilson, Giorgio Strehler, Robert LePage, and Elizabeth LeCompte/A. Horowitz.

115D. Theatre and Dance of Asia. The theatre, drama and dance of Asia, with special emphasis on the theatre and dance of India, Bali, China and Japan. Fall, L. Pronko.

115E. Women Playwrights. A study of plays by women from the 12th century to the present. Survey of basic and relevant feminist dramatic theory and criticism. Performances with script-in-hand, as well as some creative writing. Not recommended for first-year students. B. Bernhard [next offered 2012–13]

115J. Shakespeare in Performance. The study of early Shakespeare performance conventions and traditions, examination of some seminal interpreters and productions. Inquiry into the canon’s evolution over the past 400 years of adaptation and appropriation by diverse cultures and changing artistic, historical, political and social climates. A. Horowitz. [next offered 2012–2013]

115M. Race & Contemporary Performance. What is race and how does the meaning attached to racial categories shape culture and social structures in the United States? This course will examine how individuals and groups use their bodies and minds to identify, dis-identify, imagine, and re-imagine racial dynamics on the America on the stage. J. Lu. [Next offered 2012–13]

130. Introduction to Directing. Introduction to basic skills and responsibilities of directing for the stage. Emphasis on text analysis, directorial concept, play selection, design concept, blocking, actor coaching, rehearsal strategies, and production management. Prerequisites: Thea 1, or 4 or 5: 2 and 12, or permission of instructor. Staff. [next offered 2012–13]

141. Dramaturgy. An exploration of the various roles of the dramaturge with emphasis on the dramaturge’s obligations to text, production and audience. Inquiry into the dynamics of the dramaturge’s relationship to playwrights, designers, performers and directors. Course work will include practical application of research tools and application of dramatic theory. Offered on a rotating basis. A. Horowitz. [next offered 2012–13]

170. Writing for Performance. Introduction to the techniques of creative writing for performance, structuring the basic idea, development of character and situation and rewriting. A. Horowitz. [next offered 2012–13]

189H. Dramatic Theory and Criticism. A comprehensive analysis of dramatic theory and criticism from The Natyashastra to Radical Street and Feminist Theory. Theorists and critics will include Aristotle, Zeami, Artaud, Boal, Suzuki, Barba, Bogart, Brecht, and Grotowski. Beginning 2013, Thea 189 will be required as prerequisite for Thea 190H; Senior Seminar in Theatre. B. Bernhard. [offered 2013]

190. Senior Seminar. Required of all senior majors. Advanced reading and synthesis of research materials, conferences and mentoring sessions with thesis advisors, discussions and seminar presentations, all in preparation for senior thesis in theatre. 1/2 Credit. Second-half credit to be capstoned with Thea 192H, Thea 193H, or Thea 194H, Senior Thesis Project. Fall/Spring. Staff.

190H. Senior Seminar. Individually planned reading and writing project leading to the completion of critical, analytical, or historical thesis as preparation for a senior project in Theatre. The department expects students with particular emphasis such as performance, design or dramaturgy to pair Thea 191H with their specific project area: such as Senior Project in Performance Thea 192H, Design Thea 193H, or Dramaturgy Thea 194H, Thea 193H or Thea 194H, Senior Thesis Project. Fall/Spring. Staff.

191H. Senior Thesis. Continuation of work begun in Senior Seminar. Students following the General Theatre Emphasis must take this course to complete their thesis. 1/2 Credit. Fall/Spring. Staff.

192H. Senior Project in Performance. Continuation of the thesis work in Thea 190H. Including production work, creative activity, rehearsal and performance of a creative work to be performed, based on the individual reading, research, and writing of Senior Thesis. 1/2 Credit. Fall/Spring. B. Bernhard, A. Horowitz, T. Leabhart, J. Lu, A. Martinez, L. Pronko.

193H. Senior Project in Design. A continuation of the thesis work in THEA190H. Individually planned reading, creative activity and writing centered around the design of a work for public performance. Prerequisite: permission of instructor. 1/2 credit. Fall/Spring, S. Linnell, J. P. Taylor.

194H. Senior Project in Dramaturgy. This course is based on the individual reading, research, and writing of Senior Thesis that leads to the production of work for public performance. Fall/Spring, A. Horowitz.

99/199. Reading and Research: Special Projects in Theatre. Reading, research and production projects. For advanced students only. Prerequisite: permission of instructor. 99, lower-level; 199, advanced work. Full credit or half-credit. May be repeated. Fall/Spring, Staff.

Academic Policies

Standards and Regulations

Graduation Requirements

In order to graduate, students must satisfactorily complete 32 courses (of which at least 16 must be taken while registered at Pitzer), meet the educational objectives of Pitzer College, including the completion of a major and attain at least a 2.00 “C” Grade Point Average (GPA) overall and in their field of major and minor, if applicable. Grades earned from courses accepted for transfer credit are not included in the calculation of grade point averages.

Transfer students may not count more than 16 Pitzer equivalent courses taken outside of The Claremont Colleges toward the 32 required for graduation. New Resource students may transfer up to 24 Pitzer equivalent courses toward the 32 required for graduation, however no more than 16 of those can be transferred from a 2-year college.

Graduation Procedures

1. The “Major/Educational Objectives” form must be on file in the Registrar’s Office by midterm of the first semester of the junior year.
2. The “Application for Graduation” form must be on file in the Registrar’s Office by midterm of the first semester of the senior year.
3. The “Degree Verification” form must be on file in the Registrar’s Office by midterm of the second semester of the senior year.

Commencement

The College has one graduation ceremony each year, which takes place the Saturday after the end of final examinations. It is a degree-granting ceremony in which diplomas are conferred and in which only those students who have fully completed the College’s graduation requirements since the last ceremony are allowed to participate.

Transfer Credits

In order to be eligible for transfer credit, coursework must be offered by another regionally accredited college or university in the United States and a grade of “C” or better must be earned. A faculty member in the appropriate discipline must approve each transferred course in consultation with the Field Group. Transfer credit approval forms are available in the Registrar’s Office.

All academic credits (semester and quarter units) transferred into Pitzer College will be translated into equivalent Pitzer course credits according to the following conversion: four semester units or six quarter units equal one Pitzer course. Please check with the Registrar's Office to confirm transfer credit totals.

Semester Units	Pitzer Course	Quarter Units	Pitzer Course
1	.25	1	.17
2	.50	2	.33
3	.75	3	.50
4	1.0	4	.67
		5	.83
		6	1.00

Transfer credit is not allowed for coursework taken abroad while on a leave status during the fall or spring semester, unless prior approval is obtained by the Study Abroad Office. Transfer credit for work done abroad during the summer may be granted credit when prior approval is obtained from the appropriate field group and the Registrar's Office.

Of the 32 courses required for graduation, no more than 16 Pitzer equivalent courses will be accepted as transfer credit, except New Resource students.. New Resources students may transfer up to 24 Pitzer equivalent courses, with a maximum of 16 Pitzer equivalent courses from a two-year institution. Transfer credit does not calculate into a student's Pitzer GPA. Courses approved for transfer credit may not be used to fulfill more than half of a student's major or minor requirements. Individual field groups may stipulate more stringent requirements for majors and minors. Petitions to deviate from field group regulations must be approved by the field group.

Advanced Placement (AP) Program Exams

Courses designed to accompany the College Board's Advanced Placement Program demand college-level work and the Pitzer faculty may grant credit for superior performance on an AP examination. Criteria may vary by field group, but no score lower than four will be considered for credit. Credit is not granted for exams that duplicate each other, such as AP and IB English Literature.

- AP credits are applied toward the 32 course graduation requirement, but may not be used to satisfy an Educational Objective requirement.
- In general, AP credits do not apply to field of major requirements. Consultation with the appropriate adviser/field group is required for possible exceptions.
- In all cases when credit has been awarded for AP exams, that credit will be rescinded if courses are taken which duplicate or significantly overlap the AP courses.

International Baccalaureate

Eight courses will be granted for a diploma. Credit for exams may be awarded only for higher-level exams (with passes for at least five) at a ratio of 4 semester units per exam. If full certification is not completed, individual courses or exams completed toward the certificate may be given credit. Credit will not be awarded for subsidiary exams. IB credits are applied toward the 32 course graduation requirement, but may not be used to satisfy the Educational Objective requirement.

CLEP

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

Changes in Major Requirements

Students are bound by the major requirements which are in force (as stated in the catalog) at that point when they formally declare their major. If changes are subsequently made in the major requirements, students may choose to satisfy either the old or new requirements upon consultation with their major advisers.

Preregistration and Registration

Preregistration occurs toward the end of each semester for the following semester. Students must consult their faculty advisers during preregistration and registration periods. Registration/enrollment is complete when students have obtained adviser approval, registered for classes and paid tuition and other fees. Students who do not enroll by the applicable deadline are assessed a late fee. It is presumed that students in residence who fail to preregister are not returning to the College.

Enrollment in Courses Offered by Other Claremont Colleges

Academic interchange among the undergraduate Colleges and The Claremont Graduate Institutions 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:

1. First-year students normally register for their entire program at their college of residence for the first semester. Exceptions may be made in fields of study not available at their own college. During the second semester, first-year students may register for one course outside their college of residence.
2. Sophomores normally may register for no more than one course per semester outside the College of residence.
3. Juniors or seniors normally may register for no more than one-half of their total program in any one semester outside the College of residence.
4. Registration for courses in joint programs are not considered outside registrations. Intercollegiate courses designated by the letters "AA," "BK," "CH" or "G" affixed to the course number are counted as Pitzer courses.
5. Exceptions to the above must be approved by the faculty adviser.
6. Courses taught in the following joint programs do not count as off-campus courses even if they are taught on other campuses: American Studies; Art History; Asian Studies; Asian American Studies, Black Studies; Chicano Studies; Classics; Media Studies; Gender and Feminist Studies/Women's Studies; Languages; Linguistics; Mathematics; Music; Philosophy; Religious Studies; Science; Science, Technology, and Society; and Theatre/Dance.

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 during any one academic year. However, a tuition surcharge of \$220 will be made for each course over five per semester. This surcharge is assessed after the final date to drop classes without a recorded grade and is nonrefundable.

To take more than five courses in one semester, students must petition the Academic Standards Committee. However, students in their sophomore, junior, or senior year who have attained a cumulative Grade Point Average of at least 3.00, have no incompletes and have the consent of their advisers may register for up to six courses in any semester without petitioning the Academic Standards Committee. Students on academic probation may only enroll for up to four courses each semester; students on academic probation wishing to enroll in more than four courses must petition the Academic Standards Committee.

To be classified full-time for any semester, a student must be enrolled in a minimum of 3.0 courses. During the summer session, full-time status may be achieved by taking a combination of Summer Session courses and Independent Study courses. Students may take a maximum of two courses per Summer Session and two summer Independent Study courses. Students are classified as part-time if registered for fewer than three courses in any one semester. The Registrar's Office must be notified of part-time student status by the last day for entering classes. No adjustment in charges is made for students who become part-time after that time.

Adding, Dropping and Withdrawing from Courses

Students 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 and adviser. Petitions for late additions of courses will incur a fee of \$25 per course.

With the signed approval of the instructor and faculty adviser, a course may be dropped and expunged from students' records if proper application is filed with the Registrar by the date specified in the College Calendar as the "final day to drop classes." Faculty signatures are not required during the first two weeks of the semester to drop classes. In the event of seriously extenuating circumstances, students may petition the Academic Standards Committee to drop a course after this date. Petitions for late drops will incur a fee of \$25 per course.

Students may withdraw from a course after the deadline for dropping courses, but no later than the last day of classes, only if work in the course has been satisfactory (defined as "C" if the course is being taken "Pass/Non-Credit," "D" or above for all other courses) and only with the signed approval of the course instructor and faculty adviser. For these approved withdraws, students' transcripts will show "W" (Withdraw). Students may not withdraw from a course after the last day of classes. Withdraw forms must be on file in the Registrar's Office by the last day of classes. The last day for graduating seniors to withdraw from a course in the spring semester would be one week prior to "The Last Day of Classes." Check the Academic Calendar for the exact date. Petitions for late withdraws will be reviewed by the Academic Standards Committee. Petitions for late withdraw from courses will incur a fee of \$25 per course.

Repeating Courses

There are a few courses in the catalog specifically identified as being repeatable for credit (for example Creative Writing). All other courses for which a student has received a prior passing grade are not repeatable for credit. If a student repeats a course that is not repeatable for credit, the course will appear on the student's academic transcript, although academic credit will not be given for the course. If a student does not receive a passing grade for a course (no academic credit applied), the course may be repeated

for credit. Repeating a course does not remove the original course from the transcript. Both the grade for the original course and the repeated course will be posted and will calculate into the student's grade point average.

Auditing Courses

Alumni and students regularly enrolled at The Claremont Colleges may audit courses with the consent of the instructor. Such arrangements will not be officially recorded and the auditor will not receive credit. Persons not regularly registered at The Claremont Colleges may audit courses, provided they obtain the instructor's permission and pay the regular auditor's fee (see p. 342).

Independent Study and Internships

Purpose:

- Independent Study is a way of exploring an area in more depth between a faculty director and a student who already know one another or when the project falls in an area with which the student has had some prior familiarity.
- Low priority should be given to requests that duplicate existing courses.

Academic Components:

- In order to receive course credit, independent studies and internships must contain an academic component. Merely completing hours at a placement or in an extracurricular activity is not sufficient to gain academic credit.
- The independent study form should clearly give a detailed description of the study, the academic work to be completed and how it will be evaluated. For example, faculty directors and students should specify reading lists (or at least the first set of assignments if the remaining readings are to be determined at a later date), the project to be completed (e.g., paper, video, artwork) and frequency of meetings with the faculty director. All Independent Studies must be approved by the Curriculum Committee.

Limits:

- No more than three different independent studies should be offered by a faculty member each semester and no more than five in the summer.
- Independent study credit may be given only for work accomplished during the semester or summer the student is receiving credit.
- Students cannot take more than two course credits in independent studies in any one semester, unless approved by the faculty adviser and the Academic Standards Committee. Descriptions should show a clear separation of content when two independent studies are arranged in the same semester. An independent study normally carries one course or half-course credit. A quarter-course independent study may be approved by Curriculum Committee, but only once per student.
- A proposal for an independent study (I.S.) that involves more than one course credit in a single semester or over multiple semesters must be approved by the Curriculum Committee. The Committee's decisions in such cases will be governed by the educational merit of the proposal and will be consistent with policies governing regular courses. For example, since most courses cannot be repeated for credit, the Committee will not approve a second semester I.S. in cases where the second semester I.S. replicates the work of the first semester. A second semester I.S. that is the part of a sequence such as Chemistry 14 and Chemistry 15 may be an exception to this rule. Normally, the Committee will not approve a third semester of course credit.

Field of Study:

- An independent study is given credit only in the field(s) of appointment of the faculty member offering it and should reflect the teaching or research interests of the faculty member.
- An independent study cannot be used to fulfill the Educational Objectives of the College, unless approved by the faculty adviser and the Curriculum Committee. In the case of the Natural Sciences objective, approval must also be given by a faculty member in Science.

Deadlines:

- Independent study forms must be submitted no later than one week before the last date to add full or half courses. Summer independent studies must be submitted no later than the deadline specified in the academic calendar and grades for Summer independent study projects are due by the seventh week of the Fall semester unless an earlier date has been set by the instructor. Any independent study forms received after the last meeting of the Curriculum Committee must be approved by an associate dean or dean of faculty.
- Any independent study forms submitted late must include a completed “petition to add” form with evidence that the independent study has been in progress. Petitions for late independent study courses will incur a fee of \$25 per course.
- Approval from the Curriculum Committee to add an independent study after the last date to add courses is subject to an assessment by the Committee that the goals of the study can still be achieved in the remaining part of the semester and have not been affected by the late start. Consideration of a late independent study by the Curriculum Committee should not be interpreted as a preliminary statement of approval.
- Students will be notified of the status of their independent study via their Pitzer email address.

Guidelines for Internship and Community Service Independent Study

To earn academic credit for an internship or community service placement, students must negotiate an independent study with a faculty member and that independent study must have an academic component. As with independent studies in general, the faculty member will serve as director. An independent study is most successful when the faculty member and student already know each other and when the project falls in some area with which the student and faculty director have some familiarity. As with all independent studies, academic credit is given only in the field of appointment of the faculty director, unless otherwise approved by an appropriate field group.

There are several levels of learning that can take place as a result of such a placement. Students can gain a better understanding of their academic discipline, gain critical thinking skills, enhance ethical values, gain both personal and professional skills and explore possible career fields. It is the responsibility of both students and faculty directors to ensure that learning takes place in all or at least several of these areas.

It is important to design and develop such an independent study with an academic component. Merely completing hours at a placement is not sufficient to

gain academic credit. The academic component normally involves the completion of a project (e.g., paper, video, artwork) that combines subject area learning with the placement experience.

To request credit for an internship or community service placement, students must submit a Directed Independent Study Form which is available from the Registrar. This form is due no later than one week prior to the last day to add classes.

The Curriculum Committee uses the following information to approve the independent study:

Detailed project description. This provides a general outline of the project including where the placement is going to take place, how long students will work at the placement and what activities they will be working on. Placements should consist of a structured environment with adequate on-site supervision that exposes students to new opportunities for learning. Positions that allow for new experiences often provide the best forum for learning. Although a position involving a small stipend might be approved, rarely would a placement that involves pay be approved. A general guideline for a time spent at the placement is 6–12 hours a week for the entire semester. Anticipated academic objectives for the placement should also be included in this section.

Activities to be completed. This encompasses the academic activities that the students will participate in during the semester. These activities are intended to ensure the accomplishment of the proposed academic objectives and could include readings, meetings with faculty, or field notes. These activities should be structured to ensure that all dimensions of learning are addressed during the placement.

Means of evaluation. This refers to how the academic performance is evaluated. Normally, students submit a project (e.g., paper, video, artwork) that combines prior course work, new subject area learning and the placement experience. In addition, it is recommended that the site supervisor provide a written evaluation of the student's performance during the placement.

Evaluation and Grading

The final grade in each course is determined by the instructor and is based on the students' accomplishments in the course. Examinations may be given at the discretion of the instructor with or without previous announcement. It is the students' responsibility to be present at all examinations and to submit class assignments 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.

Grading System

A Student's work is usually graded on the following grading system: A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F. Sometimes it is graded P (Pass) or NC (Non-Credit). A grade of "P" is given for work of "C" or better.

The P/NC option exists so that students might benefit by taking a course without the pressure of a letter grade appearing on the transcript. The P/NC option allows students to select at the outset of the semester, with the permission of the

instructor, the system of evaluation under which they would prefer to take a class. In the event of seriously extenuating circumstances, students may petition the Academic Standards Committee to invoke or reverse the P/NC request after the deadline.

Students may take only one course each semester on a P/NC basis. To do so, students should obtain the instructor's signature on a P/NC form available from the Registrar's Office. In some majors, courses taken to fulfill the major requirements cannot be taken on a P/NC basis. Consult with your major adviser. 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. Petitions for late Pass/Non-Credit courses will incur a fee of \$25 per course.

Instructors may designate some or all of their courses as courses which are offered on a P/NC basis, but 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 students take such a course and do not request a letter grade, then that course does count as the one course which can be taken on a P/NC basis during that semester.

Students who elect the P/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 majors. Students are advised to check the requirements of those specific institutions or majors before deciding on the P/NC option.

The letter "N" is not a grade but is used to signify that students are doing satisfactory work at the end of the first semester of a single course that spans two semesters; "N" indicates that students will continue a two-semester course and will receive a grade at the conclusion of the course.

Grade Point Average (GPA)

Students' GPA is computed by adding the grade points given for each grade received (a grade of A is given 4.00 points; A-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; D+, 1.33; D, 1.00; D-, 0.67; F, 0.00) 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 2.00 GPA) based on grades received in courses taken at The Claremont Colleges and including those received in those Study Abroad programs for which grades enter the student's GPA. In addition, a student must achieve at least a C average (a 2.00 GPA) in their field(s) of major. Grades in courses taken elsewhere are excluded from the computation of grade point averages, although the courses themselves may be accepted for transfer credit toward the work required for graduation.

Students who do not maintain a grade point average of sufficient quality to ensure eventual graduation are subject to dismissal. The Academic Standards Committee normally dismisses students whose records indicate an inability to regain within a reasonable length of time a grade point 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. Students whose cumulative GPA drops below 2.0 will be placed on academic probation until the cumulative GPA of 2.0 is regained. Students on academic probation may not receive any incompletes.

In accordance with Veterans' Administration policy, students receiving veterans' benefits who are on academic probation for two semesters will not be allowed to continue receiving these benefits. Notification of such students' progress would be sent to the Veterans' Administration, as well as the conditions the student must meet to be taken off academic probation.

Class Attendance

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

Incompletes

An Incomplete grade of "I" is given ONLY when illness or other seriously extenuating circumstances beyond the student's control prevent the full completion of required work by the date grades are due to the Registrar (as indicated on the Academic Calendar). An Incomplete should not be given when based solely on failure to complete work or as a means of improving a grade by doing additional work after the date grades are due to the Registrar. If a substantial amount of coursework has not been completed, the option of a withdraw from the course may be more appropriate.

An Incomplete may be given at the instructor's discretion under the following circumstances:

- A majority of all course requirements to date has been completed
- The student's work to date is passing
- Attendance has been satisfactory
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date (In cases of illness, the instructor may request verification by a medical practitioner.)
- The Incomplete is not based solely on a student's failure to complete work or as a means of improving the grade by doing additional work after the grade report time
- The instructor completes and submits the form, Assigning an Incomplete and includes the default grade to be assigned if the work is not completed by the due date. The default grade is based on the portion of the coursework already completed, factoring in uncompleted work.

Final coursework for Incomplete grades is due to the instructor on the first day of classes of the following semester, unless an earlier completion date is set by the instructor. Instructors will be requested by the Office of the Registrar to submit a final grade for the Incomplete during the second week of classes of that following semester.

- If the coursework is not submitted by the agreed-upon date and/or no grade is submitted to the Office of the Registrar by the due date, the Office of the Registrar will automatically assign the default grade. The default grade is identified by the instructor at the time the Incomplete is requested, on the basis of the portion of the coursework already completed, factoring in uncompleted work.
- Students on Academic Probation are not permitted to take any Incompletes.
- Students who withdraw from the College, take a leave of absence, or participate in study abroad programs (other than Pitzer Study Abroad Programs) will have one semester following their departure date to submit final work for an Incomplete.
- When illness or other seriously extenuating circumstances continue to prevent

the student from submitting final work by the stated due date, the instructor may request an extension of the due date. Any additional request from the instructor for an extension of the due date must be approved by the Academic Standards Committee; however, extensions may not exceed one semester from the date on which the Incomplete was originally awarded.

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 be changed only 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” 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; appeal procedures are outlined in the Faculty Handbook which is available on the Pitzer Website www.pitzer.edu.

Student Classification

Students’ class level is determined on the following basis: students who have successfully completed eight courses are classified as a sophomore; sixteen courses, a junior; twenty-four courses, a senior.

Student Records

In compliance with the federal Family Educational Rights and Privacy Act (FERPA) and the California Public Information Act, students at Pitzer College are assigned the following rights in regard to education records maintained by the College.

1. Students have the right to inspect and review education records. Education records, which are maintained by offices throughout the College, are defined as records in any format that directly identify the student and are maintained by the various offices of the College. Some records may be administered by additional privacy laws and regulations that supersede FERPA, and, therefore, may not be available under this policy. Requests for the inspection and review of education records must be submitted direct to the custodian of the record, following policy and procedure of the office in whose custody the record is maintained.
2. Students have the right to seek to amend education records. Under FERPA, grades are exempt from this provision. Students with concerns about individual grades are referred to the Dean of Faculty Office.
3. Students have the right to have some control over the disclosure of information from education records. Students may request that the College restrict the release of directory information by submitting a written request to the Registrar’s Office. Such restrictions remain in effect until cancelled in writing by the student.
4. In compliance with FERPA, Pitzer College has designated the following items of information as directory information: name and student user name; local and permanent address; local, cell, and permanent phone number; email address; date and place of birth; major field of study; dates of attendance; enrollment status; degrees and awards received; most recent previous institution attended;

photographs; participation in officially recognized activities and sports; and the height and weight of members of athletic teams. Directory information is defined as information that would not generally be considered harmful or an invasion of privacy if released. Unless restricted by the written request of a student, the College may release directory information without the prior consent of a student. Directory information required for course or classroom participation in courses may not be withheld from faculty and students connected with the particular course. Information that is not directory information is non-directory information and, unless excepted by FERPA, requires the prior written consent of the student for release.

Further details and a full description of student records privacy is available from the Registrar's Office and in the Office of Student Affairs.

Athletic Eligibility

For students to be eligible for participation in intercollegiate athletics at Pitzer College, students must be enrolled in at least three full-credit courses (12 semester units) during the semester of participation. The Academic Standards Committee, in consultation with the Registrar and the Faculty Athletic Representative, will declare ineligible for intercollegiate athletic competition any student whose academic performance the committee deems seriously deficient (below a 2.00 GPA or on academic probation). Such ineligibility shall be reviewed at the conclusion of each semester of ineligibility.

Physical Education Classes

Pitzer students may enroll in physical education classes at the other colleges. These courses will not count as credit toward graduation and are graded on a P/NC basis only, however they will appear on the transcript.

Second BA

Students who have a BA will be required to be in attendance at Pitzer College for at least four semesters, to complete 16 courses at The Claremont Colleges and to complete satisfactorily all the requirements of the Educational Objectives of the College. Students with a Pitzer College BA may add an additional major by completing satisfactorily all requirements of that major.

Other Regulations

Medical Requirements

Medical insurance is mandatory for all students. All students must have a medical insurance/emergency information sheet on file in the Office of Student Affairs. All students are required to update this form every year. If no proof of medical insurance is provided by the stated deadlines you will be automatically enrolled and billed on the Claremont College's insurance plan.

Open enrollment for the fall semester begin July 5, 2011 through September 9, 2011. Open enrollment for the spring semester begins January 3, 2012 through February 6, 2012. Students can obtain a 100 percent refund one week before or on the first day

of class. After the first day of class the medical coverage charge is non-refundable. It is the student's responsibility to keep the College informed of changes in medical coverage and coverage must be confirmed every year.

Leaves of Absence and College Withdraw

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 students to continue in college, they may apply to the Registrar for a leave of absence or withdraw from the college for personal reasons. When a leave of absence is taken before the final date to drop courses (no recorded grade), any courses the student was enrolled in will be removed from the transcript. When a leave of absence is taken after the final day to drop courses, a grade of W (Withdraw) will be recorded for each registered course in that semester.

A leave of absence permits students to return to Pitzer without applying for readmission to the College. Leaves will normally be approved for no more than two semesters. If students decide not to return to the College after a leave of two semesters, they will automatically be withdrawn from the College and must reapply for admission to return thereafter. Students may request an extension of a leave for one additional semester in case of extenuating circumstances. Students will be placed on a leave of absence for failure to register for classes by the tenth day of the semester.

For information on refunds in case of leaves or withdraw, please refer to the section on "Refund Policies" on p. 344. For information regarding re-admission, please refer to the Office of Admission.

College Governance

Pitzer's governmental structure makes it virtually unique among American colleges. The College has never had the traditional student government which 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. This system offers interested students an active educational experience, though it demands time, energy and a real commitment on the part of those who participate. Standing committees are responsible primarily for the formulation, review and implementation of policy relating to the educational program and student life.

In most instances, policy decisions of the standing committees are made in the form of recommendations to College Council, which is the primary legislative body of the school, made up of the faculty, staff representatives and 16 student representatives, eight of whom are elected by the student body and eight chosen from the student members of the standing committees.

The standing committees are, briefly, as follows (See the Faculty Handbook for further details at www.pitzer.edu/offices/dean_of_faculty/handbook):

Faculty Executive Committee: The primary executive committee of the College, responsible for faculty appointments, promotion and tenure, facilities planning and the smooth and effective functioning of College affairs.

Academic Planning Committee: Responsible primarily for the long-term planning of the educational program of the College and, as part of that task, for proposing new faculty positions and the formulation of new programs and majors.

Academic Standards Committee: Responsible for assuring that students adhere to the academic standards of the College, for considering student requests for waivers of academic requirements and for approving the completion of degree requirements.

Appointment, Promotion and Tenure Committee: Responsible for making recommendations and advise the President in matters of faculty appointment, contract renewal, promotion, tenure, dismissal, sabbatical and all other leaves.

Budgetary Implementation Committee: Responsible for constructing the annual budget of the College and recommending to College Council policy regarding enrollment, financial aid, annual increments in staff and faculty salaries, fringe benefits and expectations relating to inflation and investment income.

Campus Life Committee: This Committee is responsible for working with relevant student, faculty, alumni and trustee groups to develop and implement annually, a comprehensive plan for enhancing the intellectual, cultural, artistic and social life of the campus. In addition, it oversees programs and support structures that foster the development of a closer intellectual community on campus.

Curriculum Committee: Responsible primarily for coordinating and reviewing the annual curriculum of the College, for recommending on an annual basis the addition of courses, for approving special majors and independent studies and for approving new program and major requirements.

Diversity Committee: Responsible for assisting the College in meeting its commitment to affirmative action in student, faculty and staff recruitment and for assisting the College in creating an environment which is maximally supportive to students from underrepresented groups and which embraces and values diversity.

Judicial Committee: Responsible for interpreting and enforcing the student code of conduct.

Research and Awards: Allocation of funds for faculty and student research is handled through the Dean of Faculty's office.

Student Appointments Committee: Responsible for selecting students to serve as the non-elected representatives on the other standing committees. Students who would like to participate in College governance are urged to apply to the Student Appointments Committee through the Dean of Students' Office in the spring semester for appointments for the following year. In addition, vacancies on standing committees usually arise throughout the year, so students should inquire at any time if they are interested in participating. Participation in College governance is one of the most exciting educational opportunities the College offers. Through participation, students play a central role in shaping the College.

Student Senate: Responsible for discussing and making policy recommendations to College Council pertaining to student life and community issues. Members of the

Student Senate are elected by the student body and serve as the student voting representatives to College Council and as the elected student representatives to the College's Standing Committees. Students can also make direct recommendations concerning student life issues to the President by means of a proposition signed by 30 percent of the Pitzer community and then approved by both a Proposition Board and the community as a whole.

Study Abroad Committee: Responsible for formulating policy relating to the College's Study Abroad program, for overseeing the program and for approving students for participation.

Life on Campus

Pitzer: A Residential College

Pitzer College is committed to the 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 living 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 challenging or rewarding.

Pitzer has five residence halls. Atherton and Pitzer are four story buildings and house 140 students. Sanborn is a three story building and houses 178 students. Atherton, Pitzer and Sanborn rooms are double occupancy with two rooms sharing an adjoining vanity, bathroom and shower. Holden is a two story building housing 194 students in four wings. Mead, made up of six three-story towers connected by catwalks, houses 222 students in eight person suites. All five residence halls include laundry facilities, study rooms, lounges and kitchens. Atherton Hall is home of the mailroom, painting and drawing studios and the Lenzner Gallery. Pitzer Hall is the home of the Admission Office. In addition, Mead Hall has a study-library equipped with basic reference books and library tables. All student rooms include internet access.

Each residence hall has a Residence Director and a staff of resident assistants. A Hall Council is set up annually for each residence hall as a forum for addressing and meeting the needs of the community. They also provide valuable information and programs for the residential community.

Single rooms are reserved for upper-class students and new students are assigned doubles (and roommates) by the Housing Office. Rooms are furnished with a bed, desk, chair, bookshelves, dresser, and closet space. Four students share semi-private bathroom facilities.

Students who secure housing during Room Draw will have until June 15 to withdraw their request without any financial penalties. After June 15th, off-campus applications will only be approved if the college is able to find a replacement for the reserved bed space. If a student applies for off-campus status during the academic year, approval is not guaranteed.

Students who are dismissed will be required to vacate the residence halls within 48 hours of notification of dismissal. Refunds will be calculated on a case by case basis.

Housing During Vacations

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

Off-Campus Housing

Students can request to live off-campus for a given academic year by submitting a formal application to the Housing Office. Initial decisions will take place prior to Room Draw for students falling under the following priority status:

1. Married students, or students with children.
2. Students 24 years of age and older.
3. Students who live with family within fifteen miles of Pitzer College.
4. Seniors.

Students not having priority status will be placed on a waiting list maintained in the Housing Office. If there is not adequate space in the residence halls, applications from these students will be considered. In this case, off-campus status is granted primarily to upperclass students. Seniors who enter into a residency agreement waive their right to automatic off-campus status. Based on class rank, their applications will be granted only if there is not adequate space in the residence halls, or if they meet any of the criteria for priority status.

All students are financially responsible for room and board charges unless notified in writing that they have been granted off-campus status. Students who abandon or do not claim their assigned space can be located to other spaces within the College housing at the discretion of the Housing Coordinator. Students granted off-campus status based on false or misleading information will have their status reversed and will be responsible for all applicable room and board fees.

All first-year students requesting to live off-campus must meet with the Housing Coordinator prior to approval. Off-campus status is granted for one academic year. Students wishing to be considered for off-campus status for the following year must reapply within the published deadline.

Student Belongings

The College does not assume responsibility for loss or damages to personal property. If students are not insured by other means, the College advises the purchase of student property insurance.

For more specific information concerning housing policies, regulations and procedures, students should consult the Student Handbook, a copy of which is given to all students when they enter each year.

Food Services

A spacious self-service dining room is located on the first floor of McConnell Center where most students in residence eat. Full board is 16 meals per week—brunch is served on weekends. Also available are meal plans with other options. Students are assumed to be on full board unless they sign up for one of the other options. (A limited number of students may apply for exemption from any board plan.) Cooking in individual rooms is in violation of health and fire codes and is strictly prohibited. Food, coffee and other refreshments are also available at the Grove House, The Pit-Stop and the Gold Student Center. McConnell food services are not available during break periods.

Motor Vehicles

Undergraduate students living on or off campus who plan 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 Safety Department during College registration at the opening of each semester or within three days after the vehicle is driven in Claremont. Students living in the residence halls are not permitted to bring cars to campus their first two years due to parking limitations. 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.

Code of Student Conduct

The Pitzer College Code of Student Conduct is based on the principle of responsible community membership. Students bear full personal responsibility for provisions regarding academic dishonesty, as well as their compliance with local, state and federal laws. In addition, they are also expected to govern their conduct with concern for other individuals and for the entire College community.

Actions that violate the Code of Student Conduct and that may result in disciplinary action are outlined in the Student Handbook. It is the responsibility of every student to become familiar with and follow the policies and procedures of Pitzer College.

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 may be counseled informally or asked to attend a meeting called by a member of the Dean of Students' staff. For more serious situations, the College Judicial Council may hear cases. This Council is a student/faculty group empowered through the College bylaws to hear cases of alleged violations of the Code of Student Conduct. The College reserves the right to dismiss students for cause at any time. Specific judicial procedures are described in full in the Student Handbook.

Pitzer Resources

Pitzer provides a variety of special resources and facilities:

Academic Support Services

If you have a documented learning, physical or medical disability and would like to request accommodations, please make an appointment to meet with Rochelle Brown (Scott Hall 134, 909.607.3553). Further information regarding documentation, services available and individual advocacy can be found in this office:
http://www.pitzer.edu/student_life/student_affairs/academic_support/index.asp

Arboretum

The John R. Rodman Arboretum began informally in 1984 school year as a movement by some students and faculty to save indigenous vegetation surrounding our campus. Since that time, the Arboretum has become an official part of the Pitzer campus.

A major element of the Arboretum is an interest in southern Californian "native plants," but we don't limit ourselves to just natives, since many species that we grow

come from Asia, South America, South Africa and other Mediterranean climates. We display plants of special interest, not only for aesthetics but also for academics.

The Arboretum consists of two main areas:

The first area is made up of many different gardens covering the whole campus and includes a cactus garden, native woodlands garden, intercultural garden, memorial garden, Pitzer farm project (which includes a vegetable garden as well as a small fruit orchard) and a citrus garden that is associated with the “Grove House”.

The second area, know as the “Arboretum Natural Area” or the “Pitzer Outback,” stretches from Claremont Blvd. to the Harvey Mudd College soccer field and from Foothill Blvd. to the Pitzer Playing fields. It contains about 5 acres of alluvial scrub (a mixture of coastal sage scrub and chaparral) characteristic of washes below the canyons of the mountains of southern California. It is considered to be one of the most endangered ecosystems in the state. The college considers this somewhat disturbed natural area as an area to be preserved from development and restored to its pre-disturbed condition to the extent possible. Restoration was begun by students and faculty in 1989 and will continue for many years.

Courses utilizing the Pitzer Arboretum include Art 103 (Environments Workshop) Anthropology 12 (Native Americans and Their Environments); Environmental Analysis 10 (Environment and Society), 74 (California Landscapes: Diverse Peoples and Ecosystems), 104 (Doing Natural History), 137 (Plant Classification and Adaptations to the Environment) 140 (Desert as a Place), 146 (Theory and Practice in Environmental Education) and 147 (Ecology, Community and Design).

Audio-Visual/Instructional Technology

The Office of Audio Visual (AV) is a center for the storage, location, development and use of audio-visual resources. Students and faculty members are encouraged to use our collected audio recordings, DVDs, videotapes and other film recordings, as well as other non-print media to assist classroom and research presentations. In addition, a large inventory of information and equipment in these media is available for use by students in the preparation of individual projects for classroom or thesis work.

Center for Asian Pacific American Students

(CAPAS—Mead Hall, 909.607.9816)

The Center for Asian Pacific American Students (CAPAS) seeks to enrich and develop social, intellectual and personal growth in our students by providing Asian American resources as well as a welcoming, supportive environment. The Center serves as an advocate for the Asian and Pacific Islander community and promotes an educational dialogue that embraces the unique experiences of ethnic communities, part of the cultural fabric of our institution.

CAPAS provides a variety of resources to promote and enhance academic, cultural, social and political experiences for students. The center offers the following services: Asian American Resource Library, Video Library, Community Services, Computer Station, Programming (academic, cultural and social), Scholarships, Internships, Job Opportunities, and an on-line student newsletter “Voices of the Margin.” In addition, we provide limited one-on-one support and use of the TV/

DVD/VCR, study lounge, full bathroom and kitchen and outdoor patio. CAPAS is dedicated to diversity by involving all members of the community in its programs and activities. www.pitzer.edu/capas.

Career Services

(Mead Hall 909.607.18519)

The purpose of the Career Services office is to assist students in exploring their career options and to provide them with the tools and skills they will need to locate internships and full-time, part-time, on campus, and summer jobs. Students are encouraged to use the office as soon as they arrive at Pitzer. The office provides a wide array of services including career counseling, mock interviews, graduate school information, alumni contact names, resume writing, job search and interviewing advice, and career-related workshops and seminars. Students can participate in The Claremont Colleges on-campus recruiting program, exposing them to numerous employers in various industries. The resource library houses an extensive collection of career and occupational resource books and directories.

Comprehensive internship listings can be accessed through the Career Services office. Internships affirm Pitzer's commitment to connecting knowledge and action. They also provide opportunities to link Pitzer students to local communities thus raising their awareness of social responsibility.

Community-Based Learning Programs

Pitzer has many opportunities available through the following organizations located on-campus:

Community Engagement Center (CEC). CEC supports research and education that contribute to the understanding of critical community issues and enhance the resources of community organizations. Community-based education opportunities are available through service-learning internships, community-based research, and volunteering. Assistance with transportation, funding, and awards (including senior thesis awards, summer internships, and post-baccalaureate fellowships for students and course development funds for faculty) are available. Contact cec@pitzer.edu or 909.607.8183.

Claremont Educational Partnership. The Claremont Educational Partnership is a mutual agreement between the Presidents of The Claremont Colleges and the Board of Education for the Claremont Unified School District to promote increased cooperation between The Claremont Colleges—individually and collectively—and the schools of the Claremont Unified School District. Contact Bonnie J. Clemens, Assistant to the CEO, Claremont University Consortium, at bonniec@ucmail.claremont.edu or 909.607.3679.

Claremont International Studies Education Project (CISEP). The primary mission of the Claremont International Studies Education Project (CISEP) is to improve in measurable ways the quality of instruction offered to students at all levels, from Kindergarten to post-secondary, in the Eastern Los Angeles County and Western San Bernardino County region. It does this by creating a more supportive context for teachers to expand their content knowledge of International Studies and World History while learning to use that knowledge most effectively in relation to the relevant State Board of Education approved academic content standards in History-

Social Science. CISEP is co-sponsored by academic centers at Pitzer College, Scripps College and Claremont Graduate University. Contact 909.607.9399.

CLASP—Claremont After-School Programs. At neighborhood centers in Claremont, tutors help at-risk elementary-school children with their homework. The four nonsectarian centers are located in affordable housing complexes and local churches all within a 5-minute drive of the campus. Claremont School District teachers and site supervisors provide guidance and support for the tutors. Contact lissa_petersen@pitzer.edu.

The Community-Based Spanish Program. Integrates classroom instruction with practical learning experiences in the local Spanish-speaking community. This application of what is learned in class in a vibrant community context heightens the development of fluency and promotes a new depth of intercultural understanding. It is offered as Spanish 31: Community-based Spanish Practicum (0.5 cr) and Spanish 51: Spanish in the Community (1 cr). Students in the Pitzer in Ontario Program can take these courses concurrently. Contact Ethel_Jorge@pitzer.edu or 909.607.2802.

Jumpstart is working toward the day every child in America enters school prepared to succeed. To that end, Jumpstart recruits and trains achievement-oriented college students to deliver an innovative early education program via yearlong one-to-one relationships with preschool children. Pitzer College student AmeriCorps members are paired with children from low-income backgrounds in the classroom setting and work together on language, literacy, social and initiative skills for one year. Workstudy and volunteer positions available. Contact 909.607.9290.

Leadership in Environmental Education Partnership (LEEP). This program trains college students to teach outdoor environmental education to a diverse group of elementary school children from neighboring communities. Contact Paul_Faulstich@pitzer.edu or 909.621.8818.

Writing Center

Mead Hall 131. The goal of the Writing Center is to provide a place where students may go when they need help with a variety of college writing tasks. The Center staff is available to help students understand the entire process of writing an essay, report, or research paper from the generation of ideas to the final draft. Drop-in hours are posted at the beginning of each semester. Writing tutors, both faculty and student staff, are also available by appointment. www.pitzer.edu/offices/writing_center.

Computer Facilities

The Bernard Hall computing facility includes two open-use laboratories with both Macintosh and IBM compatible PCs. These machines are intended primarily for use in electronic communications, instruction and research. All have multi-media capability and are directly attached to the Pitzer College network with internet access. Both labs have 24-hour accessibility.

The Parson Foundation Computer Machine Room in Broad Hall houses Network, Email, Web, FTP file and print servers for use by the Pitzer community. All buildings on campus are inter-connected with a fiber-optic based network which provides access to computers located at the other Claremont Colleges, the Honnold

Libraries' electronic services (including their on-line catalog and various bibliographic databases) and a high speed connection to the Internet.

The Kenneth and Jean Pitzer Computer Classroom in Broad Hall houses 18 PC workstations. The Social Sciences Statistics Laboratory in Broad Hall houses 10 PC computers for the use of Social Science faculty and students in statistical research and instruction. The Fletcher Jones/Booth Ferris Language Laboratory houses 16 computers for use in language instruction. Broad Hall rooms 210 and 214 provide a full service multi-media classroom, including data/video projection teaching station laptop PC, document camera, DVD player, video/audio play and record, etc.

Normal computer usage of these facilities (including access to the Internet) is available without charge to Pitzer students and faculty. Laser printing and color printing are available for a nominal fee.

The Ecology Center

The Ecology Center, located upstairs in the Grove House, sponsors activities, workshops and lectures, serves as a clearinghouse for environmental information, provides opportunities for community-based internships in environmental fields, acts as a campus watchdog, and houses a resource center. The College has adopted the following Statement of Environmental Policy and Principles: Pitzer College strives to incorporate socially and environmentally sound practices into the operations of the College and the education of our students. Pitzer exists within inter-reliant communities that are affected by personal and institutional choices and the College is mindful of the consequences of our practices. A Pitzer education should involve not just a mastery of ideas, but a life lived accordingly. We are thus committed to principles of sustainability and dedicated to promoting awareness and knowledge of the impacts of our actions on human and natural communities.

Gold Student Center

The 12,000 square foot Gold student Center opened in 1995, complete with a fitness room, swimming pool, the student-run Shakedown Café, a multipurpose room, art gallery, meeting room, and student organization space. Pitzer Activities (PAct) is based here and a broad array of services to the campus community are provided through the service desk.

Grove House

Originally built as the home of a Claremont citrus grower, the Grove House was saved from potential demolition by moving it to the Pitzer Campus, north of Mead Hall, in 1977. Here at Pitzer the house has a new lease on life, serving as a campus social center. Built in 1902, during the height of what has been termed the American Arts and Crafts Movement, it is an impressive architectural example of the California bungalow style, characteristic of that period. Restored and furnished in a manner appropriate to its heritage, the Grove House provides students, faculty and visitors with comfortable spaces to meet, study, or have lunch. The Grove House kitchen offers a daily menu including a homemade lunch entree, sandwiches, bagels, fresh baked cookies, coffee, tea, and an assortment of fresh juices. Other spaces in the house include The Ecology Center, The Bert Meyers Poetry Room, the Hinshaw Art Gallery, a women's center, a guest room, and meeting room. The house also regularly

hosts a variety of events, including poetry readings and band performances.

Institutional Research Office

The Office of Institutional and Assessment at Pitzer College functions to provide reliable information and analyses in support of planning, decision-making, and policy formation, to assist in the development and implementation of a plan for assessing student learning outcomes, and to coordinate mandatory and voluntary reporting of institutional data to internal and external constituencies. To learn more about the College, go to our Institutional Research web page at: www.pitzer.edu/offices/institutional_research.

Office of Graduate Fellowships

The Office of Graduate Fellowships, located in Fletcher 212, provides a resource to assist students in exploring the numerous national and international undergraduate and post-baccalaureate fellowships and scholarships available for both current students and recent alumni. For more information, visit the Office of Graduate Fellowships web page at: www.pitzer.edu/academics/fellowships or contact Sandy Hamilton at 909.607.9108.

W.M. Keck Science Center

This modern and spacious building of 81,000 sq. ft. provides a teaching location for most of the science courses offered by the Joint Science Department of Pitzer, Scripps and Claremont McKenna Colleges. These classroom and laboratory facilities are fully equipped with modern instruments for student use. Chemistry experiments and projects may be conducted with the use of sophisticated analytical tools such as visible/ultraviolet, infrared, atomic absorption and nuclear magnetic resonance spectrophotometers, gas chromatographs and a high-performance liquid chromatograph, a GC-mass spectrometer, fluorescence spectrophotometer, and a diode-array UV-visible spectrophotometer. Biology students have access to such advanced equipment as a scintillation counter, thermal cycler for PCR, UV/vis spectrophotometer, ultracentrifuges, electrophoresis apparatus, fluorescence microscope with camera attachment, and sterile room for tissue culture work, equipment for neurobiological research, and a vivarium. The department owns a field vehicle and field equipment for marine, freshwater and terrestrial studies in ecology and environmental science. A biological field station is adjacent to the campuses and students have access to field stations in the Sierra Nevada Mountains and on the Pacific coast of Costa Rica. Physics students have access to two astronomical observatories where students can conduct research. The department also possesses an atomic force microscope used to study surface properties of materials and microstructures of biological systems. Physics students learn to master experimental analyses through computerized data acquisition techniques. The Joint Science Department offers students various opportunities to gain financial support for research during the summer. Our summer research program has a history of producing student-faculty co-authored papers that appear in professional journals.

Marquis Library and Reading Room

For the convenience of students who wish to use a quiet, on-campus study room with basic reference materials, a study lounge and browsing library has been established in Mead Hall. Books may be taken out for a limited time. The Library subscribes to The Los Angeles Times and The New York Times as well as journals such as The Economist, Newsweek, The New Yorker and The Nation. Reserve class materials and a computer connecting with the main library (Honnold) are also available.

Media Studies Facilities

Pitzer College maintains a video production space that includes portable broadcast quality miniDV video cameras, Super 8 and 16mm cameras, external microphone, light kits and camera support packages. Post Production facilities include a copy/animation stand, Super 8 editors, 16 mm and Super 8 telecien equipment and ten Final Cut Pro Studio non-linear digital editing systems supporting enhanced effects and titling, animation and digital sound editing and DVD authoring features.

Jean M. Pitzer Archaeology Laboratory

The laboratory is a resource used to enrich courses in archaeology, human paleontology and folk arts. It contains many prehistoric and contemporary artifacts, as well as casts of hominid and other primate skeletal specimens. In the laboratory, students have the opportunity to gain direct experience handling, comparing and analyzing the evidence for human and cultural evolution. Students may also study the diversity of human material culture, both past and present.

Ruth and Lee Munroe Laboratory for Cross-Cultural Research

In recent years, the laboratory has provided space for joint faculty-student research that has resulted in nine co-authored articles that have been published in professional anthropology and psychology journals.

Pitzer Resource Centers

Various spaces at the College have been designated as resource centers and study rooms where students and faculty can meet informally, read current literature in their fields and find information about speakers and other events.

Fletcher-Jones Language and International/Intercultural Studies Resource Center. Broad Hall 209.

Social Sciences Resource Center. Broad Hall 117.

Psychology Laboratory

The Psychology Laboratory on the first floor of Broad Hall provides classroom and research facilities for psychology. 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. The Psychology Statistics Laboratory in Broad Hall is a state-of-the-art microcomputer classroom in which students can learn to use several types of software designed for the statistical analysis of psychological data.

Teaching and Learning Committee (TLC)-Mission Statement

The purpose of the Teaching and Learning Committee (TLC) is to develop opportunities for conversation and reflection among faculty, students and staff around topics of teaching and learning. The TLC aims to facilitate the creation of a culture of critical reflection on teaching and learning by responding to the needs expressed by all constituencies of the College. Since the committee is composed of representatives from all three groups, the process of learning is viewed as one that we all share and that by its very nature transcends the boundaries of the classroom and the campus to include everything that we experience. By supporting ongoing networks of communication throughout the campus community, the TLC seeks to bring a higher level of understanding, deeper reflection and renewed purpose to our efforts to become responsible global citizens in the increasingly complex and interrelated world in which we live.

Tutoring Assistance

Tutoring assistance is provided free of charge to Pitzer students. For information on being a tutor, visit or call Rochelle Brown, Office of Student Affairs, (Scott Hall 134, 909.607.3553).

Intercollegiate Resources

The following are freely available to and used widely by students at all The Claremont Colleges:

Huntley Bookstore

175 E. Eighth Street

Established in 1969 with a gift from Mr. and Mrs. Earl W. Huntley, Huntley Bookstore provides essential services to the students, faculty and staff of The Claremont Colleges. As the source for all course required textbooks and support materials used at The Colleges, the bookstore carries many academic trade and reference titles, new releases, The New York Times bestsellers, academic study aids, school and office supplies, clothing and gift items as well as magazines, snacks, soft drinks and postage stamps. Huntley Bookstore provides both Apple and PC hardware and software at academic pricing as well as a complete selection of computer supplies and peripherals. The Huntley Bookstore also is an authorized repair coordinator for Apple Notebooks and desktops.

Huntley is open year round with a variety of additional services. These include: copyright clearance, course pack production, special order services, and a full service Website on which you may purchase textbooks, clothing and gift merchandise. Huntley's Website is located at www.bkstr.com.

Store hours are 8:30 a.m. to 6 p.m., Monday through Thursday, 8:30 a.m. to 5 p.m., Friday and 10 a.m. to 5 p.m. on Saturday. Summer hours are 8:30 a.m. to 5 p.m. Monday through Friday and 10 a.m. to 5 p.m. on Saturday.

For further information please call 909.621.8168 or 909.607.1502.

Intercollegiate Department of Asian American Studies (IDAAS)

The Intercollegiate Department of Asian American Studies (IDAAS) contributes to the intellectual and cultural life of The Claremont Colleges with its focus on the experiences of Americans of Asian and Pacific Islander heritage. Their curriculum includes courses in the humanities, social sciences and interdisciplinary study. The department also hosts an annual program of seminars, speakers and conferences. The IDAAS office is located in the Lincoln Building on the Pomona College Campus.

Intercollegiate Department of Africana Studies (IDAS)

The Intercollegiate Department of Africana Studies organizes and coordinates a curriculum in Africana Studies taught by faculty whose individual appointments are with both the Department and one of The Claremont Colleges. Africana Studies courses are part of each College's curriculum. The office is located in the Lincoln Building on the Pomona College Campus.

Rancho Santa Ana Botanic Garden

Rancho Santa Ana Botanical Garden, the largest botanic garden dedicated exclusively to California native plants, grounds itself with a philosophy of biodiversity and the importance of bringing conservation applications to the public through horticultural education, scientific research and sales of native plants. The Garden is located on 86 acres in Claremont. RSABG, a private, nonprofit organization, offers educational programs and special events throughout the year and is home of the Botany Department for Claremont Graduate University. The Garden offers a superb selection of California native plants for sale at Grow Native Nursery in Claremont and Westwood, L.A. The Garden is open daily from 8 a.m. until 5 p.m., except January 1, July 4, Thanksgiving and December 25. Free Parking; Accessible paths throughout the Garden. The California Garden Shop is open daily from 9 a.m. until 5 p.m. Admission: free for RSABG members; \$8 adults; \$6 seniors and students; \$4 children 3–12. For more information please call 909.625.8767 or visit www.rsabg.org.

Robert J. Bernard Biological Field Station of The Claremont Colleges

The 85-acre Robert J. Bernard Biological Field Station serves as a natural outdoor laboratory for many disciplines at Pitzer College and all of The Claremont Colleges. Unique for our urban surroundings, the Station is within a short walking distance of the Pitzer campus. Station land supports coastal-sage-scrub, chaparral, oak-sycamore and grassland vegetation types as well as parcels in various stages of ecological succession. Aquatic studies can be made on a lake-marsh ecosystem and several seasonal ponds. As a real-world laboratory, the Station meets many ecological, environmental and experimental classroom and research needs of students, faculty and the larger community.

The Claremont Colleges Library

The Library is partners with The Claremont Colleges in learning, teaching, and research. Library resources available to all members of The Claremont Colleges academic community. Librarians and staff provide assistance with locating and using both traditional and electronic sources. The Library also offers reference assistance via email and instant messaging. One of the major activities of the Library is teaching students how to find, evaluate, and effectively use information. Research instruction

for classes and other groups, as well as individual appointments for instruction and research assistance, may be scheduled by faculty or students. Classes in Honnold/Mudd Library are held in either the Keck Learning Room or Keck 2, the Library's hands-on classrooms.

Honnold/Mudd Library provides a variety of study and collaboration spaces, including group study rooms, a media viewing room, a presentation practice room, and a cafe. Library computers, a wireless network, and laptops that may be checked out allow students and faculty to use online information resources throughout the building.

Most of the books Pitzer students need are centrally located in Honnold/Mudd Library, which house the sciences, social sciences, arts, and humanities collections. The Library's large collection of electronic resources provide ready access to a wide variety of bibliographic, full-text and multimedia information. Through the World Wide Web, it is possible to search Blais, the online catalog, or any of hundreds of databases, including services such as Lexis-Nexis Academic and ISI Web of Science. Full-text resources include electronic books and journals, as well as specialized resources such as the ACM Digital Library, Congressional Quarterly Library and Grove's Dictionary of Art Online. The Claremont Colleges Digital Library (CCDL) provides access to a growing number of digital collections from The Colleges, as well as from the Library's Special Collections. Digital collections such as Early English Books Online and North American Women's Letters & Diaries make available thousands of additional primary source materials. Most of these resources are accessible via the Internet to students, faculty and staff of The Claremont Colleges in their dorms, labs, offices and homes, as well as in the Library.

The Library's holdings include some 2 million volumes. The Library also have extensive holdings of electronic journals, magazines and newspapers: currently we provide online electronic access to over 35,000 journals. Honnold/Mudd Library is a depository for United States government publications, with a collection of historic documents dating back to the late 1700s and many recent publications in electronic formats. The government publications collection also has extensive holdings issued by the State of California, the United Nations, other international agencies and Great Britain. The Library has a large collection of microforms, including long runs of newspapers, early printed books from England and the United States and anthropological source materials in the Human Relations Area Files. The Asian Studies Collection in Honnold/Mudd has a collection of materials in Chinese, Japanese and Korean languages. Among the Library's special collections are the Oxford Collection, comprising books about the university and the city of Oxford and the Renaissance Collection, which focuses on the life and work of Angelo Poliziano, both available from Special Collections in Honnold/Mudd Library.

The Library's offer Interlibrary Loan service and maintain partnerships which provide access to books, articles and other materials not held in our collections. These partnerships include LINK+ and the Center for Research Libraries in Chicago. Affiliated libraries in Claremont include Denison Library at Scripps College; the George C. Stone Center for Children's Books, a division of Claremont Graduate University's Center for Developmental Studies in Education; the library of the Claremont School of Theology which has strong collections in biblical studies, theology and Church history; and the library of the Rancho Santa Ana Botanic Garden which maintains a large botanical and horticultural collection.

Claremont School of Theology

The Claremont School of Theology was founded as the Maclay College of Theology in 1885, became the Graduate School of Religion at USC in 1894 and moved to Claremont in 1957. A multi-denominational seminary of the United Methodist Church, The School of Theology educates a multicultural student body for religious leadership. The school has enjoyed relationships with the Christian Church (Disciples of Christ) since 1960 and the Episcopal Theological School at Claremont since 1962.

The courses of study lead to the Master of Divinity, Doctor of Ministry, Master of Arts and Doctor of Philosophy degrees. These degrees, in a variety of fields, provide the education required for parish ministry, counseling and leadership in religious education. Program emphasis can include Urban Ministry, Peacemaking, Pastoral Care and Counseling, Religious Education, Ethics, Philosophy of Religion or Women's Studies in Religion, among many others.

The Claremont School of Theology has a number of research affiliates that provide study opportunities for students and scholars. The Ancient Biblical Manuscript Center houses the only complete set of photographic copies of the Dead Sea Scrolls outside of Israel and is the site of significant manuscript research. The Center for Process Studies houses the world's largest library of published and unpublished works on the holistic worldview of Alfred North Whitehead and sponsors seminars, conferences, publications and membership programs.

The Allen J. Moore Multicultural Resource and Research Center offers resources to students and local church leaders that support language, cultural, eco-justice and peace ministries as well as ministries of and with women. Specific educational and recruitment opportunities for several racial ethnic groups exist on campus through the Center for Pacific and Asian-American Ministries and the National United Methodist Native American Center.

The School of Theology Library contains over 188,000 volumes and receives approximately 635 periodical subscriptions in the areas of biblical, theological and ministry studies. The library also houses the Denman Collection of Ancient Coins, the Robert Flaherty Film Archive and many rare volumes. There are also materials relating to Methodist history, the papers of Kirby Page, the Robert H. Mitchell Hymnology Collection, the Ernest W. Tune Library.

The library, classes and seminars of Claremont School of Theology are open to the students of The Claremont Colleges through cross-registration procedures.

Intercollegiate Student Services

The Monsour Counseling and Psychological Services (MCAPS)

The Monsour Counseling and Psychological Services (MCAPS) is located at 757 College Way, immediately south of the Honnold Library. MCAPS has a staff of psychologists, consulting psychiatrists and graduate psychology interns who provide therapeutic and preventive/educational services to help students develop emotionally and cope with the stresses of college life. Individual, couples and group therapy are offered and are provided confidentially. Workshops and structured groups are

offered on topics such as Stress Management, Eating Disorders, Relationship Issues, Enhancing Self Esteem, Graduate/Re-Entry Support and Sexual Abuse. Referrals are made to mental health resources in the community when necessary.

Students with personal concerns or those simply wishing to talk with someone are welcome. There is no charge for the services of the psychologists and/or the psychiatrists at the center. For an appointment, call 909.621.8202.

Student Health Service

The Student Health Service is located in the new Claremont University Consortium Student Services Center at 757 College Way. It is the primary outpatient healthcare center for all students at The Claremont Colleges and stresses preventive medicine and health awareness. The Student Health Service is open 8:30 a.m. to 5 p.m., Monday through Friday, while school is in session, with extended hours until 7 p.m. on Wednesdays. Appointments are highly recommended for all visits and can be scheduled in advance by telephone. Phones open at 8 a.m. for appointments by calling 909.621.8222 or ext. 18222. If you call early, same-day appointments are usually available. There is no charge for regular scheduled appointments or emergency care. Emergency care is available during regular business hours for serious illness or trauma as determined by the triage nurse (e.g. bleeding, possible fracture and allergic reactions). A \$10 charge will be assessed for any missed appointment not cancelled two hours in advance. Walk-in students will be seen in the order of arrival during the hours of 8:30–10:30 a.m. and 2–4 p.m. There is a \$10 charge for walk-ins. Please be prepared to wait as patients are seen between appointments. Students do not have to pay for fees at the time of service. Referral for subspecialty consultation, hospitalization and surgery can be arranged by the Student Health Service but will not be financed by the College and payment is the responsibility of the individual student.

All students must have an entrance health history and physical examination form on file to use the services. These forms are required for initial admission to Pitzer College as a first-year or transfer student. Forms completed by a family member/relative who is an MD/nurse practitioner will not be accepted. All students' records are confidential. Medical records are not made available to anyone without the student's permission. The College does not assume responsibility for medical care of its students beyond the capacity of its existing health facilities. An accident and sickness medical-expense insurance plan is available to students to protect against major costs. If students are not covered by parents' medical insurance, the plan should be purchased. Designed to supplement the care provided by the health and counseling services, it includes benefits for psychological services, accidental injuries, hospitalization, surgery, doctor visits in the hospital, emergency care and ambulance service. Premiums for coverage are listed in an insurance-plan brochure mailed to each student prior to arrival on campus. Additional information is also available from the Student Health Service or on their Website at www.cuc.claremont.edu/shs.

Office of the Chaplains

The Office of the Chaplains guides and nurtures students in the explorations, observances, and questions of religious and spiritual life. Assisting students in making contact with members of their community of belief, the chaplains coordinate and oversee a wide range of worship services, events, programs, and pastoral

counseling for the Buddhist, Catholic, Christian Science, Hindu, Jewish, Latter-Day Saints, Muslim, PAGAN, Protestant, Unitarian, Zen, and other communities. At McAlister Center for Religious Activities, located adjacent to Honnold/Mudd Library, is a chapel, fireside lounge, library, and the Chaplains' offices. Office of the Chaplains is located at 919 N. Columbia Avenue, 909.621.8685.

Asian American Resource Center (AARC)

The Asian American Resource Center's (AARC) mission is to build a stronger sense of Asian Pacific American community, raise awareness of issues affecting Asian Americans and Pacific Islanders, develop student leadership and act as a resource for the campus community. AARC collaborates with other ethnic groups, academic departments and campus offices on a wide range of educational, cultural and social programs such as Asian Pacific American Heritage Month, the Arts Initiative, Asian American Studies and Social Justice Lecture series. AARC also provides an Asian American Studies Library of printed and visual materials. The AARC is located at the Smith Campus Center, Suite 240 on the Pomona College campus, 909.621.8639.

The Office of Black Student Affairs (OBSA)

The Office of Black Student Affairs, through its academic services and cultural programs, helps create a campus environment for students of African descent that will help them attain their undergraduate and graduate degrees. OBSA also helps students develop appropriate educational plans, mature career paths, emotional autonomy, coping skills, feelings of self-worth and independence, a positive ethnic identity, mature relationships with peers and a responsible lifestyle. OBSA's programs and services include Academic Strategies Workshops, the New Student Retreat, Black History Month programs, leadership training, speakers series and poetry readings. All programs and services are open to all students of The Claremont Colleges. OBSA is located at 175 12th Street and can be reached at 909.607.3669 (FAX: 909.621.8969).

Chicano/Latino Student Affairs (CLSA)

Chicano/Latino Student Affairs is committed to the academic and personal growth of Chicano/Latino students. CLSA provides academic and support services, as well as educational programs. CLSA programs enhance cultural identity, promote social awareness and develop student leadership. The programs include the New Student Retreat, Sponsor Program, Latino Heritage Month, Día de la Familia, César Chávez Commemoration, Alumni Career sessions, Open House, monthly lunches, study breaks and Latino Graduation. CLSA also provides academic and personal advising, as well as graduate and career development sessions. CHISPAS, our electronic newsletter, serves to distribute information to Latino students. Chicano/Latino Student Affairs is located on the second floor of Tranquada Student Services Center, at 757 College Way. You may reach us at 909.621.8044. You may learn more about CLSA at our website, www.cuc.claremont.edu/clsa/.

Culture, Media, Sports and Recreation

Throughout the year, a great many special academic, cultural, artistic, musical and other entertainment programs are presented at Pitzer and at the other Claremont Colleges. Some are professional, others are amateur or student programs. Pitzer

students participate with Scripps, Harvey Mudd and Claremont McKenna students in the Concert Choir; the Pomona College Orchestra and Band are open to all those qualified.

Students serve on the Campus Life Committee, which both initiates and funds a wide variety of activities including lectures, conferences, films, parties and outings. There are student-run poetry and music series, art shows and a diverse group of movies shown in several 5-college film series.

Bridges Auditorium

For over six decades, this facility—one of the larger college or university auditoriums in the West—has provided programs of major cultural significance for the colleges and the larger geographic area.

Byron Dick Seaver Theatre

Conceived of as a “teaching theatre,” the state-of-the-art facility contains a 350 seat proscenium theatre, a 100-seat experimental theatre, studio spaces, classrooms, offices and other facilities for theatrical production. It is a most fitting home for the Theatre Department for the five Claremont Colleges.

Publications

The Other Side, a Pitzer student magazine, gives students an opportunity to gain valuable experience in newspaper work and provides an important medium of communication and information for the campus. A five-college student newspaper, Collage, is published on a weekly basis and has traditionally enjoyed a high rate of participation by Pitzer students. In addition, Pitzer publishes a weekly news report/calendar, a Student Handbook, an alumni magazine and *The Participant*.

Sports and Recreation

Pitzer College, with Pomona College, supports 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 Division III of the National Collegiate Athletic Association.

Men’s teams include baseball, basketball, cross-country, football, golf, soccer, swimming, tennis, track and field, and water polo. Women’s teams include basketball, cross country, softball, soccer, swimming, track and field, tennis, volleyball, and women’s water polo. In addition, coeducational club 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 ultimate frisbee.

Pitzer’s newest facility for sports and recreation is the Gold Student Center. A large pool, basketball courts, a climbing wall and exercise equipment provide many opportunities for a healthy and enjoyable leisure time.

Pitzer students are also welcome to use all the recreational facilities of The Claremont Colleges, as other Claremont students are welcomed at Pitzer’s facilities. Among the five undergraduate Colleges, there are two gymnasiums, six swimming pools, 22 tennis courts and many playing fields.

The City of 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; in fact, it is only within recent years that intervening cities have grown sufficiently to make Claremont truly a Los Angeles suburb. Claremont citizens are proud of the city's schools and parks and testifying to a long-standing Claremont tradition, the *Los Angeles Times* has cited Claremont for its unique use of trees in establishing the character of the city. Although the city has shunned major commercial development, a number of unusual shops and galleries have grown with the city. Claremont is 35 miles east of Los Angeles and has a population of 35,000.

Southern California

Whether your interest is rock, reggae, Bach, or jazz; whether you find Disneyland or the Getty Museum or the Music Center captivating, Southern California provides 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. Claremonters can also enjoy beaches, deserts, or mountains; all these parts of the Claremont student environment are within about an hour's drive. There is also a Metrolink train connecting Claremont to downtown Los Angeles.

Admission to Pitzer

Instructions to Applicants

Pitzer College strives to attract a diverse student body with demonstrated strong academic ability, maturity and independence. Each applicant is evaluated on an individual basis. Your application should show the ways in which you feel you will profit from and contribute to Pitzer. Because different people can show their strengths in different ways, the Admission Committee does not expect essays to be answered in the same way, nor do we expect students who will benefit from Pitzer to have the same background.

Pitzer College adheres to the letter and spirit of the Statement of Principles of Good Practice of the National Association for College Admission Counseling. Pitzer College admits students of any race, color, sex, religion, sexual orientation, age, creed, handicap, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College, and does not discriminate in administration of its educational policies, scholarships and loan programs, athletic and other College-administered programs, and employment policies.

Campus Visits and Interviews

We strongly recommend that you visit the campus. We offer tours Monday–Friday at 10 a.m., 1 p.m., and 3 p.m. Information sessions are offered at 9:30 a.m. and at 2:30 p.m. During the fall semester, we offer tours on Saturday mornings at 10 a.m. and 11 a.m.

We want to know you as best as we can. The essays you will submit and the letters of recommendation will help us to get a good sense of who you are. However, we believe that there is no substitute for a personal interview to get to know you and it could be very helpful to us in deciding whether or not you and Pitzer are a good match. We offer you four ways to complete an interview: 1) on-campus interview, 2) Skype interview, 3) phone interview and 4) MYCOLLEGE interview. All four options carry the same weight. Please note that December 1 is the last day for interviews for Early Decision candidates, and December 15 for Regular Decision candidates.

First-Year Admission

High School Preparation

Your best preparation for success at Pitzer is the completion of a rigorous college preparatory program. Continuing academic challenge is important and that challenge should continue throughout your senior year. Your studies should include a minimum of four years of English (especially courses that emphasize writing); three years of social and behavioral sciences; and three years each of a laboratory science and mathematics and three years of the same foreign language. We strongly recommend that you take advantage of honors and advanced placement courses offered at your school. All offers of admission are contingent upon continued academic excellence through completion of the senior year.

Application Process

Pitzer College's admission criteria for first-year students provides applicants with greater flexibility in presenting application materials that accurately reflect their diverse academic abilities and potentials. Pitzer exempts students graduating in the top 10 percent of their class, or those who have an unweighted cumulative grade point average of 3.50 or higher in academic subjects (i.e., courses in the humanities, mathematics, sciences and social sciences), from having to submit standardized tests (i.e., ACT or SAT). Applicants not falling into either one of those categories are required to submit at least one of the following options:

- ACT scores, or
- SAT scores, or
- Two or more Advanced Placement test scores of at least 4 (one must be in English or English Language and one in mathematics or a natural science), or
- Two International Baccalaureate exams: one must be in English 1A and one must be in the Mathematics Methods (Standard Level, or a higher-level course in mathematics), or
- Two exams: One recent junior or senior year graded, analytical writing sample from a humanities or social science course AND a graded mathematics examination, preferably a final or end-of-semester exam in the most advanced mathematics course possible. The samples must include the teacher's comments, grades and the assignment.

Application Forms

Pitzer College accepts the Common Application as its **ONLY** application for admission for first-year students. All sections are required. Two required teacher references should come from teachers in the humanities, mathematics, sciences, or social sciences. We also require a **SUPPLEMENT** to the Common Application. You can access this form from our Website (www.pitzer.edu) or from the Common Application Website (www.commonapp.org). Hardcopies of the Common Application can also be obtained from your high school counselor or by contacting the Office of Admission. You must also submit your high school transcript and transcripts of colleges attended, if any.

Application Deadlines

There are two options for applying to Pitzer: Early Decision and Regular Decision.

Early Decision

Students who have decided, after a thorough and thoughtful evaluation, that Pitzer College is their first choice are invited to apply as Early Decision (ED) candidates. Early Decision is a binding agreement whereby applicants agree that if they are admitted to Pitzer they will withdraw all other applications and not initiate new ones. In addition, applicants agree not to apply to Early Decision at any other institution while applying for ED to Pitzer College.

The deadline for applying for Early Decision is November 15—**ALL** required application materials are due in the Admission by this date. Early Decision applicants are required to have an interview by December 1. Candidates are notified of admission decisions by December 22. Applicants who are applying for financial aid are required to submit the CSS/Financial Aid PROFILE by December 1, so a financial aid award can be made

simultaneously with the offer of admission. The FAFSA form, which is also required, must be filed after January 1 and no later than February 1. NOTE: Early Decision is not available for transfer applicants.

Regular Decision

Applicants for Regular Decision must submit ALL required application materials by January 1. Interviews for regular decision students are not required but strongly recommended. Interviews must be completed by December 15. Notification letters will be sent by April 1.

Application Fee

A \$60 application fee or a request for fee waiver from a secondary school counselor is required with each application. This fee is not refundable. Checks or money orders should be made payable to Pitzer College.

Deferring Entrance

Once admitted, students may be considered for deferral for a year to pursue non-academic goals. To hold a place, students must submit the commitment deposit by May 1. A letter requesting deferred entrance explaining your plans for the deferral period is also required.

Transfer Admission

We welcome transfer applicants from two- and four-year colleges. To be considered for transfer admission you must have completed a minimum of 16 semester units or 32 quarter units prior to the application deadline. You may transfer from a community college before completing your Associate of Arts degree.

When transferring from another accredited college or university, we expect that the courses you have completed will show a broad range of academic subjects. In addition, we expect that you will have completed the English Composition sequence, or its equivalent, before transferring to Pitzer. As a transfer student you will be required to complete at least two full-time years of coursework (64 semester units/16 courses) at Pitzer in order to qualify for a degree. Interviews for transfer students are not required but strongly recommended. Interviews must be completed by April 15 for fall admission and October 15 for spring admission.

Application Forms

Transfer students are required to use Pitzer's TRANSFER APPLICATION (not the Common Application), which can be accessed from our Website (www.pitzer.edu) or by contacting the Office of Admission. All sections are required. You must also submit transcripts of ALL colleges/universities attended. If you have completed less than 32 semester units or 48-quarter units, you are required to submit your high school transcript, or GED scores.

Application Deadline

To be considered for Fall Semester, transfer applicants must submit all required application materials by April 15. Notification letters will be sent by May 15 and commitment deposits are due by June 15. For Spring Semester you must submit

all required application materials by October 15. Notification letters will be sent by November 15 and commitment deposits are due by December 10.

Application Fee

A \$60 application fee or a request for fee waiver is required with each application. This fee is not refundable. Checks or money orders should be made payable to Pitzer College.

New Resources Admission

Pitzer established the New Resources program in 1974 to bring the small, liberal arts college experience to students of non-traditional college age. The program was founded with the conviction that a truly diverse campus is one eager to encounter the added dimension brought by students of a range of ages as well as backgrounds and interests.

The application process for the New Resources program varies slightly from the regular admission procedure. Students must complete two essays; send transcripts of all college work completed; submit two references from people who can attest to their skills, motivation and readiness for college-level work; and must complete an on-campus interview by May 1 for fall admission and October 15 for spring admission.

For more information and an application form, contact the Office of Admission.

Application Deadline

To be considered for Fall Semester you must submit all required materials by May 1. Notification letters will be sent by June 1 and commitment deposits are due by July 1. For Spring Semester you must submit all required materials by October 15. Notification letters will be sent by November 15 and commitment deposits are due by December 10.

Application Fee

A \$60 application fee or a request for fee waiver is required with each application. This fee is not refundable. Checks or money orders should be made payable to Pitzer College.

International Students

Pitzer College is committed to the goals of international education and welcomes applications from international students. In addition to the other required credentials, students whose native language is not English need to demonstrate their English proficiency by submitting their results from the Test of English as a Foreign Language (TOEFL). Students must receive a score of at least 95 on the Internet-Based TOEFL to be eligible for our regular program, though a score of iBT 100 will be considered more competitive.

We also offer the Pitzer Bridge Program for students who are well qualified for admission to Pitzer but have not yet reached the necessary level of English proficiency. A TOEFL score of at least iBT 70 is required for admission to the Bridge Program. Bridge students are admitted as regular, full-time students.

All admitted international students whose native language is not English will have their language skills evaluated upon arrival on campus. Based on that evaluation, a student may be placed in appropriate credit or non-credit courses for International Students.

Pitzer College is authorized under federal law to enroll nonimmigrant students and will issue a Certificate of Eligibility (Form I-20) to all accepted students. Federal law requires that all international students present proof to the College and to the consular officer to whom they apply for a visa that they have sufficient funds to pay the full cost of their education in the United States. International students (except for permanent residents) are not eligible for financial aid.

International Plus Admission

For students who have earned the full certification associated with the following examinations, Pitzer will grant up to one year of academic credit (eight courses). Students must have original documentation of the examination results sent to the Pitzer Registrar from the institution administering the examination. Students may be asked to pay for any fees associated with translation or interpretation of these documents required by Pitzer College. Credit is not granted for exams that duplicate each other, such as AP and IB English Literature.

- General Certificate of Education Advanced Level Examinations (GCE “A” levels): three certificates with passes of A, B, or C.
- French Baccalaureate: minimum subject scores of 10 out of 20 in any series;
- German Abitur: minimum passes of ausreichend in each subject;
- Italian Maturita: minimum score of 36;
- Icelandic Studentprof: minimum score of 4.5;
- Swedish Studentexamen: minimum score of 2.3;
- Swiss Federal Maturity Certificate: minimum score of 58.

Admission and Financial Aid Calendar

October 15:	Transfer applications for spring semester must be completed.
October 15:	Transfer interview deadline for spring semester.
October 15:	New Resource applications for spring semester must be completed.
October 15:	New Resource interview deadline for spring semester.
November 15:	Notification of admission decisions for transfer applicants for spring semester will be mailed.
November 15:	Notification of admission decisions for New Resource applicants for spring semester will be mailed
November 15:	All application materials for Early-Decision candidates are due in the Admission Office.
December 1:	Early Decision interview deadline.
December 1:	Deadline for Early Decision applicants to submit PROFILE to the College Scholarship Service.
December 10:	Commitment deposit deadline for transfers for spring semester.
December 10:	Commitment deposit deadline for New Resources for spring semester.
December 15:	Regular Decision interview deadline.
December 22:	Notification of decisions for Early Decision applicants will be mailed.

January 1:	ALL APPLICATION MATERIALS FOR FIRST-YEAR CANDIDATES FOR REGULAR DECISION ARE DUE IN THE ADMISSION OFFICE.
February 1:	Commitment deposit deadline for Early Decision students.
February 1:	First-Year candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA) and the PROFILE of the College Scholarship Service.
March 2:	Transfer candidates who wish to apply for financial aid MUST file the Free Application for Federal Student Aid (FAFSA) and the PROFILE of the College Scholarship Service.
April 1:	Notification of admission decisions for first-year applicants and letters of Financial aid eligibility will be mailed.
April 15:	ALL application materials for fall transfer candidates are due in the Admission Office
April 15:	Transfer interview deadline for fall semester.
May 1:	ALL application materials for fall New Resources candidates are due in the Admission Office.
May 1:	New Resources interview deadline for fall semester.
May 1:	Commitment deposit deadline for Regular Decision students.
May 15:	Notification of admission decisions for fall transfer applicants and letters of financial aid eligibility will be mailed.
June 1:	Notification of admission decisions for fall New Resources applicants and letters of financial aid eligibility will be mailed.
June 15:	Commitment deposit deadline for transfers for fall semester.
July 1:	Commitment deposit deadline for New Resource students for fall semester.

College Fees

Comprehensive Fees for Students **\$54,988**

This fee covers tuition fees, room and board for the year, as well as various activities and events available to Pitzer students at no charge. It does not include the cost for books, supplies, travel, a single room, or room and board during vacation periods. This comprehensive fee contains the following charges.

Tuition	\$38,832
Room (double)	\$7,804
Board (16 meals/week)	\$4,634
Facilities Fee	\$2,640
Student Activities	\$266
Campus Activities	\$812

Payment Schedules

College bills are payable in advance according to the schedules specified below. All checks should be made payable to Pitzer College.

For New Students:

TYPE OF FEE	AMOUNT	DUE DATE
1. New Student Deposit for Fall (held until Graduation)	\$300	May 1
2. Fall Semester Comprehensive Fees	\$27,494	Aug. 17
3. New Student Deposit for Spring (held until Graduation)	\$300	Dec. 15
4. Spring Semester Comprehensive Fees	\$27,494	Jan. 15

For Returning Students:

TYPE OF FEE	AMOUNT	DUE DATE
1. Fall Semester Comprehensive Fees	\$27,494	August 17
2. Spring Semester Comprehensive Fees	\$27,494	January 15

Miscellaneous Fees include, but are not limited to, the following:

1. Housing:

Single Room Fee (in addition to double room charge)	\$530	per semester
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2. Registration:

Part-Time Tuition Fee (fewer than 3 courses)	\$4,854	per course
Summer Independent Study	\$4,854	per course
Auditing Fee (except for alumni and students regularly enrolled in The Claremont Colleges)	\$165	per course
Course Overload (over 5 per semester)	\$220	per course
Late Registration	\$10	per day
Failure to Pre-Register	\$50	

3. Medical Insurance

Year less than 26 years of age	\$1378	
Year 26 years of age and more (Medical Insurance is mandatory. If no proof of medical insurance is provided. Pitzer College Medical Coverage is charged. Non-refundable)	\$2,301	

4. Parking Fees

Off-Campus fee per semester	\$50	
On-Campus fee per semester	\$50	

5. Transcript:

3–5 day (regular) Transcript Processing:	No Fee	
One-day Transcript Processing		
a) Rush	\$10	per transcript
b) Federal Express/Express Mail*	\$5	

*additional fee per request transcript service

6. Miscellaneous:

Study Abroad Application Fee	\$25	
Petitions for late addition of course(s)	\$25	per petition
Petitions for late drop of course(s) per petition		\$25
Petitions for late withdraw of course(s)	\$25	per petition
Petitions for late Pass/Non-credit course(s)	\$25	per petition
Petitions for late independent study course(s)	\$25	per petition
Course Fees: See course descriptions		
(Nonrefundable after last day to add courses: Fall–Sept. 13/Spring–Jan. 31)		

7. Student Accounts:

Late Payment of Bill	\$50	per month
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Personal Expenses

Personal expenses will vary from student to student. The typical range is from \$1,350 to \$2,300 per year and covers the following:

1. Books and supplies \$550–1,200
2. Incidental personal expenses \$800–1,100

Note: Travel expenses & medical insurance are not included. Premium for the Students' Accident & Sickness Medical Expense Insurance is \$1378 under age 26, or \$2301 over age 25 if the student is not otherwise insured.

College Bills

All College bills are due each semester in advance and must be paid by August 17, 2011 for the Fall semester and January 16, 2012 for the Spring semester. Bills not paid by these dates are delinquent. We accept check, cashier's check or money order for full payment of the student account. We do NOT accept cash. Students wishing to pay by installments may do so by arranging a college approved payment plan.

Note: The College approved payment plan must be set up prior to July 1 (for Fall semester) and December 15 (for Spring semester). It is the financial responsibility of students to pay the tuition, fees and, as appropriate, room and board, once the College has begun rendering services in the form of classroom instruction.

Delinquent Accounts

No student whose account is not current will be permitted to enroll or receive transcripts. Seniors must settle all college bills by April 30 in order to receive their diplomas with their class at commencement.

If an account with a college approved payment plan is terminated because of delinquency, that balance of the account becomes due and payable immediately to the College.

No former student with a delinquent account will be issued an academic transcript. A cashier's check or money order is required to pay a delinquent account for a student no longer enrolled at Pitzer College for the transcript to be released. A student's account is due in full within thirty (30) days after leaving the College. If the account is not paid or arrangements made to pay, the account will be referred to a collection agency. If the College assigns an overdue account for collection, the College retains the right to withhold the transcript until payment is made on the full

amount due, whether payment is made to a collection agency or to the College. Any previous semester and all new semester charges will be due and payable in full at the beginning of the semester by cashier's check or money order only.

Returned Checks

If a check submitted for an account is returned unpaid, a \$50 returned check charge is assessed. The account becomes delinquent if payment by cashier's check, cash or money order is not received within ten (10) days of notification of check return. If payment is not received by the tenth (10th) day, an additional \$50 late fee will be assessed. If more than one check in a semester is returned, payment of the account balance must then be made by cashier's check or money order.

Refund Policies

Students who withdraw or take a leave of absence after the first day of the semester may receive credit against the semester's institutional charges (tuition, facilities fee, campus activity fee, student activity fee, room and board) as described below. Whether any cash refund will result from the credits received will depend on the payments that have been made, the amount of financial aid that has been received by the student and whether any return of Title IV aid funds must be made. Title IV aid will be returned in the order prescribed by Federal regulation. Title IV aid consists of the following programs and is returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal PLUS, Federal Perkins Loan, Federal Pell Grant, Federal SEOG, other Title IV programs, other aid (state/institutional funds).

The amount of Title IV aid which must be returned is based on the percentage of "unearned" aid. This percentage is based on the amount of time completed in the semester and is calculated by dividing the total number of calendar days in the semester into the number of calendar days completed. The percentage of Title IV assistance to which the student is entitled (has "earned") is equal to this percentage of the semester, up to 60 percent.

First time students who receive Title IV financial aid and withdraw or take a leave of absence before the 60 percent point in the semester will have their refund calculated according to the Federal pro rata refund policy. For all other students, refunds will be calculated as listed below:

1. Formal Withdrawal or Leave of Absence Request from the College filed with the Registrar

- Withdrawal up to one week before or on the first day of class—100 percent refund of institutional charges (less an administrative fee of \$100).
August 30, 2011 for fall semester; January 17, 2012 for spring semester.
- Withdrawal from the College after the first day of class through the last day to add—90 percent refund of institutional charges. August 31–September 12, 2011 for fall semester; January 18–January 30, 2012 for spring semester
- Withdrawal from the College after the last day to add classes through the first 50 percent of the semester—50 percent refund of institutional charges. September 13–October 20, 2011, for fall semester; January 31–March 8, 2011, for spring semester.
- No refund after October 20, 2011, for fall semester; March 8, 2012, for spring semester.

2. Reduction in the total number of registered courses for enrolled student

- by the last official day for entering classes—fall: September 12, 2011; spring: January 30, 2012—refund of difference between original and adjusted tuition;
- after the last official day for entering classes—no refund. September 12, 2011, for fall semester; January 30, 2012, for spring semester.

3. Commitment Deposit (where applicable)

After graduation full refund less any outstanding charges on student account.

Please note: Registered students who drop courses after the last day to add/drop courses receive no adjustments to fees.

Fall: September 12, 2011

Spring: January 30, 2012

Financial Aid

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. During the 2010–11 academic year, approximately 44 percent of the Pitzer student body received some form of financial assistance.

Financial aid at Pitzer College is based on financial need and provides financial assistance to those students whose family financial resources cannot meet Pitzer's costs. To be eligible for financial aid from Pitzer College, a student must be admitted to or regularly enrolled on a full-time basis in a program leading to a Pitzer degree and must be either a U.S. citizen or an eligible non-citizen. The student may not owe a refund on a grant or loan received for attendance at any institution. The student must submit the appropriate financial aid applications; must apply on his/her own for any state or private awards for which s/he may be eligible; and must provide all required information by the required deadlines. Students seeking a second bachelor's degree are not eligible for financial aid from Pitzer College.

Costs

The basic budget for an on-campus student for the 2011–12 academic year listed below does not include the cost of travel to the campus.

Tuition	\$38,832
Fees	\$3,718
Room (double)	\$7,804
Board (16 meal plan)	\$4,634
Books and personal supplies (estimate)	\$2,000

In addition, there is a \$530 fee per semester for a single room (total single room cost for 2011–12 is \$8,864).

Financial aid for students who wish to participate in a study abroad program is granted only for programs approved by the Study Abroad Committee. Normally, students are eligible to receive financial aid for only one Study Abroad program (typically one semester in duration). Students may apply a portion of their financial aid eligibility to the Summer Health Program in Costa Rica or the Summer Study in Japan Program. Financial aid is not available for other summer study abroad programs.

Financial aid awards do not cover any lab or course fees, course overload fees, single room fees, the graduation fee, or any other miscellaneous fees not included in the budget listed above. Further, financial aid to New Resources students will not exceed the cost of tuition and fees, or any needed part thereof.

How to Apply

All new students who are admitted to Pitzer and demonstrate financial need are offered financial aid to meet their need, provided that they have completed the required applications by the appropriate deadline. It is important to note that the financial aid deadline is different from the admission application deadline.

First Year Applicants

All applicants for financial aid must complete two forms: the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid PROFILE. Pitzer must be listed on both forms as a recipient of the information. Pitzer's Federal School Code number for the FAFSA is 001172. Applicants may apply on the web at www.fafsa.ed.gov. In addition, all applicants must register for and complete, a CSS/Financial Aid PROFILE application through the College Scholarship Service (CSS). Students must complete the CSS/Financial Aid PROFILE on-line at www.collegeboard.com. Pitzer's CSS code number is 4619. Both the FAFSA and the PROFILE must be filed by February 1.

In situations where the applicant's parents are divorced or separated, the parent with whom the applicant lives should complete the FAFSA and the CSS/Financial Aid PROFILE form. In addition, the parent with whom the applicant does not reside should complete the Non-Custodial PROFILE.

Students applying as Early Decision candidates should submit the CSS/Financial Aid PROFILE application by December 1.

Transfer Applicants

Transfer candidates applying for financial aid must file both the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid PROFILE by March 2. For code numbers and other instructions see the First Year Applicant section.

New Resources Applicants

Students applying to the New Resources Program need to complete the Free Application for Federal Student Aid (FAFSA) by March 2. Applicants to the New Resources Program are not required to complete a CSS/Financial Aid PROFILE.

Returning Students

Students applying for renewal of aid, or current students applying for the first time, should submit the FAFSA and the CSS/Financial Aid PROFILE to the appropriate processing center no later than March 2.

All applicants for financial aid need to submit a copy of their parent's 2011 federal income tax return, complete with all schedules, attachments, and W-2s, by May 1. Any financial aid offer made before receipt of the tax return is considered tentative. Further, students should know that once they have entered Pitzer College as dependent students, the College will not recognize a change to independent status

in awarding college aid. In general, no applicant under the age of 24 is considered to be independent of parental support for purposes of College aid. For purposes of determining federal financial aid eligibility, Pitzer uses the dependency criteria listed on the FAFSA.

How Need is Determined

At Pitzer, financial aid is viewed as supplementary to the resources of the student and his/her family. Using the information provided on the FAFSA and the CSS/Financial Aid PROFILE, the Financial Aid Office will determine the amount that the family can be expected to provide, taking into consideration taxes paid, family size, number of family members in college and other factors. Each student is expected to use a part of his/her accumulated savings and to contribute approximately \$1,550–1,900 for books and personal expenses. The amount the family is able to contribute is subtracted from the total educational budget and the difference is the student's financial need.

No aid is renewed automatically. Each student is responsible for reapplying each year by submitting the FAFSA and the CSS/Financial Aid PROFILE by March 2. 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. Pitzer will require a student to assume increased loan amounts and/or employment—that is, increased self-help—as s/he progresses toward the degree. 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.

Satisfactory academic progress is normally defined as maintenance of a minimum cumulative GPA of 2.00. A student whose cumulative GPA falls below a 2.00 may be placed on probation by the College's Academic Standards Committee. Normally, a student will not receive financial aid for the second consecutive semester on probation if his/her GPA the first semester on probation is less than 2.00. In addition, the student must continue to meet the appropriate deadlines. A student entering Pitzer as a freshman will be eligible for a maximum of eight full-time semesters of financial aid. A student must make satisfactory progress toward the bachelor's degree in order to remain eligible for financial aid. Normally, a full-time student completes four courses each semester. Each full-time student receiving financial aid must complete a minimum of six courses at the end of two semesters; a total of 14 courses after four semesters; a total of 22 courses after six semesters; and a total of 32 courses in order to receive the bachelor's degree at the end of eight semesters. Transfer students' eligibility is based on their standing at the time of transfer and is equal to the number of full-time semesters remaining toward the bachelor's degree. Transfer students with junior class standing must complete a minimum of 16 courses in four semesters.

Students who apply for admission and for financial aid will be notified of both decisions at the same time (first-year students by April 1; transfers by May 15). Returning students will receive notification of new awards and renewals in June. If a student receives financial aid from any other source after the FAFSA and CSS/Financial Aid PROFILE have been filed, or after the Financial Aid Office has made an offer of aid, s/he must notify the Financial Aid Office. An adjustment will then be made in the financial aid award so that the award will not exceed financial need.

Sources and Types of Financial Aid

Financial aid funds at Pitzer are derived from three sources: institutional, state and federal funds comprise our financial aid program. A student's eligibility for Federal funds is determined based on information provided on the FAFSA and the Federal Methodology. The dollar amount of Federal funds awarded to a student is dependent on specific program funding.

All grant and loan funds are credited to the student's account and are divided equally between the first and second semester. Employment funds are paid directly to the student by check and it is the student's responsibility to ensure that college costs are being met.

Pitzer Grants. Each year, the Board of Trustees of the College 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 applications required are the Free Application for Federal Student Aid and the CSS/Financial PROFILE.

Cal Grant A. All California residents applying for financial aid are encouraged to apply for a Cal Grant A, administered by the California Student Aid Commission, using the Free Application for Federal Student Aid. In addition, all applicants for the Cal Grant are required to file a GPA Verification Form. The Cal Grant application deadline is March 2. These grants may range from \$600 to \$9,708, depending upon a student's need and state funding.

Cal Grant B. These awards, administered by the California Student Aid Commission, are aimed at high-potential students from low-income/disadvantaged backgrounds. The FAFSA is used to apply for this grant. These grants range from \$1,551 during a student's first year in college up to \$11,259 depending upon a student's need and state funding.

Federal Supplemental Educational Opportunity Grants. Awards from these federal funds may range from \$100 to \$4,000 and are made to students with exceptional financial need. These awards are administered by the Financial Aid Office.

Federal Pell Grant. These awards, administered by the U.S. Department of Education through participating institutions, provide a financial aid foundation for students with high need. For the 2011–12 academic year, awards may range from \$400 to \$5,550. The amount of the award is based on a determination of the student's financial aid eligibility, the cost of attending Pitzer and a payment schedule issued to all approved educational institutions by the U.S. Department of Education.

Loans

Two types of need-based Federal loans are available to Pitzer students: Federal Perkins Loans and Federal Stafford Student Loans. In addition, the Financial Aid Office administers Pitzer College Loans.

Loans are regarded as a means of enabling a student to invest some of his or her future earnings in his or her education. Pitzer College requires students, as they progress toward their degree, to assume larger loans each year. The average indebtedness of those students who received financial aid for four years at Pitzer

and graduated in May 2010 was approximately \$14,600. An educational loan is a financial obligation that the student must repay. Failure to make scheduled loan payments may affect a student's future ability to qualify for credit.

All students who borrow while at Pitzer are required to attend an exit interview before leaving the College. This is a requirement before graduation and for those students who take a leave of absence or withdraw. Exit interview sessions are scheduled each spring, or an individual appointment may be made by a student leaving the College at the end of the fall semester.

Federal Perkins Loans. These federal long-term loans are awarded by the Financial Aid Office to students with exceptional need. Loans may range up to \$5,500 per year, with a cumulative four-year maximum of \$27,500. No interest is charged while the student is in school. The interest rate during the repayment period is 5 percent. Repayment of principal and interest begins nine months after the student ceases to be enrolled at least half-time and, depending on the amount borrowed, may be extended for up to 10 years.

Federal Stafford Student Loans. The Federal Direct Student Loan program provides both subsidized and unsubsidized loans to students. Those students who demonstrate financial need qualify for a subsidized loan and do not pay interest during the time they are enrolled at least half-time; the interest is paid for them by the federal government. Students who do not qualify for a subsidized loan must pay the interest on the loan during the time they are enrolled. Repayment of the principal for both subsidized and unsubsidized loans begins six months after the student ceases to be enrolled at least half-time. During the 2011–12 academic year, the interest rate for subsidized Federal Direct Loans will be 3.4% and the rate for unsubsidized loans will be 6.8%. Annual loan limits are \$3,500 plus \$2,000 in unsubsidized loan for first-year students, \$4,500 plus \$2,000 in unsubsidized loan for second year students and \$5,500 plus \$2,000 in unsubsidized loan for students in their third or fourth year.

Pitzer College Loans. These are long-term loans awarded by the Financial Aid Office to students who have graduated from a California high school. Depending upon fund availability, loans may range up to \$10,000 per year. No interest is charged on these loans and repayment of the principal begins six months after the student ceases to be enrolled at Pitzer College.

Employment. Pitzer College participates in the Federal Work-Study Program. Awards are made to students based on financial need and available funding. Under this program, students work for the College or for an approved off-campus employer. Off-campus jobs are available in public and private nonprofit organizations and community service work is strongly encouraged.

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 receiving financial aid to qualify for an emergency student loan. The funds that make these loans possible represent Pitzer College's portion of a gift to the Independent Colleges of Southern California made by First Interstate Bank of California.

Long-Term Loans for Parents

Federal PLUS Loans. The Federal PLUS Program permits parents to borrow as much as the full cost of attendance, minus any financial aid, each year. Federal PLUS Loan borrowers do not have to demonstrate financial need but a satisfactory credit check is required for loan approval. Repayment of principal and interest normally begins within 60 days. (Some lenders may offer deferments of principal and interest while the student is enrolled although interest does accrue.) The interest rate is 7.9 percent. For more information about this program or an application, contact the Financial Aid Office.

Financial Aid Deadline Calendar

October	CSS/Financial Aid PROFILE forms for financial aid is available online at www.collegeboard.com
December 1	Deadline for Early Decision applicants to submit CSS/Financial Aid PROFILE to the College Scholarship Service.
Late December	Information about re-applying for financial aid mailed to homes of currently enrolled Pitzer students.
January 1	FAFSA available online at www.fafsa.ed.gov
February 1	Deadline for prospective first-year students to submit FAFSA and CSS/Financial Aid PROFILE.
March 2	Deadline for currently enrolled students to submit FAFSA and CSS/Financial Aid PROFILE .
March 2	Deadline for prospective transfers to submit FAFSA and CSS/Financial Aid PROFILE.
March 2	Deadline for prospective New Resources students to submit FAFSA.
March 2	Deadline to apply for Cal Grant programs.
April 1	Prospective first-year students will be notified of admission and financial aid.
May 1	Deadline for receipt of 2011 1040 tax return copies.
May 15	Prospective transfers will be notified of admission and financial aid.
June	Returning Pitzer students notified of financial aid awards.

Scholarship Contributions

Endowed Scholarship Funds

Pitzer College gratefully acknowledges donors of the following endowed scholarships, which provide scholarship support in perpetuity:

The Hirschel Abelson Scholarship
The Academic Achievement Scholarship
The Ahmanson Foundation Scholarship
The John W. Atherton Scholarship
The Dorothy Durfee Avery Scholarship
The R. Stanton Avery Foundation Scholarship
The Milton Avery Arts Scholarship
The Roxanne Belding '79 Scholarship
The David Bloom '85 Memorial Scholarship
The Eli and Edythe Broad Scholarship
The W. Brunger Family Scholarship
The Edna Van Wart Castera Scholarship
The Amanda Crosby '97 Memorial Scholarship
The Clayton C. and Frances Ellsworth Scholarship
The Yuri Fairchild Memorial Scholarship
The Jonathan P. Graham '82 and Elizabeth B. Ulmer Scholarship
The Jill Ford Harmon '66 Scholarship
The William Randolph Hearst Scholarship
The Herold Family Scholarship
The History Endowed Scholarship
The Sylvia Sticha Holden Scholarship
The Charles and Phyllis Horton Scholarship
The Johnson Family Scholarship
The Fletcher Jones Foundation Scholarship
The Helen Juda Fund Scholarship
The Katherine Keck Scholarship
The W.M. Keck Foundation Scholarship
The W.M. Keck Foundation Joint Science Scholarship
The Terry F. and Margaret Rood Lenzner Scholarship
The Maureen Lynch '77 Scholarship
The Universal Foundation Scholarship
The Janet Irene MacFarland Scholarship
The Marilyn Chapin Massey Scholarship
The George H. Mayr Trust Scholarship
The Nancy Penick McGarry Scholarship
The Mead Foundation Scholarship
The Sheryl F. Miller Scholarship
The Diane Mosbacher '71 Scholarship
The Robert Lee Munroe Scholarship
Ruth Munroe Scholarship
The Nathan Family Scholarship
The Maud Barker Neff Scholarship
The Osher Re-entry Scholarship
The Mary Pickford Foundation Scholarship
The Flora Sanborn Pitzer Scholarship

Kenneth S. and Jean M. Pitzer Scholarship
The Esther Stewart Richards Scholarship
The Ellen Ringler-Henderson Scholarship
The Margot Levin Schiff Scholarship
The Annis Van Nuys Schweppe Scholarship
The C.V. Starr Foundation Scholarships
The John Stauffer Memorial Scholarship
The Harry and Grace Steele Foundation Scholarship
The Laura Skandera Trombley Scholarship
The Trustee Community Merit Scholarship
Student Aid/M/M Leslie Warren Scholarship
Susan Dolgen Scholarship
Sally Love Downey Scholarship
Robin Kramer Scholarship
President's Council Scholarship
Parent Association Scholarship

Annually Supported Scholarship Funds

Generous annual support allows Pitzer to make a number of scholarships available to students on a year-to-year basis.

The Ahmanson Foundation Scholarship
Bridget Baker '82 Scholarship
Jill Benton Annual Scholarship
Class of '68 Annual Scholarship
Class of '70 Annual Scholarship
Class of '75 Annual Scholarship
Class of '80 Annual Scholarship
Class of '85 Annual Scholarship
Class of '90 Annual Scholarship
Class of '95 Annual Scholarship
Class of '00 Annual Scholarship
Class of '05 Annual Scholarship
Class of '10 (Senior Class Gift) Annual Scholarship
James and Katherine deBaun Scholarship
Justin DeJong Memorial Scholarship
Edison International Scholarship
Lew Ellenhorn Scholarship
Judge Mablean Ephriam '71 Scholarship
External Studies Scholarship
Jim '75 and Cindy Hass Memorial Scholarship
Carl Hertel Annual Scholarship
Agnes Moreland Jackson Scholarship
La Croix New Resources Scholarship
Jim Lehman Annual Scholarship
Valerie B. Levey Scholarship
Lucian Marquis Annual Scholarship
The George H. Mayr Trust Scholarship
Peter Nardi Annual Scholarship
Fabian Núñez '97 Scholarship
Ann Peppers Foundation Scholarship

Lissa Petersen Annual Scholarship
Rebecca Quatinetz Memorial Scholarship
The Mabel Wilson Richards Scholarship
Jill Schimpff International Scholarship
Albert Schwartz Annual Scholarship
Susan Seymour Annual Scholarship
Diane Shammass '75 Scholarship
Ann Stromberg Annual Scholarship
John Sullivan Annual Scholarship
Jacqueline Levering-Sullivan Annual Scholarship
Elliot Toombs '87 Memorial Scholarship
Judith Jennings Treas Honorary Scholarship
Rick Tsujimoto Annual Scholarship
Rudi Volti Annual Scholarship
Michael Woodcock Annual Scholarship
Helia Sheldon Annual Scholarship
Ron Macauley Annual Scholarship

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Agent & Partner, Creative Artists Agency

Donaldson Brown '82
Brooklyn, New York

Harold A. Brown
Partner, Gang, Tyre, Ramer & Brown, Inc.

William G. Brunger DM P'01
Principal, Brunger Consulting, LLC

S. Mohan Chandramohan,
La Canada Flintridge, California

Richard W. Cook P'13
The Cook Company

Richard D'Avino P'10
Vice President & Senior Tax Counsel, General Electric Company

Susan G. Dolgen P'97
Wood River Ventures

Vicki Kates Gold
Community Outreach Specialist, Jewish Family Service/Family Violence Project/Haven House

Gilbert V. Gonzales '03
Senior Director, Office of Economic and Business Policy, Mayor Antonio Villaraigosa

Donald P. Gould
President and Chief Investment Officer, Gould Asset Management, LLC

Jonathan P. Graham '82

Senior Vice President & General Counsel, Danaher Corporation

Susan E. Hollander '79

Partner, K & L Gates LLP

Deborah Bach Kallick '78

Vice President, Government & Industry Relations, Cedars-Sinai Health System

Katherine Cone Keck

Los Angeles, California

Edward Kislinger P'07 & P'11

Santa Monica, California

Robin M. Kramer '75

Chair of the Board; Senior Advisor, The Annenberg Retreat at Sunnylands

John Landgraf '84

President and General Manager, FX Networks

Julie Mazer '80 & P'09

Owner/Instructor, The Home Stretch Studio

Joyce Ostin P'13

Los Angeles, California

Arnold Palmer

Senior Vice President, SMH Capital

Shana Passman P'04 & P'08

Beverly Hills, California

Ann E. Pitzer

La Jolla, California

Russell M. Pitzer, PhD

Emeritus Professor, Dept. of Chemistry, The Ohio State University

Paula B. Pretlow P'08 & P'13

San Francisco, CA

Susan S. Pritzker P'93

Chicago, Illinois

Alissa Okuneff Roston '78 & P'06

Beverly Hills, California

Steven R. Scheyer '80 & P'10

Chief Executive Officer, Optimer Brands

Margot Levin Schiff P'90 & P'95

Chicago, Illinois

William D. Sheinberg '83 & P'12

Partner, The Bubble Factory

Shahan Soghikian '80

Managing Director, Panorama Capital

Lisa Specht

Partner, Manatt, Phelps & Phillips

Eugene P. Stein

Vice Chairman, Capital Strategy Research, Inc.

Laura Skandera Trombley, PhD

President, Pitzer College

Charlie Woo

CEO, Megatoys

Emeriti Trustees

Robert H. Atwell

Former President, Pitzer College

Constance Austin P'78

Los Angeles, California

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The Broad Foundations

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Rabbi Emeritus, Wilshire Boulevard Temple

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Former President, Pitzer College

Murray Pepper, PhD

President, Home Silk Properties, Inc.

Edith L. Piness, PhD

Director & Secretary to the Board, San Francisco Museum & Historical Society

Richard J. Riordan

Former Mayor, City of Los Angeles

Deborah Deutsch Smith, PhD '68

Professor of Special Education & Director, IRIS West, Claremont Graduate University.

Administration

Laurie Babcock, Web Architect, 2003. BA, University of Redlands.

Michael Ballagh, Assistant Vice President for International Programs, 1999. BA Trinity College, Dublin; MA, Louisiana State University; PhD, Claremont Graduate University.

Jennifer Berkley, Assistant Vice President/Secretary to the Board of Trustees, 1994. BA, Whittier College; MA, Claremont Graduate University; PhD, Claremont Graduate University.

Marni Bobich, Director of Human Resources, 2010. BA, Pennsylvania State University; MBA Pepperdine University.

Thomas Borowski, Coordinator of the Intercollegiate Neuroscience Program and Assistant Professor of Neuroscience, 2004. (See Faculty).

Rochelle Brown, Associate Dean of Students, 1999. BA, Pitzer College. BA, MA, University of La Verne.

Christopher Brunelle, Assistant Dean of Students, 2004. BA, Bradford College.

Linda Bunch, Career Counselor, 2004. BA, University of the Pacific; MA, Azusa Pacific University.

Larry Burik, Assistant Vice President for Campus Facilities, 2005. BS, Pennsylvania State University; MS, University of Southern California.

Kyle Butts, Assistant Director of Information Technology/Technical Services, 1999.

Kiara Canjura, Associate Director, Human Resources, 1999. BA, Pitzer College; MPA, California State Polytechnic University, Pomona.

Margaret Carothers, Director of Financial Aid, 1987. BA, Pitzer College.

Moya Carter, Dean of Students, 2001. BA, MA, Azusa Pacific University.

- Karen Casey**, Assistant Director of Study Abroad and International Programs, 2008. AB, Middlebury College.
- Chris Castañeda**, Computer Lab Supervisor, 2008. BA, Pitzer College.
- Angela Chang**, Assistant Controller, 2011. BA, California State University, Los Angeles.
- Anna Chang**, Director of Communications, 2009. BS, California State Polytechnic University, Pomona
- Tressi Mehana Chun**, Housing Coordinator, 2001. BA, University of La Verne.
- Joseph Clements**, Arboretum and Grounds Manager, 2001. BA, Whittier College.
- Gabriela Contreras**, Graphic Designer, 2007. BA, California State University, San Bernardino.
- Mark Crawbuck**, Assistant Director of Facilities and Custodial Services, 1995.
- Dennis Crowley**, CX/Web Applications Support Manager, 2008.
- Kebokile Dengu-Zvobgo**, Associate Dean of International Programs, 2002. BS, University of Rhodesia. MS, Edinburgh University. M.BA, University of Zimbabwe.
- Joseph Dickson**, Web Coordinator/Office Assistant, 2009. BS, California State Polytechnic University, Pomona.
- Margie Donahue**, Director of Darjeeling/Nepal Program, 1990.
- Mike Donahue**, Director of Intercultural Education and Pitzer Programs, 1984.
- Michelle Dymerski**, Site Director of California International Studies and Education Project (CISEP), 2006. BA, University of California, Riverside; MEd, Claremont Graduate University; MA, California State University, San Bernardino.
- Ciara Ennis**, Director/Curator of Campus Galleries, 2007. BA, Norwich School of Art; MA, Royal College of Art.
- Stephanie Estrada**, Graphic Designer, 2006. BA, California State University, Fullerton.
- Henry Fernandez**, Production Manager for the George C.S. Benson Auditorium, 2007.
- Teresa Flores Roberts**, Assistant Director for Career Services, 1996, BA, California State Polytechnic University, Pomona.
- Robert Fossum**, Director of Special Programs, 1985. BA, Pitzer College.
- Edward Gonzalez**, Assistant Director of Media Studies Production, 2004. BA, Pitzer College.
- Jean Grant**, Director of Alumni Relations, 2006. BA, Taylor University; MA Azusa Pacific University.
- Yvonne Gutierrez Sandoval**, Senior Associate Director of Financial Aid, 2000. BA, Pitzer College.
- Sandy Hamilton**, Director, Academic Administration/Office of Graduate Fellowships, 1987, BA, Pitzer College; MA, Claremont Graduate University.
- Imani Harris**, Assistant Director of Annual Giving, 2007. BS, San Diego State University.
- Brooke Hendrickson**, Director of Parent Programs, 2007. BA, University of California, Davis.
- Tessa Hicks Peterson**, Assistant Professor in Urban Studies and Director of the Community Engagement Center, 2006. (See Faculty)
- Carol Holtrust**, Director of Advancement Services, 2008. BS, California State Polytechnic University, Pomona.
- Stephanie Hutin**, Director of Media Studies Production Services, 2008. BFA, University of Florida; MFA, California Institute of Arts.
- Mark Ingalls**, Director of Information Technology, 1994. BS, Brigham Young University; MBA, University of La Verne.
- Angel Jauregui**, CX User/Portal Support Manager, 1997. BS, ITT Technical Institute.
- Alan Jones**, Vice President for Academic Affairs/Dean of Faculty, 2001. (See Faculty).
- Barbara Junisbai**, Assistant Dean of Faculty, 2011. BA, San Francisco State University; MIS, PhD, Indiana University.

Nikki Khurana, Major Gifts Officer, 2010. BS, MPA, California State Polytechnic University, Pomona.

Pati LaBelle, Executive Assistant to the VP for Administration/Treasurer, 2001.

Kirsten Laufenberg, Residence Director, 2010. BA, University of Wisconsin, Madison; MS, Indiana University.

Micky Lee, Assistant to the Vice President/Dean of Students, 2005. BA, University of Miami.

Yuet K. Lee, Vice President for Administration and Treasurer, 2008. BS, MBA, University of Southern California.

Beville Lloyd, Assistant Director of Maintenance Operations and Construction, 2006.

James Marchant, Vice President for Student Affairs, 1995. BA, University of Redlands; MA, Claremont Graduate University.

Charlotte Martinson, Senior Financial Analyst, 2008. BA, California State Polytechnic University, Pomona.

Victor Milhon-Martin, Manager of Instructional Services, 1997. BA, Azusa Pacific University.

Paul Miller, Interim Director of the Writing Center, 2006. BS, MS, Brigham Young University; MTS, Harvard University; PhD Candidate, CGU.

Cheryl Morales, Associate Registrar, 1997. BA, Azusa Pacific University; MA, Claremont Graduate University.

Veronica Moy, Assistant Director of Parent Relations, 2010.

Noemi Ortega, Assistant Director of Alumni Relations, 2010. BS, MBA, University of La Verne.

Angel Pérez, Interim Vice President for Admission and Financial Aid, 2007. BA, Skidmore College; MA, Teachers College, Columbia University.

Constance Pérez, Assistant Director for Admissions, 2005. BA, Pitzer College.

Eva Peters, Registrar, 2010, BCom, Gujarat University; MBA, Azusa Pacific University.

Chris Peterson, Server/Desktop Manager, 1999. BS, California State University, Long Beach.

Susan Phillips, Academic Director of the Pitzer Program in Ontario/Assistant Professor of Environmental Studies, 2002. (See Faculty).

Thomas Poon, Senior Associate Dean of Faculty and ALO, 2008. (See Faculty).

Kira Poplowski, Vice President for Public Relations, 2008. BA, Providence College; MA, PhD, University of California, Santa Barbara.

Lynn Price, Residential Network Technician, 2004. BA, Pitzer College.

Sandra Reeves, Office Manager Advancement, 1978. BA, Pitzer College.

Gloria Romo, Executive Assistant to the Vice President for Admission and Financial Aid, 1999.

Vanessa Ruiz, Associate Director of Advancement Services, 2002.

Laura Salazar-Wicker, Assistant Director of Stewardship and Donor Relations, 2008. BA, Pitzer College.

Todd Sasaki, Director of International Programs, 2002. BA, Swarthmore College.

Katrina Sitar, Director of Faculty Services, 2007. BA, Pitzer College.

Laura Skandera Trombley, President, 2002. BA, MA, Pepperdine University; PhD, University of Southern California. (See Faculty).

Jonathan Soon, CX/Web Portal Programmer, 2005. BS, University of California, Los Angeles.

Suzette Soto, Help Desk & Software Specialist, 2011. BS, DeVry Institute of Technology, Pomona.

Michael Spicer, Director of Annual Giving, 2007. BA, Skidmore College.

- Adrian Stevens**, Interim Vice President for College Advancement, 2008. BA, Berea College; MS, Hope International University; PhD Candidate, University of La Verne.
- Jim Stricks**, Director of Foundation and Corporate Relations, 2001. BA, Cornell University; MAT., University of Alaska, Fairbanks.
- Brendan Thyne**, Coordinator for Substance Abuse Education & Outreach, 2006. BA, California State University, Northridge; MA, National University.
- Stephanie Velasco Poserio**, Director of the Center for Asian Pacific American Students (CAPAS), 2002. BA, University of California, Irvine; MEd, Harvard University.
- Teresa Wilmott**, Director for Prospect Research and Management, 2009. BA, University of California, San Diego.
- Lori Yoshino**, Associate Vice President for Administration/Associate Treasurer, 1997. BS, University of Pennsylvania; M.BA, California State University, Fullerton.
- Sonya Young**, Administrative Coordinator of Intercollegiate Department of Africana Studies (IDAS), 2001.
- Xiaoyu (Joanne) Zhang**, Assistant Director of Information Technology/User Services, 1993. MA University of Canberra, Canberra, Australia; MA California State University, Los Angeles.
- Donna Zinser**, Operations Manager, Admission, 1986.

Faculty

- ++Rita Alcalá**, Associate Professor of Hispanic Studies and Chicano Studies; Scripps College, 1995. BA University of Texas, El Paso; MA, PhD Candidate, University of Texas, Austin.
- Ahmed Alwishah**, Assistant Professor, Philosophy, 2009. BA, Baghdad University; MA, PhD, University of California, Los Angeles.
- William Anthes**, Associate Professor of Art History, 2006. BFA, MA, University of Colorado; PhD, University of Minnesota.
- Brent Armendinger**, Assistant Professor, English & World Literature/Creative Writing, 2008. BA, Bard College; MFA, University of Michigan, Ann Arbor.
- *Jennifer A. Armstrong**, Associate Professor of Biology, 2003. BS, New Mexico State University; PhD, University of California, San Diego.
Genetics, cell and molecular biology; chromatin dynamics and gene regulation in the fruit fly.
- David Bachman**, Associate Professor of Mathematics, 2004. BS, State University of New York at Binghamton; PhD, University of Texas, Austin.
- Mita Banerjee**, Professor of Psychology, 1992. BA, University of British Columbia; MA, University of Michigan; PhD, University of Michigan.
Emotional development, children's folk theories, relationship between conceptual knowledge and social adjustment, peer relationships, family and divorce.
- +Dipannita Basu**, Professor of Sociology and Black Studies, 1995. BS, University of London, Chelsea College; PhD, Manchester University, Manchester Business School. Research Associate, Nottingham Business School, Nottingham Polytechnic; Research Associate, Center for Race and Ethnic Relations, Warwick University; Lecturer, Liverpool Polytechnic, Manchester Business School.
- Jill K. Benton**, Professor Emerita of English, 1984. BA, University of California, Riverside; MA, PhD, University of California, San Diego.

Michelle Berenfeld, Assistant Professor of Classics, 2010. MA, PhD, New York University.

Timothy Berg, Assistant Professor of Art, 2008. BA, University of Colorado, Boulder; MFA, New York State College of Ceramics at Alfred University.

****Betty Bernhard**, Associate Professor of Theatre, 1984. BA, Western Michigan University; MS, PhD, University of Oregon.

Sumangala Bhattacharya, Assistant Professor English and World Literature, 2006. AB, Smith College; MA, University of North Texas; PhD, University of Southern California.

***Kersey A. Black**, Professor of Chemistry, 1986. BS, San Diego State University; PhD, University of Oregon. Postdoctoral Fellow, Institut de Chimie Organique, Universite de Lausanne; Visiting Assistant Professor, Vanderbilt University and University of Oregon.

Computational investigation of chemical reactivity and reactive intermediates; development of software for chemical education.

James B. Bogen, Professor Emeritus of Philosophy, 1967. BA, Pomona College; MA, PhD, University of California, Berkeley.

Alicia Bonaparte, Assistant Professor of Sociology, 2008. BA, Spelman College; MA, PhD, Vanderbilt University.

Thomas Borowski, Coordinator, 5-C Neuroscience Program/Assistant Professor of Neuroscience. BA, University of Winnipeg; MSc, PhD, University of Saskatchewan.

Harvey J. Botwin, Professor Emeritus of Economics, 1967. BA, MA, University of Miami; MA, Princeton University.

Nigel Boyle, Peter and Gloria Gold Professor of Political Studies, 1992. BA, Liverpool University; MA, Virginia Tech; PhD, Duke University. SSRC and American Council of Learned Societies Doctoral Fellow; Instructor, Duke University; Lecturer, Junior Dean and Teaching Fellow, University College, Oxford; Fulbright Scholar, University of Landau.

European and comparative politics; the welfare state; labor unions.

++Raymond Buriel, Professor of Psychology, Pomona College, 1977. BA, MA, PhD, University of California, Riverside.

++Jose Z. Calderón, Professor Emeritus of Sociology and Chicano Studies, 1991. BA, University of Colorado; MA, PhD, University of California, Los Angeles. Lecturer, Aims College and the University of Northern Colorado.

Emily Chao, Professor of Anthropology, 1996. BA, University of California, Berkeley; MA, New School for Social Research; PhD, University of Michigan, Ann Arbor.

***Melissa J. Coleman**, Assistant Professor of Biology, 2006. BS Samford University; PhD, The University of Alabama at Birmingham.

Neurobiology, neurophysiology, neural basis of behavior, neural control of auditory-vocal learning in songbirds.

***Newton H. Copp**, Professor of Biology, 1980. BA, Occidental College; MA, PhD, University of California, Santa Barbara. Assistant Professor, University of Redlands. *Animal behavior; vertebrate and invertebrate physiology; neurobiology.*

***Gretchen Edwalds-Gilbert**, Associate Professor of Biology, 2000. BA, Swarthmore College; PhD, Cornell University Medical College/Sloan-Kettering Institute. *Cell and Molecular Biology; pre-mRNA splicing in yeast.*

Lewis J. Ellenhorn, Professor Emeritus, Psychology, 1966. BA, MA, PhD, University of California, Los Angeles.

- *Clyde H. Eriksen**, Professor Emeritus of Biology and Emeritus Director, Bernard Biological Field Station of The Claremont Colleges, 1967. BA, University of California, Santa Barbara; MS, University of Illinois; PhD, University of Michigan.
- +Halford H. Fairchild**, Professor of Psychology and Black Studies, 1993. BA, University of California, Los Angeles; MA, California State University, Los Angeles; MA, PhD, The University of Michigan.
Social psychology; African American psychology; intergroup and race relations, survey research.
- Paul Faulstich**, Professor of Environmental Analysis, 1991. BA, Pitzer College; MA, Stanford University; PhD, University of Hawaii at Manoa.
Cultural ecology; ecological design; the ecology of expressive culture; Aboriginal Australia.
- Maya Federman**, Professor of Economics, 1998. BS, Massachusetts Institute of Technology; MA, PhD Harvard University.
Labor economics, education, public finance.
- *Patrick M. Ferree**, Assistant Professor of Biology, 2010. BS, University of North Carolina, Chapel Hill; MS, Wake Forest University; PhD, University of California, Santa Cruz.
Genetics, molecular biology, and early development of Drosophila (fruit flies) and Nasonia (jewel wasps); chromosome structure and evolution; host-pathogen interactions.
- +Lorn S. Foster**, Professor of Government and Black Studies, Pomona College, 1978. BA, California State University, Los Angeles; AM, PhD, University of Illinois.
- Carmen Fought**, Professor of Linguistics, 1998. BA, MA, Stanford University; PhD, University of Pennsylvania.
Phonology; bilingual language acquisition; sociolinguistics.
- *Anthony F. Fucaloro**, Professor of Chemistry, 1974. BS, Polytechnic University; PhD, University of Arizona. Postdoctoral Research Associate, New Mexico State University and University of New Orleans.
Molecular spectroscopy, especially luminescence; electron impact.
- David Furman**, Professor of Art Emeritus, 1973. BA, University of Oregon; MFA, University of Washington.
- +Stanley Gaines**, Assistant Professor of Psychology and Black Studies, 1992. BS, University of Texas, Arlington; PhD, University of Texas, Austin.
- ++Javier Galvez**, Instructor of Dance, 1968. BA, Pomona College; Universidad Autónoma de Mexico, Mexico City, Mexico.
- *Sarah E. Gilman**, Assistant Professor of Biology, 2010. BS, Stanford University; PhD., University of California, Davis.
Marine ecology; invertebrate biology; climate change ecology; biophysical ecology; population biology.
- Stephen L. Glass**, John A. McCarthy Professor Emeritus of Classics, 1964. BA, Pomona College; MA, PhD, University of Pennsylvania.
- ++Deena González**, Associate Professor of History, Pomona College, 1984. BA, New Mexico State University; MA, PhD, University of California, Berkeley.
Chicano(a) history; frontier history; Latin American Studies.
- Glenn A. Goodwin**, Professor Emeritus, Sociology, 1969. BA, State University of New York, Buffalo; PhD, Tulane University.
- *Scott A. C. Gould**, Professor of Physics, 1991. AB, Middlebury College; PhD, University of California, Santa Barbara.
Surface physics; scanning probe microscopy; polymers; fluidized cracking catalysts; image processing; physics of sports.

Judith V. Grabiner, Flora Sanborn Pitzer Professor of Mathematics, 1985. BS, University of Chicago; MA, PhD, Harvard University. Woodrow Wilson Fellow; National Science Foundation Graduate Fellow; American Council of Learned Societies Fellow; National Science Foundation Research Grant; National Science Foundation Faculty Professional Development Fellowship; Professor of History, California State University, Dominguez Hills; Visiting Scholar, University of Leeds, England; Visiting Scholar, University of Edinburgh, Scotland; Visiting Scholar, Department of History, Cambridge University. *History of mathematics and science.*

Allen J. Greenberger, Professor Emeritus, History, 1966. BA, MA, PhD, University of Michigan.

***Daniel A. Guthrie**, Professor Emeritus, Biology, 1964. BA, Amherst College; MA, Harvard University; PhD, University of Massachusetts.

***David E. Hansen**, Weinberg Family Dean of Science and Roberts Fellow, 2009. ScB, Brown University; PhD, Harvard University. National Science Foundation Presidential Young Investigator Award.

+**Laura A. Harris**, Professor of English and World Literature and Black Studies, 1997. BA, San Diego State University; MA, PhD, University of California, San Diego.

***Mary E. Hatcher-Skeers**, Professor of Chemistry, 1998. BA, University of California, San Diego; MS, San Francisco State University; PhD, University of Washington. NIH Postdoctoral Fellow at the Massachusetts Institute of Technology and Brandeis University.

Applications of nuclear resonance spectroscopy in determining the structure of DNA and other biological macromolecules.

Leah Herman, Instructor in English Language, 1994. BA, MA, University of California, Riverside; Academic Director for Kobe Program; Academic Director for Waseda Program; Assistant Director of PACE: University and Professional English; homestay coordinator; academic advisor for exchange students.

Critical analysis, academic writing, public speaking for international students.

Geoffrey Herrera, Fletcher Jones Associate Professor of Political Studies, 2010. MA, PhD, Princeton University.

Melinda Herrold-Menzies, Associate Professor of Environmental Studies, 2005. PhD, University of California, Berkeley.

Tessa Hicks Peterson, Director, CEC and Assistant Professor in Urban Studies, 2006. PhD., Claremont Graduate University.

Melissa Hidalgo, Assistant Professor of English and World Literature, 2011. BA, University of California, Berkeley; MA, University of Chicago; PhD, University of California, San Diego.

***James Conway Higdon**, Professor of Physics, 1987. BA, University of Pennsylvania; PhD, University of California, Los Angeles. Research Associate, Jet Propulsion Laboratory. Fellow of the American Physical Society.

Astrophysics, fluid dynamics, biophysics.

Jim Hoste, Professor of Mathematics, 1989. AB, MA, University of California, Berkeley; PhD, University of Utah. National Science Foundation Postdoctoral Fellow, Courant Institute, New York University; Hill Assistant Professor, Rutgers University; Assistant Professor, Oregon State University; Visiting Assistant Professor, Pomona College; Visiting Scholar, University of Melbourne, Australia; Visiting Scholar, Mathematical Sciences Research Institute, Berkeley, California; Visiting Scholar, University of Hawaii, Manoa, HI; Scholar-in-Residence, Pitzer College, 1999.

Low-dimensional topology, knot theory, computer applications to topology.

Thomas L. Ilgen, Professor Emeritus, Political Studies, 1985. BA, Oberlin College; MA, PhD, University of California, Santa Barbara.

+Agnes Moreland Jackson, Professor Emerita of English and Black Studies, 1969. AB, University of Redlands; MA, University of Washington; PhD, Columbia University.

+Phyllis Jackson, Assistant Professor of Art and Art History, Black Studies and Women's Studies, 1993. BA, Reed College; MA, PhD, Northwestern University. Visiting Lecturer, Northwestern University; Visiting Lecturer, School of the Art Institute of Chicago.

Fuchun Jin, Assistant Professor, Economics, 2009. BS, University of Science and Technology of China; MA, PhD, Ohio State University.

Carina L. Johnson, Associate Professor of History, 2002. PhD, University of California, Berkeley.

Spanish empire, gender, early modern Europe.

Alan P. Jones, Vice President for Academic Affairs/Dean of Faculty; Professor of Psychology/Neuroscience, 1986. BS, University of Massachusetts; MA, Princeton University; PhD, University of Massachusetts; NIH Postdoctoral Fellow, University of Colorado Medical School.

Development of control of appetitive behavior; effects of early nutritional and metabolic factors in development; neural and metabolic factors in the ontogeny of obesity.

Ethel Jorge, Professor of Spanish, 1999. BA, MA, Universidad de la Habana, Havana, Cuba; PhD, The Union Institute, Ohio.

Alexandra Juhasz, Professor of Media Studies, 1995. BA, Amherst College; Whitney Independent Studio Program; PhD, New York University; Mellon Postdoctoral Fellow, Bryn Mawr College.

Documentary video production; women's film and feminist film theory.

Azamat Junisbai, Assistant Professor, Sociology, 2009. BA, Kazakh State University, Kazakhstan; MA, PhD, Indiana University.

Brian L. Keeley, Professor of Philosophy, 2000. BA, University of South Alabama; MSc, University of Sussex (UK); MA, PhD, University of California, San Diego. *Philosophy of neuroscience; philosophy of mind; philosophy of science.*

Gina Lamb, Visiting Assistant Professor, Media Studies. BFA, San Francisco Art Institute; MFA, University of California, Los Angeles.

*****Michael Deane Lamkin**, Professor of Music, 1977. BME, MM, Baylor University; PhD, University of Iowa. Studied 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; Orchestral Conductor and Chorus Master, American Institute of Graz; Conducting Faculty, Classical Music Seminar, Eisenstadt, Austria; Conductor, Opera School, Conservatory of Music, Munich. Recording for PBS and Bravo Cable Network and conducting performances in West Germany, Austria and United States. Pitzer College Joint Music Program.

***Adam Landsberg**, Professor of Physics, 1998. BA, Princeton University; MA, PhD, University of California, Berkeley. Postdoctoral Fellow, Georgia Institute of Technology; Visiting Assistant Professor, Haverford College.

Nonlinear systems; pattern formation, bifurcation theory, chaos, Josephson Junctions.

****Thomas G. Leabhart**, Associate Professor of Theatre, Resident Artist, 1982. BA, Rollins College; MA, University of Arkansas; Ecole de Mime Etienne Decroux.

James A. Lehman, Professor Emeritus, Economics, 1981. BA, Davidson College; Thomas J. Watson Fellowship; MA, PhD, Duke University.

+Sidney Lemelle, Associate Professor of History and Black Studies, Pomona College, 1986. BA, MA, California State University, Los Angeles; PhD, University of California, Los Angeles. Chair, Intercollegiate Department of Black Studies, The Claremont Colleges.

African and African Diasporan History; Black Studies.

Jesse Lerner, Professor of Media Studies, 1998. BA, University of California, Los Angeles; MA, University of Southern California, PhD, Claremont Graduate University.

Jacqueline Levering Sullivan, Assistant Professor in Writing Emerita, 1984. BA, University of Oregon; MA (Art), MA (English), California State University, Fullerton.

Jeffrey C. Lewis, Associate Professor of Organizational Studies and Psychology, Director of Institutional Research, 1990. BA, University of California, Los Angeles; PhD, University of California, Santa Barbara.

Applied social psychology, organizational behavior, speech prosodics and social development.

Leah L. Light, Professor of Psychology, 1970. BA, Wellesley College; PhD, 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; memory and aging.

****Sherry Linnell**, Resident Designer and Professor of Theatre, 1975. BA, MFA, University of California, Irvine.

+++Ming-Yuen S. Ma, Associate Professor of Media Studies, 2001, BA, Columbia University; MFA, California Institute of the Arts.

Ronald K. S. Macaulay, Professor Emeritus of Linguistics, 1965. MA, University of St. Andrews; PhD, University of California, Los Angeles.

Milton R. Machuca, Assistant Professor of Spanish, 2006. Licenciatura in Psychology, Universidad Centroamericana, El Salvador; MA, PhD, Temple University.

Leda Leitao Martins, Assistant Professor, Anthropology, 2004. BA University of Brasilia; MA, PhD, Cornell University.

Ntongela Masilela, Professor of English and World Literature, 1989. BA, MA, PhD, University of California, Los Angeles.

Third World literature, Commonwealth literature, Central European literature; African literature; Latin American literature; literary theory; Postmodernism; and Ancient Asian literature.

***Margaret Mathies**, Professor of Biology Emerita, 1965. BA, Colorado College; PhD, Case Western Reserve University.

Stuart McConnell, Professor of History, 1987. BA, University of Michigan; MA, PhD, Johns Hopkins University. Teaching Fellow, Andrew Mellon Fellow, Johns Hopkins University.

American social/cultural history; labor history; Victoriana, nationalism, media history; Civil War and Reconstruction.

Jessica McCoy, Assistant Professor of Art, 2006. BS, MA, MFA, University of Wisconsin, Madison.

***Donald A. McFarlane**, Professor of Biology, 1991. BSc, University of Liverpool; MSc, Queens University of Belfast; PhD, University of Southern California.

Evolutionary ecology; biography; late Quaternary paleoecology and extinctions.

Kathryn Miller, Professor of Art, 1993. BSc, George Washington University; MA, Sonoma State University; MFA, University of California, Santa Barbara.

Sculpture/environmental art; drawing.

Sheryl F. Miller, Professor of Anthropology and Distinguished Teaching Chair in Archaeology and Biological Anthropology, 1969. BA, Occidental College; MA, PhD, University of California, Berkeley. National Science Foundation and Ford Foundation Fellowships.

African archaeology; world prehistory; human evolution; African and Native American ethnography; cultural ecology; ethnic arts.

***John Milton**, Professor of Biology, Kenan Chair in Computational Neuroscience, 2004. BS, PhD, MDCM, FRCPC, McGill University. Associate Professor, The University of Chicago; Adjunct Professor Physiology, McGill University; Adjunct Professor of Biology, Keck Graduate Institute.

Computational neuroscience, motor control, development of expertise.

David S. Moore, Professor of Psychology, 1989. BA, Tufts University; MA, PhD, Harvard University; Harvard University Social Science Dissertation Fellow; National Research Service Postdoctoral Fellow, The City University of New York.

Sensory integration in infancy; cognitive development; categorization in infancy; neonatal behavior; electrophysiological methods in the study of infant perception; perception of numerosity in infancy.

***J. Emil Morhardt**, Roberts Professor of Biology and Director of the Roberts Environmental Center, 1996. BA, Pomona College; PhD, Rice University; Professor, Assistant Professor, University of Washington.

Vertebrate ecology and physiology; environmental management.

R. Lee Munroe, Research Professor of Anthropology, 1964. PhD, Harvard University.

***Stephen A. Naftilan**, Kenneth Pitzer Professor of Physics, 1981. BS, University of Chicago; PhD, Case Western Reserve University. Instructor, University of Southern California and El Camino College.

Binary stars; stellar atmospheres.

Peter M. Nardi, Professor of Sociology; Emeritus, 1975. BA, University of Notre Dame; MA, Colgate University; PhD, University of Pennsylvania.

++**Gilda Ochoa**, Associate Professor of Sociology and Chicano Studies, 1997. BA, University of California, Irvine; MA, PhD University of California, Los Angeles.

Jenifer Onstott, Instructor in English Language, 1985 BA, University of California, Santa Barbara; MA, California Polytechnic State University, San Luis Obispo; MS, California State University, Fullerton. Academic Director, Pitzer Bridge Program.

Second/foreign language pedagogy, critical pedagogy in language learning, community-based education, debate for international students, academic writing.

Harmony O'Rourke, Assistant Professor, African History, 2009. BA, Macalester College; PhD candidate, Harvard University.

++**Adrian D. Pantoja**, Associate Professor of Political Studies and Chicano Studies, 2006. BA, University of San Francisco; MA, PhD, Claremont Graduate University.

+++**Joseph D. Parker**, Associate Professor of International and Intercultural Studies, 1989. BA, Occidental College; MA, PhD, Harvard University. Visiting Assistant Professor, Stanford University; Assistant Professor, Bucknell University; Visiting Instructor, Carleton College. ; Adjunct Professor, CGU; Lecturer, Department of Liberal Studies, California State University, Los Angeles.

Transnational feminism and gender studies; subaltern studies; neocolonialism and postcolonial studies; globalization and the War on Terror; Orientalism and cultural imperialism; democracy and citizenship; Critical Whiteness Studies; Critical Masculinity Studies; Asian American Studies; East Asian cultural history; East Asian religion; Asian and indigenous sciences; critiques of Eurocentric science and objectivism; critical theory; postmodern social change; open plan field studies; ethico-politics of knowledge; interdisciplinarity and social justice; feminist pedagogy.

Lissa Petersen, Instructor in Academic Writing, Emerita. 1977. BA Northwestern University; MA, Harvard University. Director, English for Graduate Studies Program, Claremont Graduate University.

Susan Phillips, Academic Director, Pitzer Program in Ontario/Assistant Professor of Environmental Analysis, 2002. BA, California State University, Dominguez Hills; MA, PhD, University of California, Los Angeles.

***Robert P. Pinnell**, Professor Emeritus of Chemistry, 1966. BS, California State University, Fresno; PhD, University of Kansas.

***Thomas Poon**, Professor of Chemistry, 2000; Senior Associate Dean of Faculty and ALO, Pitzer College, 2008. BS, Fairfield University; PhD, University of California, Los Angeles.

Zeolite host-guest chemistry, synthetic methodology, reactions of singlet oxygen.

***Marion R. Prest**, Professor of Biology, 1999. BS, Otago University, New Zealand; MS, PhD, Cornell University.

Physiology and ecology of animal energetics; thermal biology of terrestrial ectotherms; osmoregulatory physiology; herpetology; muscle physiology.

****Leonard C. Pronko**, Professor of Theatre, 1957. BA, Drury College; MA, Washington University; PhD, Tulane University.

***Kathleen L. Purvis-Roberts**, Associate Professor of Chemistry, 2001. BS, Westmont College; MA, PhD, Princeton University; Postdoctoral Fellow, National Center for Atmospheric Research.

Chemistry of urban air pollution, primarily aerosols; public policy aspects of air pollution.

+**Rita Roberts**, Associate Professor of History and Black Studies, Scripps College, 1987. BS, Southern Illinois University; MA, University of California, Berkeley; PhD, University of California, Berkeley. *American history and Black Studies.*

Norma Rodriguez, Professor of Psychology, 1991. BA, PhD, The University of Texas at Austin. Ford Foundation Postdoctoral Fellow, University of California, Los Angeles. Associate Dean of Faculty, Pitzer College.

Latino mental health, acculturation and cultural adjustment

Kathryn S. Rogers, Professor of Organizational Studies, 1986. BA, Smith College; MA, Columbia University; PhD, Washington University, St. Louis. National Institute of Education Training Fellowship; Lecturer, University of Missouri, St. Louis; Consultant, Educational Planning Associates, Inc.; Senior Administrator, Cemsel, Inc.; Legal and Public Affairs Staff, Peabody Coal Company; Senior Associate, Center for Study of Data Processing, Washington University, St. Louis; Research Associate, IBM, Los Angeles Scientific Center. *Organization theory; inter-organizational networks; business, nonprofit and public organizations; organizations and the public policy environment; corporate responsibility.*

Ronald G. Rubin, Professor of The History of Ideas, 1971. BA, Amherst College; MA, PhD, 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**, Pritzker Family Foundation Professor of Biology, Emeritus, 1972. BS, Carleton University; PhD, University of California, San Diego.

++**Miguel Tinker Salas**, Associate Professor of History and Chicano Studies; Pomona College, 1993. BA, MA, PhD, University of California, San Diego.

Barry Sanders, Professor Emeritus of History of Ideas, 1972. BA, University of California, Los Angeles; MA, PhD, University of Southern California.

Brinda Sarathy, Assistant Professor, Environmental Analysis/International Intercultural Studies, 2007. BA, McGill University; MS, PhD, University of California, Berkeley.

- Albert Schwartz**, Professor Emeritus of Sociology, 1965. BA, Hunter College; MA, Ohio State University.
- Daniel A. Segal**, Jean Pitzer Professor of Anthropology and Historical Studies, 1986; Director, Center for Social Inquiry, 2008. BA, Cornell University; MA, University of Chicago; PhD, University of Chicago.
The Caribbean; post-Columbian world history; the social construction of race.
- Harry A. Senn**, Professor Emeritus, French. 1970. BA, MA, University of Minnesota; PhD, University of California, Berkeley.
- Susan C. Seymour**, Professor Emerita of Anthropology, 1974. BA, Stanford University; PhD, Harvard University.
- +Marie-Denise Shelton**, Professor of French and Black Studies, Claremont McKenna College, 1977; Chair, Intercollegiate Department of Black Studies, 1993. BA, MA, PhD, University of California, Los Angeles.
- Sharon Nickel Snowiss**, Professor of Political Studies, 1969, Avery Fellow, Claremont Graduate University, 1988. AB, University of California, Berkeley; MA, PhD, University of California, Los Angeles. Research Assistant, Science and Technology, Inc.; Postgraduate Research Assistant, Institute of Industrial Relations, University of California, Los Angeles; Teaching Associate, University of California, Los Angeles.
Political philosophy, including ancient, modern and contemporary, as well as comparisons of Eastern and Western thought; futurology, including forecastings, science fiction, altered states of consciousness, social and philosophical impact of technology, genetic engineering; French literature and politics; feminist political thought; mind/body healing and Qi Gong.
- ++Maria Gutierrez de Soldatenko**, Associate Professor of Chican@/Latin@ Transnational Studies, 1998. BA, MA, PhD, University of California, Los Angeles.
Gender, race and class; feminist theory; women and economic development.
- Erich Steinman**, Assistant Professor of Sociology, 2007. BA, Augustana College; MA, PhD, University of Washington.
- Emma Stephens**, Assistant Professor of Economics, 2007. BSc, McGill University; MA, PhD, Cornell University.
- Claudia Strauss**, Professor of Anthropology, 2000. BA, Brown University; MA, PhD, Harvard University. *Cognitive anthropology; psychological anthropology; language, culture and society; race/class/gender variation in the U.S.; social theory and culture theory; anthropology of policy.*
- Ann H. Stromberg**, Professor of Sociology Emerita, 1973. BA, Pomona College; MA, Columbia University; PhD, Cornell University. Director of Summer Study Abroad Program: Health and Healthcare in Costa Rica.
- John D. Sullivan**, Professor of Political Studies, Emeritus, 1975. BA, MA, San Francisco State College; PhD, Stanford University.
- Ruti Talmor**, Assistant Professor of Media Studies, 2011. BA, MA, PhD, New York University.
- *Zhaohua (Irene) Tang**, Associate Professor of Biology, 2001. BS, State University of New York at Stony Brook; PhD, University of California, Los Angeles; Postdoctoral Fellow, California Institute of Technology; Research Fellow, Beckman Research Institute of the City of Hope.
Cell and molecular biology, biochemistry; cell cycle control in yeast.
- **James Taylor**, Associate Professor of Theatre, 1991. BA, Colorado College; MFA, Southern Methodist University.
- *Bryan C. Thines**, Assistant Professor of Biology, 2011. BS, State University of New York, Plattsburgh; PhD, Washington State University.
Molecular biology; functional genomics; circadian rhythms and environmental responses in plants.

KaMala Thomas, Assistant Professor, Psychology, 2009. BA, MA, Cal State, San Bernardino; MA; MS, MPH, PhD, San Diego State University.

***Diane Thomson**, Associate Professor of Biology, 2004. BS, University of Arizona, PhD, University of California, Santa Cruz.

Conservation biology, population modeling, ecology of biological invasions, plant ecology and plant/pollinator interactions.

++**Miguel Tinker-Salas**, Associate Professor of History and Chicano Studies, 1993. BA. MA, PhD University of San Diego, California.

Lako Tongun, Associate Professor of International and Intercultural Studies and Political Studies, 1988. BA, St. Mary's College of California; MA, PhD, University of California, Davis. Lecturer, University of California, Davis and California State University, Sacramento.

African and third-world politics; political economy, developmental economics (Third World).

++**Maria Aguiar Torres**, Dean of Students, Chicano Studies Center, The Claremont Colleges and Visiting Professor in Spanish, 1976. BA, University of California, Riverside; MA, New Mexico State University; PhD candidate, Claremont Graduate University.

Laura Skandera Trombley, President; Professor of English and World Literature, 2002. BA, MA, Pepperdine University; PhD, University of Southern California.

+++**Richard N. Tsujimoto**, Professor Emeritus, Psychology, 1973. BA, Stanford University; PhD, State University of New York, Stony Brook.

Rachel VanSickle-Ward, Assistant Professor of Political Studies, 2007. BA, Pitzer College; MA, PhD, University of California, Berkeley.

Rudi Volti, Professor Emeritus of Sociology, 1969. BA, University of California, Riverside; MA, PhD, Rice University.

Albert Wachtel, Professor of English, 1974. BA, Queens College; PhD, 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; NEH Fellow, Summer Institute on Tragedy, Dartmouth.

Joyce; Shakespeare; epic and scripture; fiction; tragedy; theory of literature; 20th-century novel.

Andre Wakefield, Associate Professor of History, 2002. PhD, University of Chicago. *Modern Germany, environmental, science and technology.*

Dana Ward, Professor of Political Studies, 1982. BA, University of California, Berkeley; MA, University of Chicago; M.Phil., PhD, Yale University; Fulbright Lecturer, Ankara University, Turkey; Visiting Professor, Johns Hopkins-Nanjing University Center for Chinese and American Studies; Visiting Professor, Miyazaki International College; Executive Director, International Society of Political Psychology.

Political psychology; American politics; U.S. foreign policy; ideology and public opinion; gender and politics; anarchism.

***Anna G. Wenzel**, Assistant Professor of Chemistry, 2006. BS University of California, San Diego; PhD, Harvard University.

Catalysis, asymmetric synthetic methodology.

***Emily Wiley**, Associate Professor of Biology, 2002 BA, Western Washington University; PhD, University of Washington; Visiting Assistant Professor, Mt. Holyoke College; Post-doctoral research associate, University of Rochester.

Molecular biology; genetics; chromatin structure in the ciliate Tetrahymena.

***Branwen Williams**, Assistant Professor of Biology, 2011. BS, University of Guelph, Guelph, ON; MS, University of Quebec at Montreal; PhD, Ohio State University.

Paleoceanographic reconstructions on recent timescales from marine climate archives.

***Burke Scott Williams**, Associate Professor of Chemistry, 2003. BS, Harvey Mudd College; PhD, University of Washington, Seattle; NATO-NSF Postdoctoral Fellowship, Universiteit Utrecht, Netherlands; Postdoctoral Fellowship, University of North Carolina.

Fundamental late-metal organometallic chemistry, mechanisms of basic organometallic reactions.

Michael V. T. Woodcock, Professor Emeritus, Creative Studies, 1989. MFA, Claremont Graduate University.

+++**Linus Yamane**, Professor of Economics, 1988. BS, Massachusetts Institute of Technology; MA, M.Phil, PhD, Yale University. Visiting Associate Professor, Wellesley College; Visiting Associate Professor, Harvard University; Shimomura Fellow, Japan Development Bank; Lecturer, Yale University; Research Associate, World Bank; Technical Associate, AT&T Bell Laboratories; Research Associate, National Bureau of Economic Research.

Macroeconomics, Japanese economy, econometrics, labor economics.

+++**Kathleen Yep**, Associate Professor, Sociology and Asian American Studies, 2004. BA, MA, PhD, University of California, Berkeley.

***Andrew W. Zanella**, Professor of Chemistry, 1975. AB, Cornell University; PhD, Stanford University. Postdoctoral Fellow, Research School of Chemistry, Australian National University; Teaching Postdoctoral Fellow, University of California, Santa Barbara; Visiting Scientist, Brookhaven National Laboratory; Visiting Scientist, Australian National University.

Metal ion promoted reactions; electron-transfer and photochemistry of metal complexes; heavy metal pollutants and environmental chemistry.

Phil Zuckerman, Professor of Sociology, 1998. BA, MA, PhD, University of Oregon. *Sociology of religion, sex and religion, altruistic deviance.*

* Joint appointment with Claremont McKenna College and Scripps College.

** Appointment in Theatre, a five-college program based at Pomona College.

*** Joint appointment with Claremont McKenna, Scripps and Harvey Mudd Colleges.

+ Faculty teaching in the Intercollegiate Program of Black Studies.

++ Faculty teaching in the Intercollegiate Program of Chicano Studies.

+++ Faculty teaching in the Intercollegiate Program of Asian American Studies.

Religious Holidays

Pitzer College respects its members' observances of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services try to avoid conflict with such holidays as much as possible. Such activities include examinations, registration and various deadlines that are a part of the Academic Calendar.

When scheduling conflicts prove unavoidable, students will not be penalized for absence because of religious reasons and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the students and instructors involved, students and instructors should consult the Dean of Faculty.

Some of the major holidays are listed below for 2011–12. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

Major Religious Holidays for 2011–2012

Ramadan begins (Islamic holiday)	Aug. 1
Rosh Hashanah begins at sundown (Jewish holiday)	Sept. 28
Rosh Hashanah (Jewish holiday)	Sept. 29–30
Eid-al-Fitr begins at sundown* (Islamic holiday)	Aug. 29
Eid-al-Fitr* (Islamic holiday)	Aug. 30
Yom Kippur begins at sundown (Jewish holiday)	Sept. 7
Yom Kippur (Jewish holiday)	Sept. 8
Sukkot begins at sundown (Jewish holiday)	Oct. 12–19
Diwali (Hindu holiday)	Nov. 1
All Saints Day	Nov. 1
All Souls Day	Nov. 2
Hanukkah begins at sundown (Jewish holiday)	Dec. 20
Hanukkah (Jewish holiday)	Dec. 21–28
Our Lady of Guadalupe (Roman Catholic holiday)	Dec. 12
Christmas	Dec. 25
Chinese New Year	Jan. 23
Ash Wednesday	Feb. 22
Purim begins at sundown (Jewish holiday)	Mar. 7–9
Passover begins at sundown (Jewish holiday)	Apr. 6
Passover (Jewish holiday)	Apr. 6–14
Holy Thursday	Apr. 5
Good Friday	Apr. 6
Easter Sunday	Apr. 8

*The Islamic dates are tentative based on estimates of the visibility of the lunar crescent. As such, these observances may start slightly earlier or later than predicted.

(provided by Office of the Chaplains)

Pitzer College Calendar 2011–12

First Semester

First Semester

August 20	Saturday	Welcome Week begins
August 21–24	Sun-Wed	Outdoor Adventure trips for first-year students
August 25	Thur	Welcome Week continues on Pitzer campus
August 28	Sunday	Residence Halls open for returning students at 10 a.m.
August 28	Sunday	Registration for new Transfer and New Resources students
August 29	Monday	Registration for new First-Year students
August 30	Tuesday	Fall semester classes begin
August 30	Tuesday	Instructors signature required to add classes
August 30	Tuesday	Registration for returning students (not pre-registered)
September 6	Tuesday	Full course Independent Study Forms due
September 12	Monday	Last day to add classes
September 12	Monday	Last day to drop courses for a tuition refund
September 12	Monday	Last day to drop courses without being charged course fees
October 5	Wednesday	Low Grade Reports due
October 6	Thursday	Half-course Independent Study Forms due
October 17–18	Mon–Tues	Fall Break—no classes
October 20	Thursday	Final day to drop courses (no recorded grade)
October 20	Thursday	Pass/No Credit forms due
October 20	Thursday	Final day to add half courses for second half of semester
October 20	Thursday	Final day to drop courses without being charged course overload fee
October 20	Thursday	Major Declaration Forms due for 1st semester Juniors
November 7–8	Mon-Tues	Advising Days (classes still in session)
November 14–18	Mon-Fri	Pre-Registration for Spring 2012 (subject to change)
November 24–25	Thurs-Fri	Thanksgiving break
December 9	Friday	Final day to withdraw from classes (grade recorded as “W”)
December 9	Friday	Final day of classes for first semester
December 12–16	Mon-Fri	Final Examinations
December 17	Saturday	Residence Halls close at 12 noon
December 22	Friday 12 noon	All grades are due in the Registrar’s Office by

Second Semester

January 13	Friday	Orientation begins for new students
January 15	Sunday	Residence halls open at 10 a.m.
January 16	Monday	Martin Luther King, Jr. Day—No classes
January 17	Tuesday	Spring semester classes begin
January 17	Tuesday	Instructors permission required to add courses
January 17	Tuesday	Registration for all students (not pre-registered)
January 17	Tuesday	Priority registration opens for Pitzer Summer Session 1 & 2 (Subject to change)
January 24	Tuesday	Full course Independent Study Forms due
January 30	Monday	Last day to add courses
January 30	Monday	Last day to drop courses for tuition refund
January 30	Monday	Last day to drop courses without being charged course fees
February 29	Wednesday	Low Grade Reports due
March 2	Friday	Half-course Independent Study forms due
March 8	Thursday	Final day to drop courses (no recorded grade)
March 8	Thursday	Final day to drop courses without being charged semester overload fee
March 8	Thursday	Pass/No Credit forms due
March 8	Thursday	Final day to add half-courses for second half of semester
March 8	Thursday	Major Declaration Forms due for 1st semester juniors
March 12–16	Mon–Fri	Spring Break—No Classes
March 30	Friday	Cesar Chavez Day—No Classes
April 29	Friday	Final day for graduating senior to withdraw from courses (grade recorded as “W”)
April 9–10	Mon–Tue	Advising days (classes still in session)
April 17–19	Tue–Fri	Pre-registration for Fall 2012
April 27	Friday	Priority registration closes for Pitzer Summer Sessions 1 & 2 *Subject to change
April 30	Monday	Late Registration opens for Pitzer Summer Session *Subject to change Late Registration ends: Session 1—May 27; Session 2—July 7
May 2	Wednesday	Final day of classes for spring semester
May 3–4	Thurs–Fri	Senior Finals; Reading Days for all other students
May 4	Friday	Final day for non-seniors to withdraw from courses (grade recorded as “W”)
May 4	Friday	Senior grades are due to Registrar by noon
May 7–11	Mon–Fri	Final Examinations
May 12	Saturday	Commencement
May 12	Saturday	Residence Halls close at 6 p.m. for ALL students
May 19	Thursday	All grades for undergraduates and non-graduating seniors due to the Registrar by 12 noon
May 20	Monday	Summer Directed Independent Study Forms due
May 21	Tuesday	Summer classes begin

Pitzer College Map



1. Edythe and Eli Broad Center

Advancement Office
Classrooms
Faculty Offices
Institutional Research
Nichols Gallery
Performance Space
President's Office

2. Broad Hall

Anthropology Lab
Claremont Infant Study Center
Classrooms
Computer Classrooms
Cross-Cultural Anthropology
Faculty Offices
Information Technology
Language Laboratory
Memory & Aging
Paleoanthropology Lab
Psychology Laboratories
Social Science Interview Room

3. Gloria and Peter Gold

Student Center
Campus Life & PAct Offices
Circle Gallery
Conference Room
Fitness Room

GSC Service Desk
Housing Office
Multipurpose Rooms
Pool & Terrace
Shakedown Café
Special Programs
Student Affairs Staff
Student Governance Office

4. Avery Hall

George C.S. Benson Auditorium
Classrooms
Faculty Offices
Faculty & Staff Lounge

5. Fletcher Hall

Classrooms
Dean of Faculty
Faculty Offices

6. Scott Hall

California International Studies
Education Project (CISEP)
Classrooms
Dean of Students
Faculty Offices
Financial Aid
International Programs
Media Studies Program
PACE: University & Professional English

Registrar
Student Accounts
Student Affairs
Study Abroad

7. Bernard Hall

Classrooms
Community Engagement Center (CEC)
Computer Lab
Duplicating Services
Faculty Offices
Information Technology
Pit-Stop Café

**8. Commencement Plaza
& Recreation Field**

9. McConnell Center

Art Studios
Audio Visual Services
Dining Hall
East Gallery
Facilities
Founders Room
Frederick Salathé Atrium
Human Resources
Living Room
Private Dining Room
Public Relations
Salathé Gallery
Treasurer's Office

10. Holden Hall

Community Living Room
Recreation Room
Residential Rooms
Study Rooms

11. Mead Hall

Center for Asian Pacific American
Students (CAPAS)
Career Services
Living Room
Lucian Marquis Library
Rabbit Hole
Residential Suites
Study Areas
Writing Center & Office

12. Pellissier Mall (The Mounds)

13. Brant Clock Tower

14. Grove House

Arboretum
Barbara Hinshaw Memorial Gallery
Bert Meyers Poetry Room
Pitzer Environmental Action
Grove House Kitchen
Guest Room
Meeting Rooms
Women's Center

15. East Mesa Parking

16. Holden Parking

17. Sanborn Parking

18. John R. Rodman Arboretum

19. Pitzer Hall

Admission Office
Community Living Room
Facilities Central Plant
Faculty Apartment
Green Roof Garden
Residential Rooms
Study Rooms & Lounges

20. Sanborn Hall

Community Living Room
Faculty & Staff Apartments
Residential Rooms
Study Rooms & Lounges

21. Atherton Hall

Art Faculty Offices
Art Galleries Curator Office
Art Studios
Mail Center
Community Living Room
Electronic Seminar Room
Lenzner Family Art Gallery
Living Room
Music Practice Room
Residential Rooms
Staff Apartment
Study Rooms & Lounges

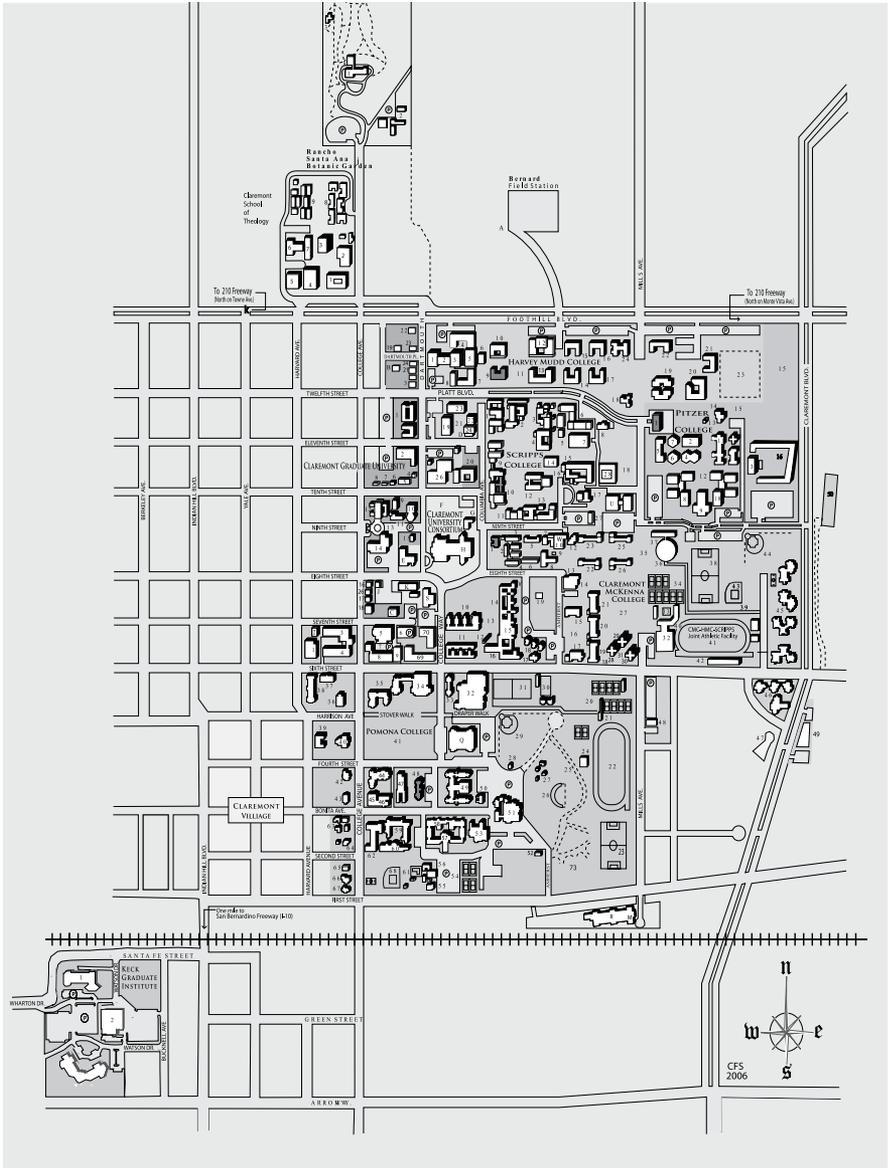
22. Community Courtyard

**23. Founding Faculty Outdoor
Amphitheater**

24. W. M. Keck Science Center

Classrooms
Faculty Offices
Laboratories
Lecture Hall

Seven-College Map



THE CLAREMONT COLLEGES

Claremont, California

ALPHABETICAL LISTING

CLAREMONT UNIVERSITY CONSORTIUM, CENTRAL FACILITIES

- Q Bridges Auditorium (Pom. Campus)
- D Campus Safety (Baxter Hall, Scripps)
- R Central Facilities Services
- J CUC Grounds & Custodial offices
- G Disability Administration
- E Earl W. Huntley Bookstore
- H Homhold/ Mudd Library
- M Human Resources
- W International Place (CMC Campus)
- G McAlister Religious Center
- F Mudd Quadrangle
- C Office of Black Student Affairs
- C Pendleton Business Building
- K Chief Executive Offices
- Financial Services
- Information Services
- Risk Mngmnt & Emply/Benefits
- B Real Estate/ CGU Housing
- A Robert J. Bernard Biological Field Station
- V Telephone Office (Pomona Campus)
- S Tranquada Student Services Center
- Chicano/Latino Student Affrs Cntr
- Health Education Outreach
- Monsour/Couns&Psych/Services
- Student Health Service

COORDINATED FACILITY

- U W.M. Keck Science Center – CMC, Pitzer, Scripps

CLAREMONT GRADUATE UNIVERSITY

- 14 Academic Computing Building
- 20 Art Building
- 8 Arts & Humanities Faculty Admin.
- 13 Blaisdell Fountain/ DesCombes Gate
- 2 Burke Family Building
- 22 Career Management/ Preparing Future Faculty
- 23 Center for Neuroeconomics Studies
- 24 Education Research Offices
- 21 Facilities Office
- 1 Graduate Residence Halls
- 12 Harper Hall
- *9 Harper Hall East
- 19 Higher Education Abstracts
- 6 Humanities Faculty-Blaisdell House
- 7 Humanities Resource Center
- 4 Institute for Signifying Scriptures
- 5 Jagels Building
- 11 McManus Hall
- 17 Mathematical Sciences (North)
- 18 Mathematical Sciences (South)
- 25 SBOS Research Institutes
- 3 SBOS Research Offices
- 15 School of Religion/ IAC
- 10 Stauffer Hall/ Albrecht Auditorium
- 16 Stone Library
- 26 Transdisciplinary Studies / Koznetsky house

KECK GRADUATE INSTITUTE

- 2 517 Watson Drive
- 1 535 Watson Drive

CLAREMONT McKENNA COLLEGE

- 49 400 N. Claremont Blvd.
- 5 Adams Hall
- *1 Admission & Financial Aid Office
- 22 Appleby Hall
- 44 Arce Baseball Field
- 30 Auen Hall
- 33 Axelrod Aquatics Center
- 16 Bagley Garden
- 37 Bauer North
- 36 Bauer South
- 15 Beckett Hall
- 19 Benson Hall
- 21 Berger Hall
- 25 Boswell Hall
- 42 Burns Stadium
- 35 Butler Plaza
- 46 The Children's School
- 13 Collins Dining Hall
- 8 Marian Minor Cook Athenaeum
- 39 Cramer Walkway
- 5 Davidson Lecture Hall
- 32 Ducey Gymnasium
- 50 Easton Archery Range
- 7 Emmet Student Center
- 29 Fawcett Hall
- 1 Financial Aid Office
- 9 Flansam Plaza
- 37 Founders Room
- 33 Goulet Plaza
- 26 Green Hall
- 47 Hammer Throw
- 12 Heggblade Center
- W International Place
- 17 Marks Hall
- 19 McKenna Auditorium
- 48 Mills Offices
- 27 Parents Field
- 21 Phillips Hall
- 2 Pitzer Hall
- 38 Pritzell Field
- 40 Reichardt Plaza
- 3 Roberts Hall North
- 4 Roberts Hall South
- 6 Seaman Hall
- 43 Softball Field
- 28 Stark Hall
- 14 Story House
- 45 Student Apartments
- 18 Tea Garden
- 34 Tennis Courts
- 32 Wells Fitness Center
- 23 Wohlford Hall
- 41 Zinda Field
- U W.M. Keck Science Center

HARVEY MUDD COLLEGE

- 19 Atwood Residence Hall
- 2 Beckman Hall (below ground level)
- 13 Hoch-Shanahan Dining Commons
- 11 Braun Liquidambar Mall
- 20 Case Residence Hall
- 17 East Mildred E. Mudd Residence Hall
- 22 Frederick & Susan Sontag Residence Hall
- 18 Garrett House
- 5 Galileo Hall (Below Ground Level)
- 6 Hixon Court (Below Ground Level)
- 7 Jacobs Science Center
- 8 W.M. Keck Laboratories
- *9 Kingston Hall
- 24 Linde Activities Center
- 23 Linde Athletic Field
- 21 Linde Residence Hall
- 15 Marks Residence Hall
- 16 North Residence Hall
- 1 F.W. Olin Science Center
- 4 Parsons Engineering Building
- 12 Joseph B. Platt Campus Center
- 3 Sprague Memorial Library
- 10 Thomas-Garrett Hall
- 14 West Residence Hall

PITZER COLLEGE

- 4 Avery Hall
- 7 Bernard Hall
- 13 Brant Tower
- 2 Broad Hall
- *1 Edythe & Eli Broad Center
- 6 Fletcher Hall
- 3 Gloria & Peter Gold Student Center
- 10 Grove House
- 10 Holden Hall
- 15 John R Arboretum
- 9 McConnell Center
- 11 Mead Hall
- 12 Pellissier Hall (Mounds)
- 8 Sanborn Hall
- 5 Scott Hall
- 16 New Dorms (fall 2007)

POMONA COLLEGE

- 35 Alexander Hall for Administration
- 9 Andrew Science Building
- 19 Arden Field
- 65 Baldwin House
- 29 Baseball Field
- 13 Bixby Plaza
- 72 Blanchard Park
- 27 Brackett Observatory
- 47 Bridges Hall of Music
- 40 Carnegie Building
- 14 Clark I
- 16 Clark III
- 11 Clark V
- 66 Cook House
- 63 Cottages
- 37 Crookshank Hall
- 6 Information Technology Building/ Parking Structure
- 69 Edmunds Building
- 2 Faculty Offices (156 W. 7th)
- 73 Farm-Agroecology
- 53 Frank Dining Hall
- 15 Frary Dining Hall
- 37 Gibson Hall
- 52 Grounds Building
- 39 Hahn Building
- 30 Holdeman Pool
- 59 Harwood Court
- 55 Kenyon House
- 16 Lawry Court
- 47 Le Bus Court
- 70 Lincoln Building
- 60 Lyon Court
- 41 Marston Quadrangle
- 38 Mason Hall
- 31 Merritt Football Field
- 8 Milikan Laboratory
- 58 Mudd Hall
- 5 Seelye Mudd Science Library
- 45 Museum of Art
- 16 Norton Hall
- 49 Oldenberg Center
- 50 Oldenberg Residence
- 20 Pauley Tennis Complex
- 5 Pearsons Hall
- 36 Pendleton Dance Center
- 61 Pendleton Pool
- 42 President's House
- 32 Rains Center for Sport / Recreation
- 46 Rembrandt Hall
- 64 Renwick House
- 28 Replica House
- 1 Richard C. Seaver Biology Building
- 54 Rogers Tennis Complex
- 7 Duplicating Center
- 43 Seaver House
- 3 Seaver North
- 4 Seaver South
- 51 Seaver Theater
- 33 Smiley Hall
- 34 Smith Campus Center
- 12 Smith Tower
- 23 Soccer Field
- 68 Softball Field
- 26 Sontag Greek Theater

- 22 Strehle Track
- *48 Summer Hall
- 67 Summer House
- 44 Thatcher Music Building
- 25 The Wash
- 21 Tennis / Track Office
- 24 Track / Grounds Office
- 71 Walker Beach
- 10 Walker Hall
- 17 Walton Commons
- 68 Wig Beach
- 62 Wig Hall

SCRIPPS COLLEGE

- *10 Balch Hall & Auditorium
- 24 Baxter Hall
- 12 Betty Cree Edwards Humanities Building/ Auditorium
- 3 Browning Hall
- 1 Clark Hall
- 12 Clark Museum
- 13 Dance Studio
- 9 Denison Library
- 4 Dorsey Hall
- 13 European Union Center
- 6 Frankel Hall
- 26 Garrison Theater/ Performing Arts Center
- 27 Grounds Building
- 13 Human Resources
- 13 Intercollegiate Women's Studies Center
- 7 Jungles – Winkler Hall
- 15 Kimberly Hall
- 23 Lang Art Studios
- 11 Malott Commons
- 14 Margaret Fowler Garden
- 21 Millard Sheets Art Center
- 17 Revella House
- 6 Rott Hall
- 5 Rott Apartments
- 22 Ruth Chandler Williamson Gallery
- 8 Service Building
- 19 Harry and Grace Steele Hall
- 13 Summer Conferences
- 28 Swimming Pool
- 18 Tiernan Field House (Future)
- 2 Toll Hall
- 13 Vitis Nova Hall
- 16 Wilbur Hall
- U W.M. Keck Science Center

AFFILIATED INSTITUTIONS

RANCHO SANTA ANA BOTANIC GARDEN

- 1 Administration
- 1 Plant Science Center
- 2 Research & Horticulture Complex

CLAREMONT SCHOOL OF THEOLOGY

- *1 Colwell Admin. Building
- 2 Craig Academic Building
- 8 East Student Housing
- 7 George W. Butler Building
- 3 Kresge Chapel
- 4 East Student Housing
- 9 North Student Housing
- 5 Seelye G. Mudd Theater
- 6 West Student Housing

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